Unit 2

Histories and Stories of Ways of Life in Canada
General Outcome 5.2: The Histories and Stories of Ways of Life in Canada
Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada’s heritage.

Unit 2 includes:

Introductory Activities

Chapter 7: Early European Settlements in North America

Chapter 8: The Fur Trade

Chapter 9: People on the Move

Unit 2 Assessment (Chapters 7, 8, and 9):
  Review
  Test
NOTE TO TEACHERS

1. The lesson plans for Unit 2 and Unit 3 are based on the student textbook *Our Land and People* (Nelson), specifically Chapters 7 – 15.

2. General Outcome 5.2 (Histories and Stories of Ways of Life in Canada) and General Outcome 5.3 (Canada: Shaping an Identity) of the Alberta Social Studies Program of Studies are somewhat integrated with each other in *Our Land and People*; the lesson plans reflect this organization of content.

3. *Background Lessons One, Two, and Three* are presented as optional lessons. They can be done if and when teachers feel it is appropriate.

4. Teachers may want to make a giant timeline out of roll paper like the one at the bottom of page 116 of *Our Land and People*. This giant timeline can then be posted on the wall in the classroom for easy referral as the explorers are being studies. If desired, the timeline could be extended to include other significant events in Canadian history.

**Building the History Canada Multimedia Museum**

This is a Unit 2 project suggested by the textbook authors. Teachers may want to have students complete some kind of variation on this activity as an ongoing project.
Background Lesson One

Concept: How Should We Treat Newcomers?

Resources/Materials: Worksheets #5.Backgr.1a and #5.Backgr.1b (1 copy of each)

Introduction: Divide the class into two groups. (One will represent the newcomers and one existing people.) Give each a scenario that represents the two viewpoints of the same situation (Worksheets #5.Backgr.1a and #5.Backgr.1b). Have each group decide how they felt and what action should be taken.

Procedure:

1. Appoint a leader, a reader, a note taker, and a reporter from each group, if you like. (The idea is to give each person in each group a role so that all members feel involved in the activity.)

2. Allow the groups 10 – 15 minutes.

3. Have students report back.

4. Lead students to these conclusions:
   - Interaction between groups can involve competition, cooperation, and conflict.
   - Through interaction groups can influence each other
   - Typically, groups adopt what they consider positive influences; however, often negative consequences accompany them

5. Tell students we will be studying in this unit what happened when Native Canadians and Europeans interacted.

6. Discuss briefly some of the related present-day issues:
   - Situations of Native Canadians
   - French language/English language issues
   - Immigration patterns

7. Have students write a paragraph about the question “How Should We Treat Newcomers to Canada?”

OR

8. Have students write a paragraph or two discussing how a group’s perspective affects its attitudes and actions.

Assignments:

1. Have students write a paragraph about the question “How Should We Treat Newcomers to Canada?”

OR

2. Have students write a paragraph or two discussing how a group’s perspective affects its attitudes and actions.
You are a group of people living in a mountain valley. You have worked hard to clear the land of trees and cultivate the soil. You have plans to eventually clear more land so that you can increase the amount of land you can farm. Your community is quite isolated because the road is not very good. However, every two weeks, three or four people go to the nearest large town to buy the supplies you need.

You are farmers and your main crops are hay and potatoes. This provides you with enough income for all the members of the community to survive. Every family in the community has a vegetable garden and raises chickens, hogs, and cattle. All you need from town are clothes, household items like dishes and pots and pans, and farm machinery. All in all, you are living well and are very happy.

One day some people begin to clear the land next to yours. They seem very nice, but don’t seem to know too much about sawing logs, so you decide to help them. You get to know them as time goes on and you also find out they don’t know too much about farming either. So once the land is cleared, you show them when and how to plants their crops.

The members of the community are happy to help them out. Things seem to be going well until the ways of the newcomers begin to influence the community members. Every Thursday all the “new” people go to town. Many people in your community begin to think that this would be a good idea and insist they be allowed to go as well. Instead of each family planting its own crops and gardens and raising its own livestock; the newcomers plant their fields together, have a common garden, and raise livestock together. This seems like an excellent idea to some in your community, but others want to stick to the traditional ways. Before you know it, the people in your community are not getting along at all.

What should you do?
What Should You Do?

You are a group of people living in a big city. You have come to know each other because all of you live in the same neighbourhood. As time goes on, each of you is becoming quite unhappy with city life. It seems that although people are friendly, they are somewhat selfish and greedy. In recent years the city life has become very busy and you have less and less time to spend with your families and next to no time to spend with your neighbours. The air in the city is becoming more and more polluted. Some people’s health is affected.

One day one of the men gets the idea that you should all move out to a remote area of the country where the air is clean and the pace of life is slower. One of the families used to live on a farm and suggests that you pool your money and buy some land in an isolated mountain valley. You decide that you will live as one big happy family, sharing all the work and all the profits. They land will have to be cleared of trees; but once this is done, the rich soil will make the land ideal for farming.

Once the families move to their new home, you discover you don’t know too much about clearing land. Luckily, some farmers from a nearby community noticed the difficulties you are having and offer to give you some help. You are grateful for their assistance. They seem like nice people.

Finally, the day comes when you are ready to plant your crops. All the men turn out to sow the hay seeds and plant the potatoes. The women and children look after the community garden and raise the livestock. As a group, you have decided that Thursday, no one will work and everyone will take a trip into town. Everything seems to be going well and all of you are happy with your new life.

One day a few angry members of the nearby community come storming into your settlement. They are upset because some of their members would like to do things the way you are doing them. It is causing a great many problems. They would like you to do things the way they have been doing them for years. They remind you that they helped you clear the land and showed you how to plant and take care of your crops. They feel you should adopt their ways—the ways that have worked for years.

What should you do?
**Background Lesson Two**

**Concept:** What is history?

**Resources/Materials:** Worksheet #5.Backgr.2a (transparency, if appropriate)
Worksheet #5.Backgr.2b (student copies)

**Introduction:** Have “mystery box” or bag filled with some or all of the following *evidence*. Alternately, have the words written on small pieces of paper and put them in the mystery box:

- Artifacts
- An old map
- An explorer’s journal entry
- First Nations “story”

Pull them out one at a time and have students speculate what they are for. Conclude that this is how historians and archaeologists try to piece together history.

**Procedure:**

1. Tell students that history has to do with written accounts of past events. We use evidence such as artifacts, journals, stories, maps, pictures, and so on to try to determine real events.

2. This unit in Social Studies will examine the history of Canada from the time the First Nations peoples first interacted with the Europeans to about fifty years ago.

3. Discuss the meaning of the word “history” and how history influences the identity of a group of people.

4. When trying to figure out history we can only go by *evidence* that we have today because none of us was there to see things first hand. Discuss the ideas that history has a “point of view”. (It depends on whom you are as to how you saw events unfold.)

5. Historians are people who study written things about the past.
Archaeologists are people who study artifacts (objects) that existed in the past.

6. We can also get clues about life in the past from listening to and reading stories about the past. This is particularly true for First Nations peoples.

7. Conclude that we learn about the past from
   - Historians
   - Archaeologists
   - Stories

*Continued…*
Continued from page 5

8. Make notes on the board or make a transparency of Worksheet #5.Backgr.2a.

Learning About the Past

**History** – is a written record of an event that happened in the past.
**Evidence** – information that helps us to decide what has happened in the past.

How We Learn About the Past
Historians – people who study written materials
Archaeologists – people who study artifacts
Stories – myths, tales, and recollections


Assignments:

1. Copy notes.
2. Do Worksheet #5.Backgr.2b.
Learning About the Past

History – is a written record of an event that happened in the past.

Evidence – information that helps us to decide what has happened in the past.

How We Learn About the Past

Historians – people who study written materials

Archaeologists – people who study artifacts

Stories – myths, tales, and recollections
1. To get an idea about how an historian uses written information to learn about the past, examine this drawing of a French explorer named Samuel de Champlain. Champlain drew this picture of himself firing a gun at Iroquois warriors.

What can you learn about the past and about Champlain from examining the drawing?

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Below are pictures of artifacts thought to belong to a First Nations group called the Beothuks. What could an archaeologist learn about the Beothuk culture from examining them?

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Learning About the Past

1. To get an idea about how an historian uses written information to learn about the past, examine this drawing of a French explorer named Samuel de Champlain. Champlain drew this picture of himself firing a gun at Iroquois warriors.

What can you learn about the past and about Champlain from examining the drawing?

- **will use a gun to kill or harm**
- **someone**
- **was conflict between French explorers and First Nations**
- **thought of himself as brave**

2. Below are pictures of artifacts thought to belong to a First Nations group called the Beothuks. What could an archaeologist learn about the Beothuk culture from examining them?

- **used stone, wood, as possibly bone to make tools**
- **were fine craftsmen, as evidenced by the detail of the work**
- **grooming/ appearance were important**

Background Lesson Three

Concept: First Nations cultures: where did they come from; overview of who they were

Resources/Materials: Worksheet #5.Backgr.3a (student copies)
Worksheet #5.Backgr.3b (teacher’s copy, transparency if possible)
Worksheet #5.Backgr.3c (student copies and transparency, if possible)

Introduction: Whose point of view is this? “Canada has such a short history compared to other countries in Europe and Asia.”
This is a non-Native point of view. There is evidence that Native groups have been in the area that is known today as Canada for at least 12,000 years.

Procedure:

1. Explain the theory about a land bridge between Asia and North America. Point out physical similarities between people of Asian descent and Natives.

2. Explain that just as there are differences among the Hutterian Brethren, there were many differences among the various First Nations groups. Some groups were quite similar; others were very different. Over the centuries the First Nations developed different customs, shelters, arts and languages. In fact, there are more than fifty First Nations languages.

3. There are some common characteristics of all First Nations groups, however. Distribute Worksheet #5.Backgr.3c or put a transparency of it on the overhead. Have students make notes listing the main ideas, thus:

   Characteristics of First Nations
   
   • hunters
   • myth makers
   • had religious beliefs
   • used stone tools
   • traded with other groups
   • formed relationships of war or friendship with other groups

4. Distribute Worksheet #5.Backgr.3a (map of First Nations). Go over the locations of the major groups. Have students colour and label the map. Put up a transparency of Worksheet #5.Backgr.3b to help students complete their maps.

Assignments:

1. Make notes.
2. Label and colour map of First Nations on Worksheet #5.Backgr.3a.
Characteristics of the First Nations

Each Native group spoke its own language, built its own kind of shelter, chose leaders in its own way and developed ways of moving about according to where the people lived. Nevertheless, all the First Nations had much in common.

- They were all hunters. They also gathered food such as berries, nuts or wild rice. The Huron, however, were among the few First Nations in Canada who lived primarily by farming.

- All were myth makers. Myths are religious stories that try to explain where the people came from and that try to answer questions such as why there is good and evil in the world.

- All the First Nations had religious beliefs. Most groups had shamans who passed on wisdom about healing. Most First Nations believed that they were part of a spirit world, which included the animals and all living things. They honoured this spirit world in ceremonies and prayers.

- All the First Nations used stone tools. They used stone knives to cut and stone arrows to hunt. A few groups used soft metals.

- All the First Nations traded with other groups for things they needed or wanted. The Huron, for example, traded the corn they grew for furs gathered by the Algonquin.

- All the First Nations formed relationships of war or friendship with other groups.

From: Beginnings: From the First Nations to the Great Migration. (Reidmore)
Chapter Seven

Early European Settlements in North America
# Early European Settlements in North America

## Contents

<table>
<thead>
<tr>
<th>Lesson One</th>
<th>Why Explorers Came to “Canada”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Two</td>
<td>Explorers: Giovanni Caboto, Jacques Cartier, Samuel de Champlain, and Others</td>
</tr>
<tr>
<td>Lesson Three</td>
<td>Early European Settlers: The Acadians</td>
</tr>
<tr>
<td>Lesson Four</td>
<td>Early European Settlers: New France</td>
</tr>
<tr>
<td>Lesson Five</td>
<td>New France: The Seigneurial System</td>
</tr>
<tr>
<td>Lesson Six</td>
<td>The Seigneurial System: Habitants</td>
</tr>
<tr>
<td>Lesson Seven</td>
<td>Early European Settlement in North America: Chapter Focus</td>
</tr>
</tbody>
</table>
Lesson One

Concept: Why Explorers Came to “Canada”
   The Vikings

Resources/Materials: Our Land and People, pages 114 and 115
   Wall Map of the World
   Globe
   BLM 57 (3 pages, student copies)
   BLM 58 (map page) – OPTIONAL
   Worksheet #5.7.1 (student copies)

Introduction: Ask students what they would do if they were on their way to Lethbridge and discovered that the road was closed. (There may be a variety of responses, but one of them is bound to be that they would look for an alternate route.)

Explain, using the wall map that many countries in Europe were used to getting spices, silks, and other things from Asia. They would travel overland in long caravans to get from Europe to Asia. Unfortunately for the Europeans, a new group of people took control of the lands over which those caravans travelled and did not like it. They attacked those caravans. The Europeans had to look for a new route to Asia. This route was known as the Northwest Passage.

Procedure:

1. Guide the reading of textbook, pages 114 and 115. Use the globe to point out how a route to Asia is actually possible by going west instead of east. Point out Scandinavia as the homeland of the Vikings.

2. Review with students that we piece together the events of the past by using written information, artifacts, and stories.

3. OPTIONAL. Distribute the map page (BLM 58). Have students trace possible routes the Vikings took.

4. Distribute BLM 57 (3 pages). Tell students that this handout explains how an old Viking sage (long story) helps historians figure out the past.

5. Guide, or have students read independently, the Viking saga on BLM 57. Then instruct students to do the questions. (NOTE: THE LAST QUESTION INVOLVES STUDENTS DOING SOME RESEARCH. Worksheet #5.7.1 is provided for this purpose.)

Assignments:

1. Read Our Land and People, pages 114 and 115.
2. Do BLM 57.
Thinking about the Evidence (continued)

1. The text mentions three artifacts that have been found in real-life excavations that tell us about life in these times. What three items in the story have survived over a thousand years buried in the ground?
   - cloak pin
   - battle axe
   - bow and arrow

2. Viking sagas combine fictional and nonfictional characters. What problems can we have today in using sagas to discover the past?
   - cannot always distinguish fictional and nonfictional elements in a saga

3. How can fictional narratives help us understand the past? What disadvantages are there to using stories to help understand the past?
   - can tell what material goods were available at the time
   - can get insight into value system
   - difficult to distinguish what is imaginary and what is real

4. Find out about an Aboriginal group that lives in present-day Newfoundland and Labrador (e.g., the Mi'kmaq, Métis, Inuit). What can you share with the class about the lifestyle and cultural identity of this group?
The Beothuk (*bee AH thuhk*) were a people who lived on the island of Newfoundland off the eastern shore of Canada. They were probably the first North Americans encountered by the early European explorers and settlers. The Europeans called the Beothuk “red Indians*” because they painted their bodies, clothing, tools, and weapons with red pigment.

The Beothuk lived in bands of closely related families. The group probably consisted of six to ten bands. Each band had fewer than 100 people. Despite the small total population, traces of the Beothuk’s existence have been found on the coast of every major Newfoundland by.

The Beothuk lived in cone-shaped houses made of bark. Unlike some other First Nations, they did not raise crops. They fished and hunted on the coast from late winter through early fall. When the first snow fell, they moved inland to hunt caribou. They made bark containers and used stone to make arrowheads. Scholars do not know what language the Beothuk spoke, but it probably belonged to the Algonquin languages.

During the 1700’s, French settlers accused the Beothuk of petty thievery and began to kill them. The Mi’kmaq First Nation, who came to Newfoundland from Nova Scotia, joined the French attacks against the Beothuk. The surviving Beothuk fled inland, but they could not live the year around without food from the coastal area. They became extinct in 1829.

*The first Europeans called the First Nations people of the Americas “Indians” because they had darker skin colour, like the people of the Indies (today India, Pakistan, and Sri Lanka).*
Lesson Two

Concept: Explorers: Giovanni Caboto, Jacques Cartier, Samuel de Champlain, and Others

Resources/Materials: Our Land and People, pages 115 – 119
Worksheet #5.7.2a and #5.7.2b (optional, student copies)
AND/OR
BLM 58 (2 pages, optional, student copies)
AND/OR
Worksheet #5.7.2c (optional, student copies)

Introduction: Discuss with students the risks involved in being an explorer. Discuss also what kinds of situations could occur when exploration teams interacted with First Nations groups. Try to introduce the terms cooperation and conflict into the discussion.

Procedure:

1. Tell students to turn to textbook, page 115. Tell them you are going to reread the section to them pertaining to the Vikings and they are to listen for information about:
   - Where they came from
   - Where they went
   - Their interactions with First Nations (if any)
   - Other facts

2. Tell students they are to read to the end of textbook, page 119. They will read about other explorers: Giovanni Caboto, Jacques Cartier, and Samuel de Champlain. They should read to find the information as in #1 above.

Then assign students to do one or more of the following:

Option A: Distribute Worksheets #5.7.2a and #5.7.2b. This worksheet is designed to help students guide their reading of the pages.

Option B: Distribute BLM 58 (2 pages). Students are to research one of the explorers they read about on textbook, pages 115 – 119. They should fill in the chart and map with information about the explorer.

Option C: Distribute Worksheet #5.7.2c. This worksheet is designed to help students compare and contrast the activities of the explorers from the information they read on textbook, pages 115 – 119.

Assignments:

1. Read Our Land and People, pages 115 – 119.

2. Do Worksheets #5.7.2a and #5.7.2b.
   AND/OR
3. Do BLM 58.
   AND/OR
4. Do Worksheet #5.7.2c.
Directions:  Read Our Land and People, pages 115 – 119. Tell whether each statement is true or false. If the statement is false, cross out the incorrect words and write the correct words on top.

1. The Vikings

_______ The Vikings came to Canada about a thousand years ago.

_______ They landed on the island of Cape Breton.

_______ We do not know for sure why they left.

_______ The Vikings created a settlement called L'Anse aux Meadows.

2. Giovanni Caboto (John Cabot)

_______ Caboto was an Italian explorer who was sent by the king of France.

_______ Caboto did not see any First Nations people, but he did find evidence that they lived there.

_______ He did not discover gold and other riches, but he did find the waters had plenty of octopuses.

3. Northwest Passage

_______ Only one explorer had actually searched for the Northwest Passage.

_______ The explorers often named bodies of water they went through after themselves.

_______ Roald Amundsen finally did successfully sail through the passage in the northwest in 1616.

4. Jacques Cartier

_______ Cartier made five voyages to North America.

_______ Cartier was looking for gold, diamonds, and the Northwest Passage.

_______ The Haudenosaunee helped Cartier and his men cure some of their sicknesses.

_______ Cartier claimed all the lands he explored for France.

_______ Cartier and the Mi’kmaq cooperated by trading knives and other iron goods for furs.
5. **Whose Lands Are These Anyways?**

_____ The First Nations agreed to turn their lands over to the English and French explorers.

_____ England and France decided to split up the land their explorers discovered.

6. **A Land Rich in Resources**

_____ The two main resources that the explorers found in Canada were diamonds and furs.

_____ The French decided to protect their claims to their lands in North America by creating settlements.

7. **The Mi'kmaq**

_____ In the Mi'kmaq story about their people's first meeting with the Europeans, the people though the Europeans were bears.

_____ One of the men who came to shore made signs of goodwill and peace.

8. **Samuel de Champlain**

_____ Champlain met with a First Nations group called the Anishinabe.

_____ Champlain thought the Anishinabe looked like other Europeans.

_____ When Champlain and the Anishinabe interacted there was conflict.
Directions: Read Our Land and People, pages 115 – 119. Tell whether each statement is true or false. If the statement is false, cross out the incorrect words and write the correct words on top.

1. The Vikings
   - [T] The Vikings came to Canada about a thousand years ago.
   - [F] They landed on the island of [Newfoundland]
   - [T] We do not know for sure why they left.
   - [T] The Vikings created a settlement called L’Anse aux Meadows.

2. Giovanni Caboto (John Cabot)
   - [F] Caboto was an Italian explorer who was sent by the king of [England]
   - [T] Caboto did not see any First Nations people, but he did find evidence that they lived there.
   - [F] He did not discover gold and other riches, but he did find the waters had plenty of [octopuses, fish]

3. Northwest Passage
   - [F] Several explorers had actually searched for the Northwest Passage.
   - [T] The explorers often named bodies of water they went through after themselves.
   - [F] Roald Amundsen finally did successfully sail through the passage in the northwest in [1646, 1901]

4. Jacques Cartier
   - [T] Cartier was looking for gold, diamonds, and the Northwest Passage.
   - [T] The Haudenosaunee helped Cartier and his men cure some of their sicknesses.
   - [T] Cartier claimed all the lands he explored for France.
   - [T] Cartier and the Mi’kmaq cooperated by trading knives and other iron goods for furs.
5. Whose Lands Are These Anyways?

**F** The First Nations agreed to turn their lands over to the English and French explorers.

**F** England and France battled over the land their explorers discovered.

6. A Land Rich in Resources

**F** The two main resources that the explorers found in Canada were diamonds and furs.

**T** The French decided to protect their claims to their lands in North America by creating settlements.

7. The Mi’kmaq

**T** In the Mi’kmaq story about their people’s first meeting with the Europeans, the people thought the Europeans were bears.

**T** One of the men who came to shore made signs of goodwill and peace.

8. Samuel de Champlain

**T** Champlain met with a First Nations group called the Anishinabe.

**F** Champlain thought the Anishinabe looked like other Europeans.

**F** When Champlain and the Anishinabe interacted there was conflict.
**The First Explorers**

**Directions:** Read *Our Land and People*, pages 115 – 119. Fill in the chart with the correct information. You may not be able to fill in all the sections of the chart.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>When They Explored</th>
<th>What They Found</th>
<th>Interactions with First Nations</th>
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<tbody>
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Worksheet #5.7.2c
Directions: Read *Our Land and People*, pages 115 – 119. Fill in the chart with the correct information. You may not be able to fill in all the sections of the chart.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>When They Explored</th>
<th>What They Found</th>
<th>Interactions with First Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giovanni Caboto (John Cabot)</td>
<td>1497</td>
<td>• notched trees, snares, needle</td>
<td>• only saw evidence that First Nations inhabited the land, but did not actually see anyone</td>
</tr>
<tr>
<td>Jacques Cartier</td>
<td>1534, 1535, 1542</td>
<td>• villages of Stadacona and Hochelaga</td>
<td>• nine canoes full of First Nations&lt;br&gt;• First Nations helped Cartier and his men survive the winter.&lt;br&gt;• traded iron goods for furs</td>
</tr>
<tr>
<td>Samuel de Champlain</td>
<td>1615 (actually made many trips)</td>
<td></td>
<td>• met Anishinabe&lt;br&gt;• gave chief gift of a hatchet</td>
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# Charting the Explorers

**Name of Explorer**  Students are required to choose one explorer. Teacher may want them to do two or more, however

<table>
<thead>
<tr>
<th>Country of Origin/Country Financing Expedition</th>
<th>Dates</th>
<th>Description of Exploration</th>
<th>Meetings with First Nations Peoples</th>
</tr>
</thead>
</table>
| Vikings - Scandinavia                          | 1001 AD | -settled on island at Newfoundland  
- created settlement at L'Anse aux Meadows | - may have left because of conflict with the Beothuks |
| Giovanni Caboto - Italy/Britain                | 1497   | -king of Britain sent Caboto to find a new trade route to Asia and to explore and claim land for Britain  
- landed on Canada's east coast  
- found women were abundant with fish | - did not actually meet first nation people, but to愚itence of their existence; notched tree, made stone tools, made nets for making nets |
| Jacques Cartier - France                       | 1534-1542 | -made three voyages to look for gold, diamonds  
Northwest Passage  
sailed up St. Lawrence River, Saguenay River | - met with Haudenosaunee at Stadacona and Hochelaga  
- Haudenosaunee showed Cartier how to trap and hunt  
- traded knives and iron goods for furs  
- named French Hug at Gulf  
- claimed land for France |
| Samuel de Champlain - France                   | 1615   | -explored area around Georgian Bay | - made friends with Anishinae |
Charting the Explorers (continued)

If plotting more than one explorer, students will need to be given one map per explorer.
Plot your chosen explorer's route on the map below.

- Vikings
- Caboto
- Cartier
- Champlain
Lesson Three

Concept: Early European Settlers: The Acadians

Resources/Materials: Our Land and People, pages 120 and 121
Wall Map of Canada
BLM 59 (2 pages, student copies)

Introduction: Recall that the English and French tried to protect their claims to lands in North America by establishing settlements. One of these settlements was in a place called Acadia. (Point out on map of Canada.) Today Acadia is the provinces of Nova Scotia, New Brunswick, Prince Edward Island and the Gaspé region of Québec.

Procedure:

1. Tell students that the settlements were called colonies. Tell them to read textbook, pages 120 and 121 to find out how these colonies were different from Hutterite colonies, and what life was like.

2. Once reading is finished, discuss the idea of a colony and the hardships colonists faced.

3. Discuss that as time went on, the Acadians created an identity of their own. They did not feel they were British or French.

4. Distribute BLM 59. This can be read as a Reader’s Theatre or independently. Tell students that it illustrates what life was like for those early colonists in Acadia.

5. Have students do one or more of these activities based on BLM 59.
   - Pretend you were an Acadian settler. Write a journal entry about the events of a particular day.
   - Write a paragraph entitled: “Acadia: 1604 – 1605”

Assignments:

1. Read Our Land and People, pages 120 and 121.
2. Read the Readers’ Theatre on BLM 59.
3. Do one or more of: Write a journal entry, write a paragraph, make point form notes.
Lesson Four

Concept: Early European Settlers: New France

Resources/Materials: Our Land and People, pages 122 and 123
Wall Map of Canada
Worksheet #5.7.4a (student copies)
Worksheet #5.7.4b (optional, student copies)
Unlined paper for students, optional

Introduction: Recall that France decided to establish a colony, Île Sainte-Claire, to protect the area known as Acadia. Tell students that France also wanted to do the same for the area around the shores of the St. Lawrence River. One was at Stadacona (present day Québec) and the other at Hochelaga (present day Montréal). Point these places out on the map of Canada.

Procedure:

1. Have students turn to textbook, pages 122 and 123. Have them first study the illustrations on page 122. Note that they not only have buildings, but they both have features that protect them from unwanted “visitor”. Discuss the reasons for this.

2. If possible, guide the reading of these pages, having students read to find out more about these settlements.

3. Explain that all of the hands that France claimed were referred to as “New France”. Acadia was the name for a particular part of New France.

4. Distribute the Worksheet #5.7.4a (Map of New France). Tell students to use the maps on pages 120 and 123 to draw in and label:
   - Acadia (colour it green)
   - New France (colour it pink)
   - The names of settlements
   - The names of bodies of water

   (Warn students that on the map on page 123, New France and Acadia are both coloured pink, but they are to colour Acadia and New France difference colours.)

5. If you like, have students examine the illustrations of the habitation and farm on textbook, page 122. They show an exterior view. Ask students to illustrate what they think the inside of one of these might be like. Alternately, you can have students do Worksheet #5.7.4b.

Assignments:

1. Read Our Land and People, pages 122 and 123.
2. On map of New France (Worksheet #5.7.4a) draw in and label New France, Acadia. Colour. Label settlements and bodies of water.
3. Optionally, illustrate what you think the inside of a habitation or a farm might be like or do Worksheet #5.7.4b.
Directions: Use pages 122 and 123 of Our Land and People to complete this page.

From what you read on these pages, tell whether each statement is probably true (T) or probably false (F). None of the statements is taken directly from the textbook. You will have to infer your answers.

1. _______ Champlain wanted to return to New France because he thought there might resources that his home country of France could use.

2. _______ Stadacona was never really a First Nations village. It was something that Jacques Cartier made up.

3. _______ The St. Lawrence River is wide from beginning to end.

4. _______ The people that lived in a habitation thought they needed protection.

5. _______ Habitations were usually very small and poorly made.

6. _______ Champlain decided that he did not want to depend on supplies from France in order for the habitation to survive.

7. _______ Champlain decided to put up buildings modeled after those in France.

8. _______ Ville Marie is known as Québec today.

9. _______ The French government sent Paul de Chomeney to New France because they wanted to punish him.

10._______ Paul de Chomeney and Jeanne Mance felt that the Haudenosaunee were friendly and could always be trusted.

11._______ Ville Marie did not last. No people lived there after a few years.

12._______ Jeanne Mance was very good at using a shovel and an axe.

13._______ The hospital that Jeanne Mance helped establish did much good for the people living in Ville Marie.

14._______ It took a little more than a month for Chomeney and Mance to build Ville Marie.

15._______ Acadia was still the centre of New France.
Directions: Use pages 122 and 123 of Our Land and People to complete this page.

From what you read on these pages, tell whether each statement is probably true (T) or probably false (F). None of the statements is taken directly from the textbook. You will have to infer your answers.

1. T Champlain wanted to return to New France because he thought there might resources that his home country of France could use.

2. F Stadacona was never really a First Nations village. It was something that Jacques Cartier made up.

3. F The St. Lawrence River is wide from beginning to end.

4. T The people that lived in a habitation thought they needed protection.

5. F Habitations were usually very small and poorly made.

6. T Champlain decided that he did not want to depend on supplies from France in order for the habitation to survive.

7. T Champlain decided to put up buildings modeled after those in France.

8. F Ville Marie is known as Québec today.

9. F The French government sent Paul de Chomeney to New France because they wanted to punish him.

10. F Paul de Chomeney and Jeanne Mance felt that the Haudenosaunee were friendly and could always be trusted.

11. F Ville Marie did not last. No people lived there after a few years.

12. F Jeanne Mance was very good at using a shovel and an axe.

13. T The hospital that Jeanne Mance helped establish did much good for the people living in Ville Marie.

14. F It took a little more than a month for Chomeney and Mance to build Ville Marie.

15. F Acadia was still the centre of New France.
Lesson Five

Concept: New France: The Seigneurial System

Resources/Materials: Our Land and People, pages 124 – 125

Introduction: Tell students that the system of land holding in New France was much like a system used in much of the world today. One person owns or is in charge of a large parcel of land. He rents it out to other people, but instead of collecting rent money; he gets to keep part of the harvest. In New France this was called the seigneurial system. (Write seigneurial system on the board.)

Procedure:

1. Have students turn to Our Land and People, page 124. Have them examine the diagram, pointing out the strips of land that each renter farmed. Compare the drawing with the photograph on page 125.

2. Tell students that the large parcel of land was called a seigneury and that the person in charge was called the seigneur. The renters were habitants. The seigneur did not just lay around and get fat; he had the responsibilities of building a church, flour mill, and other buildings needed by the habitants.

3. Tell students to read pages 124 and 125. If you can stand the noise and some chaos, they can take turns reading parts orally to each other.

4. Once the reading is finished, students should write a paragraph or two explaining the seigneurial system. The MUST INCLUDE a diagram that will support the paragraph(s).

        Alternately, students can explain the seigneurial system using point-form notes.

Assignments:

1. Read Our Land and People, pages 124 and 125.
2. Write paragraphs or point-form notes that explain the seigneurial system. Include a diagram.
Lesson Six

Concept: The Seigneurial System: Habitants

Resources/Materials: Our Land and People, pages 126 – 130
Worksheet 5.7.6 (optional, student copies)
BLM 61 (student copies)
Unlined paper for students

Introduction: Draw a pyramid showing the hierarchy of the New France society:

```
    King
   /    \
Other Royalty /     \
Rich and Powerful /      \
Seigneurs       /        \
Habitants
```

Tell students that the further you go down the pyramid, the greater the number of people in that category. Thus, the habitants were the most plentiful of all. Therefore, they really represent much of the lifestyle of New France. Today we have a closer look at the life of the habitant.

Procedure:

1. Ask the class if they are familiar with the Montréal Canadiens NHL team. Why are they often nicknamed the “Habs”? Explain that they will find out today.

2. Ask students to speculate about the life of the habitants.

3. Finally, explain that France was not the only European country to establish colonies in North America. Among those European countries was Britain or England. Britain and France had an on going competition that lasted over a century and claiming territory in the New World was part of the competition. Both wanted bragging rights as to who had the most and richest colonies.

4. Tell students to read textbook, pages 126 – 130 to answer all the questions presented.

5. Distribute BLM 61 and the unlined paper. It has drawings of some of the things that an habitant might use in daily life. Students are to match the pictures with the names of the items and their descriptions.

6. Alternately, or in addition, you may want students to do Worksheet #5.7.6.

Assignments:

1. Read Our Land and People, pages 126 – 130.
2. Do BLM 61.
3. Optionally, do Worksheet #5.7.6.
Directions: Use Our Land and People, pages 126 – 130 to help you fill the blanks.

1. The habitants were also called _______________________.

2. Many of the habitants who lived in New France kept the same ___________________ that they had in France.

14. As the population and its needs grew, people with different ___________________ arrived.

15. The religious symbol you can see in the illustration at the bottom of page 126 is a _________________________.

16. The habitants had many responsibilities to the seigneur. They had to pay ____________________ and give the seigneur a share of the __________________ they caught and the __________________ they chopped. They also had to perform certain jobs when the seigneur __________________ them.

17. The most important job the habitant had was to get the land ready for _______________ and _______________.

18. Despite the hard work, most habitants' lives were better in New France than they were back _______________.

19. The __________________ is the most important part of the homes of the habitants.

20. The Montréal Canadiens are sometimes referred to as the Habs because _________________________.

21. Since there were many single men in New France, ________________________ were brought over from France to marry and start families.

22. To encourage large families the government of New France gave __________________ to those who got married and paid a yearly __________________ to any couple with ten children.
Directions: Use Our Land and People, pages 126 – 130 to help you fill the blanks.

1. The habitants were also called ________censitaires_______.

2. Many of the habitants who lived in New France kept the same ________trades________ that they had in France.

14. As the population and its needs grew, people with different ________skills________ arrived.

15. The religious symbol you can see in the illustration at the bottom of page 126 is a ________cross________.

16. The habitants had many responsibilities to the seigneur. They had to pay ________rent________ and give the seigneur a share of the ________fish________ they caught and the ________wood________ they chopped. They also had to perform certain jobs when the seigneur ________demanded________ them.

17. The most important job the habitant had was to get the land ready for ________crops________ and ________roads________.

18. Despite the hard work, most habitants’ lives were better in New France than they were back ________home________.

19. The ________fireplace________ is the most important part of the homes of the habitants.

20. The Montréal Canadiens are sometimes referred to as the Habs because ________most came from farms________.

21. Since there were many single men in New France, ________young girls________ were brought over from France to marry and start families.

22. To encourage large families the government of New France gave ________money________ to those who got married and paid a yearly ________allowance________ to any couple with ten children.
Common Objects in New France

Instructions
Cut out the pieces and reassemble them so that the name, picture and description of each object matches.

<table>
<thead>
<tr>
<th>Object Name</th>
<th>Picture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>KETTLE</td>
<td>![Image of Kettle]</td>
<td>In the days before electricity, candles often provided light. This object held candles and had small pans under them to catch drips. This object came from a church.</td>
</tr>
<tr>
<td>GOBLET</td>
<td>![Image of Goblet]</td>
<td>This piece of furniture often had two full-length doors. Inside, shelves helped organize items such as clothing or kitchen goods.</td>
</tr>
<tr>
<td>ARMOIRE</td>
<td>![Image of Armoire]</td>
<td>This was used for drinking or measuring liquids. It was frequently made of pewter and usually had no stem or handle.</td>
</tr>
<tr>
<td>CHANDELIER</td>
<td>![Image of Chandelier]</td>
<td>This object was made of metal and was used for cooking over a fire. It was a popular trade item—in demand by First Nations peoples.</td>
</tr>
<tr>
<td>SHEARS</td>
<td>![Image of Shears]</td>
<td>Fires burned with a higher temperature when air was blown on them using this object.</td>
</tr>
<tr>
<td>BELLOWS</td>
<td>![Image of Bellows]</td>
<td>These resembled large scissors; however, they were used to take the fleece from sheep, which was then cleaned, combed, spun and woven into cloth.</td>
</tr>
</tbody>
</table>
Lesson Seven

Content: Early European Settlement in North America: Chapter Focus

Resources/Materials: Worksheet #5.7.7 (student copies, optional)

Introduction: Explain that the section on Early European Settlement in North America is almost finished and it is time to review the main ideas.

Procedure:

Options:

1. Oral Review – As a group, discuss the main ideas covered in Chapter 7. If you like, use the questions on Worksheet #5.7.7 to help you guide the discussion.

2. Written Review – If you like, distribute Worksheet #5.7.7. Have students write point-form answers to the questions (or have them write their answers in their notebooks.)

Assignment:

1. Orally, review the main ideas of Chapter 7. Use the questions on Worksheet #5.7.7, if you like. OR

2. Answer the questions on Worksheet #5.7.7 on the worksheet itself, in point-form or in notebooks.
Chapter Seven

Early European Settlement in North America

Chapter Focus

1. Why did Europeans come to North America?

2. Who were the earliest European settlers in Canada?

3. What was life like in New France?

4. Who were the habitants?

5. What changes affected the future of New France?
Chapter Eight

The Fur Trade
Social Studies Grade 5 Our Land and People
Chapter 8
Lesson Plans

Social Studies Grade 5 Our Land and People
Chapter 8
The Fur Trade

Contents

<table>
<thead>
<tr>
<th>Lesson One</th>
<th>The Fur Trade: New France</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Two</td>
<td>British Fur Trading Posts</td>
<td>4</td>
</tr>
<tr>
<td>Lesson Three</td>
<td>Competition Led to Exploration of the West</td>
<td>5</td>
</tr>
<tr>
<td>Lesson Four</td>
<td>The Nature of Fur Trading</td>
<td>6</td>
</tr>
<tr>
<td>Lesson Five</td>
<td>Changes Brought About by the Fur Trade</td>
<td>7</td>
</tr>
<tr>
<td>Lesson Six</td>
<td>The Fur Trade: Chapter Focus</td>
<td>8</td>
</tr>
</tbody>
</table>
Lesson One

Concept: The Fur Trade: New France

Resources/Materials: Our Land and People, pages 132 – 135
BLM 62 (student copies)
BLM 63 (2 pages, student copies)
BLM 64 (2 pages, student copies)

Introduction: Review with students that European explorers were initially sent to North America to search for a way to get to Asia by sailing west. Tell students that when explorers found new resource, that were in demand by their home countries, the focus shifted away from the Northwest Passage to getting those resources. The first resource was fish. Now a new resource was found – beaver fur!

Procedure:

1. Explain to students that the demand for beaver pelts was great in Europe because men’s hats made from beaver felt were in fashion. The demand for beaver was so great that most of the beavers found in Europe had already been trapped.

2. Explain that many of the First Nations people were experts at trapping beaver. The merchants (businessmen) realized this and began to trade things like guns, kettles, and trinkets for beaver pelts.

3. Have students turn to textbook, page 132. Guide the reading and discuss the Chapter Focus questions.

4. If you can, guide the reading of pages 133 – 135. But if you don’t have the time, tell students that people referred to as coureurs des bois were sent by fur merchants to live amongst the First Nations, and their job was to trade furs for European goods.

5. The life of a coureur des bois was not an easy one. They had to paddle canoes filled with European goods to the First Nations settlements and then paddle back to the trading posts in New France with fur-filled canoes. The letter on BLM 62 gives students some insight into the life of a coureur des bois.

6. Tell students that the governor of New France didn’t like the fact that so many young men were choosing to be coureurs des bois instead of staying in New France, marrying, and having large families. They decided that if a young man wanted to be involved in the fur trade, they would have to be given permission. These young men were called voyageurs.

7. After students have read pages 133- 135, students should fill in the “Prediction” column of BLM 63. They should then read the article about the Voyageurs on BLM 64. Using that information they should fill in the “Actual” column of BLM 63.

Assignments:

1. Read Our Land and People, pages 133 – 135.
2. Read BLM 62.
3. Complete the “Predictions” column of BLM 63. Then read BLM 64 and complete the “Actual: column of BLM 63.
Making Predictions about the Life of a Voyageur

<table>
<thead>
<tr>
<th></th>
<th>Prediction</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td></td>
<td>buffalo jerky</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pemmican</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(chewing tobacco)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>salted pork</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dried peas and corn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dried biscuits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fresh meat/vegetables, when available</td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
<td>shirt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>trousers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>two handkerchiefs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>moccasins</td>
</tr>
<tr>
<td>Shelter</td>
<td></td>
<td>slept under canoes</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>canoes on water portages</td>
</tr>
<tr>
<td>Entertainment</td>
<td></td>
<td>sing songs</td>
</tr>
</tbody>
</table>
Lesson Two

Concept: British Fur Trading Posts

Resources/Materials: Our Land and People, pages 136 – 139
Wall Map of Canada
BLM 65 (student copies)
Worksheets #5.8.2a and #5.8.2b (optional, student copies)

Introduction: Recall that the French and English were rivals. Two coureurs des bois who were brothers-in-law and whose names were Radisson and Groseilliers had the idea that it would be cheaper and easier to trade furs by setting up fur trading posts on Hudson Bay than in Montréal. Point out on the map. They went to the leaders of New France with this great idea. The leaders not only ignored the idea, but they fined the brothers-in-law for trading without permission. Radisson and Groseilliers were not happy – so they took their idea to a group of British merchants.

Procedure:

1. Tell students to turn to textbook, page 136. Tell students to read the page to find out how the English merchants reacted. After reading, ask how the king of England reacted.

2. Impress upon students that the king of England really didn’t know how much land he was allowing the Hudson’s Bay Company to control when he gave them this right because no European had ever been that far west.

3. Tell students that eventually several trading posts were established by the Hudson’s Bay Company along the shores of Hudson Bay and James Bay. The English fur trade system at this time was different from the French system. Remember in the French system, the merchants sent me to the First Nations to trade. In the British system, First Nations people were expected to take theirs to the factories or fur trading posts.

4. Tell students to read pages 137 – 139.

5. Following the reading they should complete BLM 65. To do BLM 65 they should think about the English system with fur trading forts on Hudson and James Bay, and having First Nations come to the forts, and how it was different from the French system. With these in mind, they should list advantages and disadvantages of the English system.

6. If you like, you may have students do Worksheets #5.8.2a and #5.8.2b in addition to, or instead of BLM 65.

7. You might want your students to pretend they are living in one of the fur trading posts. Have students write a letter home describing day-to-day life.

Assignments:

1. Read Our Land and People, pages 137 – 139
2. Do BLM 65 AND/OR Worksheet #5.8.2a and #5.8.2b.
3. Optionally, have students pretend they live at a fur trading post. Write a letter home describing day-to-day living.
## Establishing a Trading Post

<table>
<thead>
<tr>
<th>Location</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hudson Bay shore</td>
<td>on a major body of water</td>
<td>during winter, unusable, winter was long</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Nations expected to travel to forts on Hudson Bay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transportation routes</th>
<th></th>
<th>season when ice had melted was short</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>easy to sail to England</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Access to furs</th>
<th></th>
<th>was often along ways for First Nations to travel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Nations willing to travel with furs to Hudson Bay posts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other factors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The fur companies based in Montréal sent courreurs de bois (and later voyageurs) to where the First Nations were trapping.</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use pages 136 – 139 of Our Land and People to help you with these questions.

In the boxes are paragraphs describing events that have to do with how Britain was involved in the fur trade. Decide which of the titles below match the paragraphs.

<table>
<thead>
<tr>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>How the Hudson’s Bay Company Was Formed</td>
</tr>
<tr>
<td>Hudson’s Bay Company Land</td>
</tr>
<tr>
<td>Building a Fur Trading Fort</td>
</tr>
<tr>
<td>Trading Posts Helped Establish Relationships</td>
</tr>
<tr>
<td>Jobs in Fur Trading Posts</td>
</tr>
<tr>
<td>Life at York Factory</td>
</tr>
</tbody>
</table>

Fur trading posts called factories were built along the shores of Hudson Bay, James Bay, and some of the rivers that drained into them. Men such as James Knight came from England and Scotland to help build fur trading forts for the Hudson’s Bay Company. It was tricky because winters were long and summers short. Men had to cut down trees and put them on rafts to sail them down the rivers.

Two brothers-in-law, Radisson and Groseilliers went to the leaders of New France with the idea that it would be cheaper and faster to send ships into Hudson Bay to collect furs rather than down the St. Lawrence River to Montréal. They ignored their suggestion. So Radisson and Groseilliers took their idea to a group of British merchants who liked the idea. The British merchants liked the idea and with the brothers-in-law’s help formed the Hudson’s Bay Company.

A fur trading post was called a factory and the head of the post was called the chief factor. He looked after the operation of the fort. Servants were the other men who worked at the fort. They were tradesmen, clerks, and labourers.
Working at York Factory was not an easy life. Summers were short and winters were long. Black flies and mosquitoes made life miserable. However, some people spent time doing beadwork, making carvings and making irons works such as door handles and latches. It was wonderful for those who loved the wilderness.

King Charles II of Britain granted the Hudson’s Bay Company a huge piece of land. In fact, he gave the company all the lands whose rivers drained into Hudson Bay. No European really knew how much land this was because none had ever explored all the land. The land was named Rupert’s Land.

Trade at the trading posts brought different types of people together. Winters were usually quiet, but once summer came round trading forts were usually filled with First Nations traders and voyageurs. This was a great chance to get to know all different kinds of people and establish relationships with them.
Directions: Use pages 136 – 139 of Our Land and People to help you with these questions.

In the boxes are paragraphs describing events that have to do with how Britain was involved in the fur trade. Decide which of the titles below match the paragraphs.

**Titles**
- How the Hudson’s Bay Company Was Formed
- Hudson’s Bay Company Land
- Building a Fur Trading Fort
- Trading Posts Helped Establish Relationships
- Jobs in Fur Trading Posts
- Life at York Factory

---

**Building a Fur Trading Post**

Fur trading posts called factories were built along the shores of Hudson Bay, James Bay, and some of the rivers that drained into them. Men such as James Knight came from England and Scotland to help build fur trading forts for the Hudson’s Bay Company. It was tricky because winters were long and summers short. Men had to cut down trees and put them on rafts to sail them down the rivers.

---

**How the Hudson’s Bay Company Was Formed**

Two brothers-in-law, Radisson and Groseilliers went to the leaders of New France with the idea that it would be cheaper and faster to send ships into Hudson Bay to collect furs rather than down the St. Lawrence River to Montréal. They ignored their suggestion. So Radisson and Groseilliers took their idea to a group of British merchants who liked the idea. The British merchants liked the idea and with the brothers-in-law’s help formed the Hudson’s Bay Company.

---

**Jobs in Fur Trading Posts**

A fur trading post was called a factory and the head of the post was called the chief factor. He looked after the operation of the fort. Servants were the other men who worked at the fort. They were tradesmen, clerks, and labourers.

Worksheet #58.2a
Life at York Factory

Working at York Factory was not an easy life. Summers were short and winters were long. Black flies and mosquitoes made life miserable. However, some people spent time doing beadwork, making carvings and making irons works such as door handles and latches. It was wonderful for those who loved the wilderness.

Hudson's Bay Company Land

King Charles II of Britain granted the Hudson's Bay Company a huge piece of land. In fact, he gave the company all the lands whose rivers drained into Hudson Bay. No European really knew how much land this was because none had ever explored all the land. The land was named Rupert's Land.

Trading Posts Helped Establish Relationships

Trade at the trading posts brought different types of people together. Winters were usually quiet, but once summer came round trading forts were usually filled with First Nations traders and voyageurs. This was a great chance to get to know all different kinds of people and establish relationships with them.
Lesson Three

Concept: Competition Led to Exploration of the West

Resources/Materials: Our Land and People, pages 140 and 141  
Worksheet #5.8.3 (student copies)

Introduction: Recall that England and France were competitors. The French merchants from Montréal did not like the fact that the English merchants had established successful fur trading posts. To counter this, the French merchants sent explorers further west to establish more fur trading posts. This time, they established them where the First Nations people lived. The First Nations traders did not have to travel as far to get to a fur trading post.

Procedure:

1. Tell students to turn to textbook, page 140 and guide the reading.

2. Tell students that meanwhile, France and Britain were having a war in Europe and the British won. As part of the winnings, all of New France came under the control of Britain.

3. Tell students that the Hudson’s Bay Company was big and the fur trading companies that were based in Montréal had a tough time competing against such a large company. Their solution was to join together to form the North West Company.

4. Eventually, the Hudson’s Bay Company and the North West Company were now two giant fur trading companies competing!

5. Ask students to read page 141 to find out about his fierce competition.

6. Distribute Worksheet #5.8.3. Go over the directions.

Assignments:

1. Read Our Land and People, pages 140 and 141.
2. Do Worksheet #5.8.3.
**Competition Led to Exploration in the West**

**Directions:** In front of each statement write **H** if it refers to the Hudson’s Bay Company. Write **NW** if it refers to the North West Company.

_____ Its fur trading posts were set up along the shores of Hudson Bay and James Bay.

_____ Its fur trading posts were only set up in and around Montréal at first.

_____ It expected First Nations to haul their furs to their trading posts at first.

_____ It sent voyageurs out to where the First Nations lived to trade for the furs.

_____ The French government sent soldiers to its forts to destroy them.

_____ It built fur trading posts closer to where the First Nations people trapped and hunted.

_____ Its fur trading territory was called Rupert’s Land.

_____ Pierre Gaultier de La Vérendrye was sent to explore new lands in the west.

_____ It was formed when the fur trading companies based in and around Montréal banded together.

_____ The traders who worked for this company called themselves Nor’Westers.

_____ In order to compete it even set up forts just a short distance away from the North West Company forts.

_____ They joined together in 1821 to form the Hudson’s Bay Company.

**The Hudson’s Bay Company Expands**

The Hudson’s Bay Company expanded all the way across the west to the Pacific Ocean. What might be some problems in having fur trade posts in those locations?

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Worksheet #5.8.3
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_H_ Its fur trading posts were set up along the shores of Hudson Bay and James Bay.

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_H_ It expected First Nations to haul their furs to their trading posts at first.

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_NW_ The traders who worked for this company called themselves Nor’Westers.

_H_ In order to compete it even set up forts just a short distance away from the North West Company forts.

_H/NW_ They joined together in 1821 to form the Hudson’s Bay Company.

The Hudson’s Bay Company Expands

The Hudson’s Bay Company expanded all the way across the west to the Pacific Ocean. What might be some problems in having fur trade posts in those locations?

- long distance from sea coast
- costs more to transport furs/trade goods such a long distance
- takes more time to transport goods

Worksheet #5.8.3
Lesson Four

Concept: The Nature of Fur Trading

Resources/Materials: Our Land and People, pages 142 and 143
BLM 66 (student copies)

Introduction: Ask students what their families like to buy when they go to stores. Lead the discussion around to the fact that you usually buy what you don’t make yourself. For example, a Hutterian Brethren would probably not buy potatoes nor would he/she buy clothing.

Pose the question: “What do you think First Nations people would buy?”

Procedure:

1. Tell students that after a while, there was not a straight across trade system of furs for trade goods. A type of token or money system was used. Tell students to read textbook, pages 142 to find out about this system. Discuss orally to ensure comprehension.

2. Tell students that between the First Nations and the Europeans several languages were spoken. Yet in order to trade furs, they had to be able to communicate. “How do you suppose they communicated?”

3. Tell students to read the first part of textbook, page 143 to find out.

4. Finally, go over the meaning of perspective (point of view – not opinion). Tell students to read the bottom of textbook page 143 to find how a First Nation might view trading as opposed to Europeans.

5. Distribute BLM 66. Tell students to use the information on BLM to answer this question:

   **If you were a First Nations person with 30 made-beaver tokens, what would you trade your tokens for? Justify your answer.**

   Students should do this in their notebooks.

6. Finally, recall with students how communications often too the form of sign language. Tell them to make up four or five more signs. Draw them in your notebook. Tell what they mean.

Assignments:

1. Read *Our Land and People*, pages 142 and 143.
2. Use BLM 66 to decide what you would buy with 30 made-beaver tokens.
3. Make up four or five more signs. Draw in notebook along with their meanings.
Lesson Five (may take two days)

Concept: Changes Brought About by the Fur Trade

Resources/Materials: Our Land and People, pages 144 – 150
Worksheet #5.8.5 (optional, transparency or copy onto board)

Introduction: Discuss with students that change is on going and that the fur trade brought changes not only to the Europeans, but to First Nations and other people. Tell students that one of the most important changes took place as a result of the fur trade was the creation of a new group of people called the Métis. They were the children of European fathers and First Nations mothers. They really didn’t belong to the First Nations nor did they fit in with the Europeans. They developed their own identity and their lifestyle was a blend of First Nations knowledge, skills, and customs and European knowledge and customs. The Métis became important people in the fur trade because they acted as “middlemen” between the First Nations and the Europeans.

Procedure:

1. Tell students to turn to textbook, page 144. Read this page to them and discuss.

2. Tell students that the creation of the Métis culture was only one change brought about by the fur trade. Pages 144-150 tell about other changes as well.

3. Instruct students to read pages 144-150 and make point form notes. If you think it is necessary, give students a structure to base their notes on like the following. (Also reproduced on Worksheet #5.8.5)

   Changes Brought About by the Fur Trade

   A. The Métis People
      1. Who Were They?
      2. The Métis Buffalo Hunt
      3. The Pemmican Trade
      4. Transportation

   B. Changes in Way of Life
      1. Changing Occupations
      2. Changes on the Plains
      3. European Tools
      4. Conflict
      5. Disease

Assignments:

1. Read Our Land and People, pages 144 – 150.
2. Make point-form notes. (Use Worksheet #5.8.5 as a guide, if you want.)
Changes Brought About by the Fur Trade

A. The Métis People
   1. Who Were They?
   2. The Métis Buffalo Hunt
   3. The Pemmican Trade
   4. Transportation

B. Changes in Way of Life
   1. Changing Occupations
   2. Changes on the Plains
   3. European Tools
   4. Conflict
   5. Disease
Lesson Six

Content: The Fur Trade: Chapter Focus

Resources/Materials: Worksheet #5.8.6 (student copies, optional)

Introduction: Explain that the section on the Fur Trade is almost finished and it is time to review the main ideas.

Procedure:

Options:

1. Oral Review – As a group, discuss the main ideas covered in Chapter 8. If you like, use the questions on Worksheet #5.8.6 to help you guide the discussion.

2. Written Review – If you like, distribute Worksheet #5.8.6. Have students write point-form answers to the questions (or have them write their answers in their notebooks.)

Assignment:

1. Orally, review the main ideas of Chapter 8. Use the questions on Worksheet #5.8.6, if you like. OR

2. Answer the questions on Worksheet #5.8.6 on the worksheet itself, in point-form or in notebooks.
Chapter Eight

The Fur Trade

Chapter Focus

1. Why was the fur trade important to New France?

2. What was the British involvement in the fur trade?

3. How did competition lead to exploration in the west?

4. How did people trade?

5. What changes did the fur trade bring?
Chapter Nine

People on the Move
Contents

Lesson One  The Acadians  3
Lesson Two  The United Empire Loyalists  4
Lesson Three  Changes Brought About by the Presence of the Loyalists  5
Lesson Four  The Great Migration (1815 – 1850)  6
Lesson Five  Black Immigration to Canada  7
Lesson Six  People on the Move: Chapter Focus  8

Lesson Seven  Unit 2 (Chapters Seven, Eight, and Nine)  8
Lesson One

Concept: The Acadians

Resources/Materials: Our Land and People, pages 152 – 154
Wall Map of North America
Worksheet #5.9.1a (optional, student copies)
Worksheet #5.9.1b (optional, student copies)
BLM 70 (2 pages, student copies)

Introduction: Remind students that Britain and France seemed to be constantly at war. One of the consequences of this was that one or more colonies of one country would often be given up to the other, depending on who won a particular war. This was the case with Acadia.

Procedure:

1. Have students turn to textbook, page 152. Tell students that this chapter is about people moving from Canada to other places in the world and from other places to Canada. These movements have had a big influence on the make up of Canada as we see it today.
2. Guide the reading of page 152.
3. On the map of North America review with students the part of Canada that was referred to as Acadia. Recall that this area was a French colony. However, after years of the wars, France gave up most of Acadia to Britain. Then have them examine the map on textbook, page153. Note that only Cape Breton Island and Prince Edward Island remained under French rule.
4. Explain that Britain and France did not trust each other, so they usually set up fortresses to make sure that the other country did not try to take over its territory.
5. By the time most of Acadia had fallen under British rule, the Acadian people had settled into quite a happy and peaceful life. They didn’t really care who ruled their land; they just wanted to be left alone to farm. They didn’t want to take sides. Britain did not really believe the Acadians.
6. Tell students to read textbook pages 153 and 154 to find out
   • What steps France and Britain took to protect their territories.
   • How Britain showed its mistrust of the Acadians.
7. OPTIONAL. Distribute Worksheet #5.9.1a. If necessary, go over the terms cause and effect. This worksheet is designed to assist those who might need some guidance in comprehending pages 153 and 154.
8. Then distribute BLM 70. Students are to read the diary entries of an Acadian girl. Following the reading, they should use the information from the textbook and BLM 70 to write about the point of view of
   • The British governor of Acadia
   • The expelled Acadians.
9. OPTIONAL. Distribute Worksheet #5.9.1b. Have students dramatize various perspectives on the expulsion of the Acadians.

Assignments:

2. OPTIONAL. Do Worksheet #5.9.1a.
3. Read BLM 70 and explain the points of view of the British governor and of the Acadians.
4. OPTIONAL. Do Worksheet #5.9.1b, dramatizing different perspectives on the Acadians’ expulsion.
**Directions:** Match the causes and the effects by writing the letter of a cause beside the appropriate effect.

______ Britain gained control of all the lands in Acadia except for Cape Breton Island and Prince Edward Island because...

______ The French build Louisbourg on Cape Breton Island because...

______ The British government sent 2600 settlers to Canada and established Halifax because...

______ The British did not really trust the Acadians because...

______ The Acadians refused to swear their loyalty to Britain because...

______ The British expelled the Acadians because...

______ The Acadians that eventually returned to Acadia had to establish new communities because...

---

a. they were of French ancestry and still kept many French customs and spoke the French language.

b. it was part of a peace treaty signed in 1713 between Britain and France.

c. they refused to swear loyalty to Britain.

d. when they did return they found British settlers living on their land.

e. it could defend the lands it held in North America.

f. it did not trust the French having such a large fortress in the region.

g. they did not want to support either side. They just wanted to live their lives as farmers.
Directions: Match the causes and the effects by writing the letter of a cause beside the appropriate effect.

b. Britain gained control of all the lands in Acadia except for Cape Breton Island and Prince Edward Island because...

e. The French build Louisbourg on Cape Breton Island because...

f. The British government sent 2600 settlers to Canada and established Halifax because...

a. The British did not really trust the Acadians because...

g. The Acadians refused to swear their loyalty to Britain because...

c. The British expelled the Acadians because...

d. The Acadians that eventually returned to Acadia had to establish new communities because...

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e. it could defend the lands it held in North America.

f. it did not trust the French having such a large fortress in the region.

g. they did not want to support either side. They just wanted to live their lives as farmers.
Dramatizing Different Perspectives on the Acadians’ Expulsion

Directions: Think about the perspectives of the British governor of Acadia, and of the expelled Acadians. Your teacher will organize you into groups to act out the situations below. The information in the box will help you.

Here are some situations the groups in your class are to act out:

1. Acadians hearing the British governor tell them about the oath of loyalty and the consequences for those not taking the oath.

2. Families hurrying to get their belongings ready for the ships to take them to other parts of the world.

3. Soldiers escorting families to the ships.

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The British Governor of Acadia

- Must order the Acadians to be expelled just in case they really are loyal to France
- Must provide cultivated land and cattle for British settlers
- Must do what he can to make sure that Britain has good control over the area so that the French do not try to take over

The Expelled Acadians

- Are afraid they will be asked to fight for Britain
- Are angry at being forced from their lands
- Are torn because they have French ancestry; yet they know the consequences of not swearing loyalty to Britain
- Are afraid of having their belongings taken from them
- Are afraid of families being separated and sent to different places
Lesson Two

Concept: The United Empire Loyalists

Resources/Materials: Our Land and People, pages 155 – 159
Wall Map of North America
BLM 71 (student copies)
BLM 72 (student copies)
AND/OR Worksheets #5.9.2a and #5.9.2b (student copies)

Introduction: Ask students if they have ever had the experience of being caught in the middle of a conflict between two people. That’s what happened to the Acadians and they eventually got expelled because they refused to take sides. Some British colonies that bordered the Atlantic Ocean called the Thirteen Colonies also got caught, only this time the results were quite different.

Procedure:

1. Have students turn to textbook, page 155. Use the map on page 155 to determine the location of the Thirteen Colonies in relation to New France. Use the wall map of North America to help you.

2. Tell students you will read textbook, page 155 to them and they are to decide who the conflict was between and how this conflict ended up affecting the Thirteen Colonies. (NOTE: the idea of taxation might be foreign to some students and need some explanation.)

3. Discuss how the Americans from the Thirteen Colonies reacted to being taxed.

4. Emphasize that a strong emotional rift developed between the American Revolutionaries and the Loyalists – almost “If you’re not with us, you’re against us.” type of thinking.

5. Tell students that eventually the Thirteen Colonies went to war with Britain to fight for their independence. The Americans won that war. Now there was a problem – what about the Loyalists?

6. Discuss with students that if the Loyalists stayed in the Thirteen Colonies, they would be unsafe. Most Loyalists decided to move out of the Thirteen Colonies and to the nearby British colony of New France.

7. Have students read textbook, pages 156 – 159 to find out how the British government treated the Loyalists and the challenges the Loyalists faced. Among the Loyalists were Blacks and First Nations. What happened to them?

8. Distribute BLMs 71 and 72. Go over the directions.

9. If desired teachers can have some or all students complete Worksheet #5.9.2a and #5.9.2b, which calls for more literal comprehension of the textbook pages.

Assignments:

1. Read Our Land and People, pages 155 – 159.
2. Do BLM 71 and BLM 72.
3. If desired, some or all students can do Worksheets #5.9.2a and #5.9.2b.
### Choices: British North America and the American Revolution

Paste the responses in the correct column on this sheet.

<table>
<thead>
<tr>
<th><strong>REMAIN LOYAL TO BRITAIN</strong></th>
<th><strong>JOIN THE AMERICANS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nova Scotia</strong></td>
<td><strong>Nova Scotia</strong></td>
</tr>
<tr>
<td>We agree that the British are taxing</td>
<td>We too are being taxed unfairly.</td>
</tr>
<tr>
<td>us unfairly. However, if we decide</td>
<td>I think we should do something</td>
</tr>
<tr>
<td>to fight against the British, we will</td>
<td>about it. The Americans have the</td>
</tr>
<tr>
<td>get no help from the Americans as</td>
<td>right idea.</td>
</tr>
<tr>
<td>they have no extra ammunition for us.</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td><strong>Nova Scotia</strong></td>
<td><strong>Nova Scotia</strong></td>
</tr>
<tr>
<td>Our population is small. Halifax has</td>
<td>I think we should join the</td>
</tr>
<tr>
<td>only 2822 people. I am concerned</td>
<td>Americans in fighting against</td>
</tr>
<tr>
<td>about what will happen if we lose</td>
<td>the British. However, our</td>
</tr>
<tr>
<td>the protection of Britain.</td>
<td>communities are small and</td>
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<td></td>
<td>scattered. It would be</td>
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<td></td>
<td>impossible to get people to</td>
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<td>unite.</td>
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<tr>
<td><strong>Nova Scotia</strong></td>
<td><strong>Québec</strong></td>
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<tr>
<td>We are becoming rich from</td>
<td>We have been recently</td>
</tr>
<tr>
<td>providing for the needs that the</td>
<td>defeated by the British. Now</td>
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<tr>
<td>British troops have.</td>
<td>is our chance to rebel</td>
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<tr>
<td></td>
<td>against the British.</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Québec</strong></td>
<td><strong>Québec</strong></td>
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<tr>
<td>I am concerned that the Americans</td>
<td>A number of Americans are our</td>
</tr>
<tr>
<td>would take away our traditional</td>
<td>cousins. Québec is much closer</td>
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<tr>
<td>system of owning land. The British</td>
<td>to the Thirteen Colonies than to</td>
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<td>have protected our seigneurial</td>
<td>Britain.</td>
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<tr>
<td>system.</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Québec</strong></td>
<td><strong>Québec</strong></td>
</tr>
<tr>
<td>What can I gain from helping the</td>
<td>I think the British have</td>
</tr>
<tr>
<td>Americans or by joining them? The</td>
<td>treated us fairly. Our Roman</td>
</tr>
<tr>
<td>Americans compete with me for</td>
<td>Catholic religion is protected.</td>
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<tr>
<td>trade with Britain.</td>
<td>The Americans might force us</td>
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<td></td>
<td>to give it up.</td>
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</tbody>
</table>
The United Empire Loyalists

Directions: Use Our Land and People, pages 155 – 159 to help you with these questions.

Below each question is a paragraph that answers that question. Cross out the part or parts in each paragraph that are incorrect. Write the correct words and phrases in the space above the parts you crossed out.

Why did Britain decide to tax its North American colonies?

Britain and France were two of the countries that were part of the Seven Years' War. After the war Britain found itself needing more money to pay its war efforts. It decided to tax all its South African colonies.

Why were the Americans so upset about paying taxes to Britain?

None of Britain’s colonies in North America were particularly happy about paying the taxes, but the Thirteen Colonies were very upset about it. The Thirteen Colonies were doing well on their own. Britain had done very little for them, and they did not like the idea of paying taxes and getting nothing in return. But in 1775 they decided to pay the taxes anyway. They felt they were large and strong enough to form a separate and independent country.

What was the American Revolution?

The American Revolution was also known as the War of Independence. When Britain insisted the Americans pay the taxes, the Americans declared they were no longer a part of Britain. The Americans had even tried to get the Canadiens in the northern colonies to join them. The Canadiens agreed. Britain was not about to let the Americans become independent. War broke out between the Thirteen Colonies and Britain.

Who were the Loyalists and why did they leave the Thirteen Colonies?

Although most Americans wanted to become independent of British rule, there were some who wanted to remain loyal to Britain. They were called the United Empire Loyalists. They refused to take part in the rebellion. The Americans viewed them as traitors and began treat them like the enemy. Life was now very safe for the Loyalists. They decided to flee to the northern British colonies where they were rewarded by Britain for their loyalty.
What was the situation for First Nations Loyalists?

The Haudenosaunee First Nations decided to side with Britain in the American Revolution. They helped the Loyalists and warned the French and Germans about an American army that was getting closer. When the British won the revolution, the Haudenosaunee who had supported Britain lost their lands. Many fled north to areas around the Great Lakes.

What was the situation of Black Loyalists?

One in ten Loyalists who came to Nova Scotia was a Black person. Many were slaves of Loyalists while others had fought on the side of the British. Britain had promised the Black Loyalists a better life in Nova Scotia. This meant slaves would have their freedom and get land and supplies. In the end this always happened and all Black Loyalists remained as citizens of Nova Scotia.

What were some of the challenges faced by the Loyalists?

The Loyalists were happy to move to a place where they felt welcome. Life was not always easy for them, however. Many had to clear new land to farm and they faced shortages of food and living spaces. They were used to living in their homes in the Thirteen Colonies and they felt lonely and isolated from ways of life they were used to. They did live a very comfortable life from the first day they moved to their new homes.
The United Empire Loyalists

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Lesson Three

Concept: Changes Brought About by the Presence of the Loyalists

Resources/Materials: Our Land and People, pages 160 – 163
- Wall Map of Canada
- Worksheet #5.9.3a (transparency or student copies)
- Worksheets #5.9.3b and #5.9.3c (optional, student copies)
- BLM 73 (3 pages, student copies)

Introduction: Tell students that the first Loyalists arrived at Halifax in 1776 and that the American Revolutionary War ended in 1783. But before that, there was war between Britain and France that ended in 1763. Almost all of France’s colonies in North America were given up to Britain. The Loyalists expected to be going to a place where British customs and laws were practised.

Ask students to predict what life was like for the Loyalists who moved into Nova Scotia and Québec.

Procedure:

1. Have students turn to textbook, pages 160 and 161. It is important to guide the reading of these two pages. Following the reading, conclude:
   - The Loyalists greatly increased the population of the British colonies.
   - The Loyalists succeeded in getting the colony of Nova Scotia to be split into two separate colonies: Nova Scotia and New Brunswick.

   Also emphasize that New France was renamed Québec once Britain took control of the colony in 1763.

2. Distribute or put on the overhead Worksheet #5.9.3a, the map of North American Colonies (1791). Point out that Nova Scotia has been split into two colonies. Also point out that the Province (colony) of Québec has also been split into Upper Canada and Lower Canada.

3. Have students read pages 162 and 163 to find out how the Loyalists influenced this particular change. They are also to read to find out how the First Nations people were affected, and why the United States (Americans) invaded Canada!

4. OPTIONAL. Distribute Worksheets #5.9.3b and #5.9.3c. This worksheet is designed to further comprehension of the effects the Loyalists had on the make up of Canada.

5. Distribute BLM 73. Go over the directions.

Assignments:

1. Read Our Land and People, pages 160 –163.
2. OPTIONAL. Do Worksheets #5.9.3b and #5.9.3c.
3. Do BLM 73.
Britain’s North American Colonies (1791)
Directions: Use Our Land and People, pages 160 – 163 to help you answer the questions.

Answer each in your own words. Read the page numbers indicated to help you.

1. (Page 160) How did the Loyalists create more land suitable for farming?

2. (Page 160) How did the Loyalists influence the splitting of Nova Scotia into two different colonies?

3. (Page 161) How did the Loyalists influence the population and the types of people who lived in Shelburne, Nova Scotia?

4. (Page 161) How did the Loyalists change the type of people that were now living in Québec?
5. (Page 162) Why did the Loyalists influence the government to split Québec into Upper Canada and Lower Canada?

_____________________________________________________________________

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_____________________________________________________________________

_____________________________________________________________________

6. (Page 163) How were First Nations peoples affected by the Loyalists?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
Directions: Use *Our Land and People*, pages 160 – 163 to help you answer the questions.

Answer each in your own words. Read the page numbers indicated to help you.

1. (Page 160) How did the Loyalists create more land suitable for farming?
   - add ashes to soil → made it more fertile

2. (Page 160) How did the Loyalists influence the splitting of Nova Scotia into two different colonies?
   - those living on Saint John River felt Halifax was too far away.
   - Loyalists in this area asked for their own government; and Nova Scotia was split into New Brunswick and Nova Scotia

3. (Page 161) How did the Loyalists influence the population and the types of people who lived in Shelburne, Nova Scotia?
   - increased the population of Shelburne greatly
   - became home to many Black Loyalists

4. (Page 161) How did the Loyalists change the type of people that were now living in Québec?
   - now more English speakers and those who preferred British values, laws, customs
5. (Page 162) Why did the Loyalists influence the government to split Québec into Upper Canada and Lower Canada?

Britain wanted to keep both Canadiens and Loyalists happy, so it split Québec into Upper Canada for Loyalists and Lower Canada for Canadiens.

6. (Page 163) How were First Nations peoples affected by the Loyalists?

Signed treaties in which they gave away almost all their land, so that Loyalists would have places to live.
Other troops, under the leadership of Richard Montgomery, went by river and were successful. They captured Montréal. Luckily, the governor of Québec escaped, disguised as a French trapper. Thinking the rebels could easily capture it, Montgomery continued on to Québec City. It was already winter. Sure of victory, Montgomery proudly boasted that he was going to eat his Christmas dinner as the victor in Québec City.

(Reader Four) The Attack that Failed

Montgomery did not get his wish even though Arnold and his 600 surviving men finally met Montgomery outside Québec City. The two armies camped outside the walls of Québec City. However, the armies were suffering from the winter cold and from an outbreak of smallpox. They attacked the city on New Year’s Eve in the middle of a blinding snowstorm. General Montgomery and about 200 of his soldiers were killed. Protected by the city walls, only six British men lost their lives. Even so, the rebel armies remained camped outside the city walls all winter. In the spring, the British Navy arrived with reinforcements. The rebel armies were forced to retreat. It was a war that winter helped win.

1. What was the American rebels’ plan of attack?

- by river and by land.
- first Montréal and then Québec
Canada Is Invaded (continued)

2. Why did the Americans lose the battle against Québec?
   - winter was cold
   - rebels were suffering from smallpox
   - Québec is a walled city

3. If the Americans had won at Québec City, what difference might that have made in Canada’s history?
   - we would be one of the American states
Lesson Four

Concept: The Great Migration (1815 – 1850)

Resources/Materials: Our Land and People, pages 164 – 169
Wall Map of World (and Europe, if one is available)
Worksheets #5.9.4 (optional, student copies)
BLM 74 (student copies)

Introduction: Review with students that so far the people in “Canada” are the First Nations peoples, French-speaking settlers, English-speaking settlers, and Loyalists. About 1815, a new large group of people emigrated from Britain to “Canada”. In fact, there were so many that it was known as the Great Migration. Why did this happen? First we have to understand the circumstances.

Procedure:

1. Discuss with students the reasons that the Hutterites ended up in Canada. Tell them they should be thinking about how these reasons compare with reasons behind the Great Migration.

2. Clarify the idea that up to now Britain were used more or less interchangeably. In actuality Britain is often used to refer to England, Scotland, Wales, and Ireland.

3. With students clarify the concepts of a “push” and a “pull”. One way to do this might be to say Pretend you are sitting at home and you are getting really hungry, but you know there is nothing good to eat in the house. You know they are making cookies in the kitchen so you decide to walk over to the kitchen to get some cookies. The fact that you were hungry and needed to leave the house to get something to eat is referred to as a “push” factor. The fact that you went to the kitchen to satisfy your hunger is the “pull”.

4. Similarly, people from various parts of Britain felt they had to leave their homes. The reasons they had to leave would be the “push” factors. What was it about Canada that made them want to go to Canada to live would be the “pull” factors.

5. Have students turn to textbook, pages 164 – 169. Guide the reading of the top part of page 164, using the map to locate the various parts of Britain. Note that the sidebars coming off the map tell about the push factors.

6. Tell students to read the rest of page 164 and up to page 169 to find out more about the British who moved to Canada in the first part of the seventeenth century.

7. OPTIONAL. Distribute Worksheet #5.9.4. Go over the directions, if necessary.

8. Distribute BLM 74 and discuss the directions, if necessary.

Assignments:

2. OPTIONAL. Do Worksheet #5.9.4
3. Do BLM 74.
### The Great Migration (1815 – 1850)

**Directions:** Use pages 164 – 169 of *Our Land and People* to complete the chart. You may not be able to fill all the spaces in the chart.

<table>
<thead>
<tr>
<th>Group</th>
<th>Why They Came</th>
<th>Where They Settled</th>
<th>What Life Was Like in Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (British)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scottish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welsh</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Great Migration (1815 – 1850)

**Directions:** Use pages 164 – 169 of *Our Land and People* to complete the chart. You may not be able to fill all the spaces in the chart.

<table>
<thead>
<tr>
<th>Group</th>
<th>Why They Came</th>
<th>Where They Settled</th>
<th>What Life Was Like in Canada</th>
</tr>
</thead>
</table>
| English (British) | - lost jobs because machine could do the work of several men  
                   | - wars between Britain and France ended, resulting in poverty and loss of jobs. | - many different places in Upper Canada and in Halifax, Montréal, Québec | - farmed  
                   |                                                                                | - First Nations helpful in treating illnesses  
                   |                                                                                | - helped each other |
| Irish          | - potato crop was ruined, causing starvation and poverty                      | - Nova Scotia  
                   |                                                                                | - Montréal  
                   |                                                                                | - Saint John  
                   |                                                                                | - started businesses  
                   |                                                                                | - worked in lumber camps, canals, building of railway |
| Scottish       | - tenant farmers forced off land by landowners who wanted to raise sheep  | - Nova Scotia  
                   |                                                                                | - kept traditions, customs and Gaelic language  
                   |                                                                                | - built schools, colleges, universities |
| Welsh          | poverty                                                                      |                                     |                                          |
Push and Pull Factors in the Great Migration

**PUSH FACTORS**

- loss of jobs
- being forced off land
- starvation/poverty

**PULL FACTORS**

- Many or most immigrants were very poor, and coming to Canada meant chance to start again and improve their way of life
- lots of jobs in Canada
- relatively inexpensive to get established
Lesson Five

Concept: Black Immigration to Canada

Resources/Materials: Our Land and People, pages 170 – 172
BLM 75 (3 pages, student copies)
BLM 76 (student copies)
Wrapped pieces of candy (one per student)

Introduction: To develop the idea of a two-tiered class system, pass candies out to all but a minority of the students. This minority should have something physically identifiable in common, such as blue socks, eye glasses, etc. Tell those who got the candies that they may eat them and that it is alright to throw the wrappers on the floor because those who did not get any will pick them up. In fact, that group will do all the “dirty” work for them.

Procedure:

1. Lead the discussion to the idea that in many parts of the world, some people were the slaves of others; that is, they were owned and could be bought, sold, and traded. They were a piece of property. To many European countries, their colonies and former colonies these slaves were Black people captured in Africa to work on large farms called plantations.

2. Eventually, slavery was abolished or made illegal in Britain and in Britain’s colonies. However, in the southern United States (America) it was alright to have slaves.

3. Slaves were generally treated poorly. Certainly they were not equals to their masters. If slaves tried to escape from their owners and were caught, they were severely punished or even killed.

4. Some slaves decided they would try to feel from the United States to Canada, a British colony. It was dangerous, but many were successful because of a system called the Underground Railway.

5. Have students turn to textbook, page 170. If possible, guide the reading of the page as many students may not be able to grasp the metaphor of the Underground Railway.

6. Following the reading of page 170, ask students to speculate about challenges these Black people might face even if they were successful in escaping to Canada (racial prejudices, lack of knowledge and skills, no money, no place to live).

7. Have students read textbook, pages 171 and 172 to find out more about Black immigration to Canada.

8. Distribute BLM 75. If possible, read with them the song and discuss the content as explained on the second page of BLM 75. Then have them do the question on the second page. The third page of BLM 75 references back to textbook, page 170. Students are to create another “coded” quilt using BLM 76.

Assignments:

2. Do BLM 75 and BLM 76.
Follow the Drinking Gourd (continued)

The Code

The first verse tells the slaves to follow the North Star, part of the Big Dipper, which is shaped like a drinking gourd, to Canada. "The old man" was a man named Peg Leg Joe who moved from plantation to plantation in this area teaching the slaves about escape routes.

The second verse tells the slaves to escape in late winter "when the sun comes back," or when the sun's altitude becomes higher each day, so they could cross the Ohio River when it was frozen. They are told that they will be met along the way by a guide.

The third verse tells them to stay on the banks of the Tombigbee River and look for the carvings of left feet on dead trees to know that they were on the correct river.

The fourth verse tells the slaves to cross the two hills to the river on the other side when they reach the beginning of the Tombigbee River. The river on the other side was the Tennessee River.

The fifth verse tells the slaves to take the big river—the Ohio River—that the Tennessee River flows into. It was there that they would find the guides to send them further along the Underground Railway to Canada.

1. What do stories of the Underground Railway tell us about the presence of Black communities in Canada?

- much of Black communities in Canada are a result of American slaves escaping using Underground Railway
Lesson Six

Content: People on the Move: Chapter Focus

Resources/Materials: Worksheet #5.9.6 (student copies, optional)

Introduction: Explain that the section on People on the Move Canada is almost finished and it is time to review the main ideas.

Procedure:

Options:

1. Oral Review – As a group, discuss the main ideas covered in Chapter 9. If you like, use the questions on Worksheet #5.9.6 to help you guide the discussion.

2. Written Review – If you like, distribute Worksheet #5.9.6. Have students write point-form answers to the questions (or have them write their answers in their notebooks.)

Assignment:

1. Orally, review the main ideas of Chapter 9. Use the questions on Worksheet #5.9.6, if you like. OR
2. Answer the questions on Worksheet #5.9.6 on the worksheet itself, in point-form or in notebooks.
People on the Move

Chapter Focus

1. How did the British increase their influence in Canada?

2. How did war in the United States increase British presence in Canada?

3. How did the Loyalists contribute to the growth of communities?

4. How did immigrants of the Great Migration shape Canada?

5. What was the Underground Railway?

Add to: Building the History of Canada Multimedia Museum
Lesson Seven

Concept: Mid-Unit Assessment (Chapters Seven, Eight, and Nine)

Resources/Materials: As appropriate for assessment activities selected

Assessment Options

Teachers may choose from one or more of the following:

1. Written Test (review and test are provided)

2. Think about the events that happened in Chapters 7, 8, and 9. Make a chart listing at least five examples of cooperation and five examples of conflict.

3. Write a story or play showing one of the following:
   
   - Jacques Cartier meeting the First Nations for the first time
   
   - A group of habitants meeting with their seigneur to convince him to reduce his share of their crops.
   
   - A group of First Nations people trading furs with a factor at a fur trading post
   
   - A group of Loyalists quarrelling with other members of the Thirteen Colonies

4. Using what you have learned from reading about how different groups interacted with each other, write several paragraphs that answer the question:

   *How should we interact with people who are different from us?*

5. Any other activity that teachers feel assesses how students have synthesized the knowledge, skills, and values covered in Chapters 7, 8, and 9.
Histories and Stories of Ways of Life in Canada
Canada: Shaping an Identity
(Our Land and People, Chapters 7 – 9)

Review

1. Why did Europeans come to North America? (Underline all the answers that are correct.)
   - They wanted to find a new route to Asia.
   - They were searching for the Northwest Passage.
   - They came upon it accidentally.
   - They wanted to use any resources they might find in North America.
   - It was dangerous to travel their old route to Asia.

2. Match the names in the box to the sentences below. (You may use a name more than once.)

<table>
<thead>
<tr>
<th>Vikings</th>
<th>Giovannii Caboto</th>
<th>Jacques Cartier</th>
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<td>Stadacona</td>
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<tr>
<td>Mi'kmaq</td>
<td>Samuel de Champlain</td>
<td></td>
</tr>
</tbody>
</table>

His English named was John Cabot. ________________________________

They were the first Europeans to come to Canada. __________________________

It was the Haudenosaunee village where Québec City stands today. _______________________

It was the Haudenosaunee village where Montréal stands today. ______________________________

He was a French man who explored the areas around the Gulf of St. Lawrence and the St. Lawrence River. __________________________

They were First Nations who lived in Newfoundland. ________________________________

They traded with Jacques Cartier. ________________________________

He met with the Anishinabe at Georgian Bay, Ontario in 1615. ________________________________

He reported to the king of England that the oceans off the coast of Newfoundland were full of fish. ________________________________
3. Answer true or false.

_________ The French built settlements to protect their claims to lands in North America.

_________ Surprisingly, the First Nations people saw their meetings with the European explorers much as the explorers did.

_________ A colony is a settlement that is created in an area, but is controlled by a country that is often far away.

_________ The area we know as Nova Scotia, New Brunswick, Prince Edward Island, an the Gaspé region of Québec was a colony called Acadia.

_________ Acadia was settled as an English colony.

_________ Acadia came under the control of British in 1713.

_________ The Acadians said they did not want to side with either Britain or France.

_________ The Acadians were farmers who lived peacefully along side the Mi'kmaq First Nation.

4. What was the king of England's response to the fact that the Acadians would not take an oath of loyalty to Britain?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. Many years later the Acadians were allowed to return to Acadia. What did they find?

________________________________________________________________________

________________________________________________________________________

6. In the space below draw and label a diagram of a seigneury.
7. In the seigneurial system what were the responsibilities of the seigneur?

8. In the seigneurial system what were the responsibilities of the habitants?

9. Who was Louis Hébert?

10. Read the following. Something is not right. Fix it up so that it is correct.

   The “H” in the Montréal Canadiens’ symbol stands for Habs. The Canadiens are nicknamed the Habs because the Francophone players on the team came from farms which made them habitants.

11. What was the main reason that the king of France sent young girls over to France?
12. One word or phrase makes each of the statements below incorrect. Cross out the incorrect word or phrase and write the correct word or phrase above it.

- The most important fur in the fur trade was fox fur.
- The furs were mainly used to make coats.
- The French fur trading companies had their headquarters along Hudson Bay.
- The coureurs des bois were sent by the king of France to trade for furs with the First Nations.
- The coureurs des bois used mainly roads and carts to haul furs and trade good to and from the fur trapping areas.
- The governor of New France worried that too many young men were off trading, or “wood running”, rather than having pets and helping build the settlements.
- The life of a voyageur was like being on a holiday.

13. Examine the picture of the fur trading scene below; then answer the question.

You can infer from the picture that

- the First Nation traders did not know much about the French trade goods.
- the French traders liked all the furs that were brought to the trading post.
- both traders wanted to make sure they were getting a good deal.
- First Nations people did not like to go to the trading posts.
14. A factory was ________________________________.

15. How did Radisson and Groseilliers contribute to the establishment of English fur trading posts on Hudson Bay and James Bay?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

16. In Canada, who had the larger fur trading territory, the French or the British? The map on page 136 of Our Land and People will help you.

__________________________________________________________________________

17. Read the account of trying to build a fur trading post written by James Knight on page 137 of Our Land and People. From that description you can infer that

- life was more fun at an English fur trading post than at a French fur trading post.
- once you got started, it was quite an easy job to build a fur trading post.
- it was easier to build a fur trading post with a few skilled workers than with many unskilled workers.
- there was only a short time in which you had to get supplies to the fur trading post using Hudson Bay.

18. Complete the following sentences with your own words.

- An important difference between the French fur trade system and the Hudson’s Bay Company system was that the French companies sent traders out to the places where the First Nations trapped and hunted, but the Hudson’s Bay company expected the First Nations peoples to ________________________________
- The French started building fur trading forts closer to where the First Nations peoples trapped and hunted because

- A group of British merchants teamed up to form the North West Company because

- Both the Hudson’s Bay Company and the North West Company built trading posts in the West because

19. How could the French and English fur traders communicate with the First Nations people who among them spoke many different languages?

20. What was a made-beaver token?

21. Which of the following is true?

- The Métis were the children of French fathers and First Nations mothers.
- The Métis were the children of First Nations fathers and French mothers.
- The Métis were the children of French fathers and English mothers.
- The Métis were the children of French mothers and English fathers.

22. Underline all the ways that the Métis contributed to the fur trade.

- Provided food to the fur traders
- Acted as interpreters between the First Nations and fur traders
- Acted as guides to the fur traders
- Invented the York boat which could carry more furs than a canoe
23. What are five ways that the fur trade changed the ways of life of the Métis?

24. Match the sentence beginnings with the endings.

   a. In 1713 a peace agreement between France and Britain gave Britain control of all lands in Acadia...

   b. The French built Louisbourg, a fortress on Cape Breton Island so that it could...

   c. The English built a settlement in Nova Scotia called Halifax...

   d. Governor Cornwallis wanted to make sure that the Acadian settlers were loyal to Britain by

   e. Because the Acadians would not take an oath of loyalty to Britain,…

   f. When some Acadians were allowed to return to Acadia….

_____ the Acadians were expelled from Acadia.
_____ except Cape Breton Island and Prince Edward Island.
_____ in response to the French building Louisbourg on Cape Breton Island.
_____ defend the lands it held in North America.
_____ they found English settlers on their lands.
_____ insisting they take an oath of loyalty to Britain.
25. The following sentences are about the Loyalists who moved from the Thirteen Colonies to the British colonies in North America. Unscramble the words to make good sentences.

a. The Thirteen Colonies become wanted Britain to independent of.

b. People of the Thirteen Colonies to stay loyal who wanted to Britain Loyalists were called.

c. It became unsafe to remain in the Thirteen Colonies for the Loyalists.

d. The Loyalists to Nova Scotia and escaped New France.

e. Some Loyalists First Nations were and Black people.

f. The Loyalists faced of food and living shortages spaces.

26. Examine the two pictures below. They show Loyalists in their new life in the British colonies.
From the pictures you can infer that (underline all the correct answers.)

- at first the Loyalists had a difficult life because they had to clear land and build homes.
- Loyalists had to make their own cloth and clothing.
- Loyalists had stores close by operated by First Nations people.
- Loyalists were individuals who preferred to work on their own instead of in groups.
- Loyalists were prepared to work hard to make a good life.

27. Answer true or false.

_______ The coming of the Loyalists made some communities go from very tiny to large.

_______ Because the Loyalists in Québec wanted to use British laws and follow British customs, the king of France split Québec into Upper Canada and Lower Canada.

_______ The First Nations understood that the treaties they signed gave control of their traditional lands to the Loyalists.


28. The Great Migration saw thousands of immigrants move to the British colonies in North America. From the map on textbook, page 164, most came because...

________________________________________________________________________

________________________________________________________________________

29. What was the secretive route by which Black slaves from the United States escaped to Canada?

________________________________________________________________________
Histories and Stories of Ways of Life in Canada

Canada: Shaping an Identity
(Our Land and People, Chapters 7 – 9)

Review

1. Why did Europeans come to North America? (Underline all the answers that are correct.)

☐ They wanted to find a new route to Asia.
☐ They were searching for the Northwest Passage.
• They came upon it accidentally.
☐ They wanted to use any resources they might find in North America.
☐ It was dangerous to travel their old route to Asia.

2. Match the names in the box to the sentences below. (You may use a name more than once.)

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His English named was John Cabot. Giovanni Caboto

They were the first Europeans to come to Canada. Vikings

It was the Haudenosaunee village where Québec City stands today. Stadacona

It was the Haudenosaunee village where Montréal stands today. Hochelaga

He was a French man who explored the areas around the Gulf of St. Lawrence and the St. Lawrence River. Jacques Cartier

They were First Nations who lived in Newfoundland. Beothuk

They traded with Jacques Cartier. Mi'kmaq

He met with the Anishinabe at Georgian Bay, Ontario in 1615. Samuel de Champlain

He reported to the king of England that the oceans off the coast of Newfoundland were full of fish. Giovanni Caboto
3. Answer true or false.

   T  The French built settlements to protect their claims to lands in North America.
   F  Surprisingly, the First Nations people saw their meetings with the European explorers much as the explorers did.
   T  A colony is a settlement that is created in an area, but is controlled by a country that is often far away.
   T  The area we know as Nova Scotia, New Brunswick, Prince Edward Island, and the Gaspé region of Québec was a colony called Acadia.
   F  Acadia was settled as an English colony.
   T  Acadia came under the control of British in 1713.
   T  The Acadians said they did not want to side with either Britain or France.
   T  The Acadians were farmers who lived peacefully along side the Mi'kmaq First Nation.

4. What was the king of England’s response to the fact that the Acadians would not take an oath of loyalty to Britain?

   ordered them to be expelled

5. Many years later the Acadians were allowed to return to Acadia. What did they find?

   English settlers had taken over their homesteads.

6. In the space below draw and label a diagram of a seigneury.

   [Diagram of a seigneury]
7. In the seigneurial system what were the responsibilities of the seigneur?

- be loyal to the king
- bring people from France to work and be responsible for them
- divide upland

8. In the seigneurial system what were the responsibilities of the habitants?

- cut down trees/clear land
- prepare crops
- share fish and wood
- make houses

9. Who was Louis Hébert?

first seigneur in Canada (often referred to first farmer of European descent in Canada)

10. Read the following. Something is not right. Fix it up so that it is correct.

The "H" in the Montréal Canadiens’ symbol stands for hockey. The Canadiens are nicknamed the Habs because the Francophone players on the team came from farms which made them habitants.

11. What was the main reason that the king of France sent young girls over to France?

wanted girls to marry and increase New France’s population
12. One word or phrase makes each of the statements below incorrect. Cross out the incorrect word or phrase and write the correct word or phrase above it.

- The most important fur in the fur trade was fox fur.
- The furs were mainly used to make coats.
- The French fur trading companies had their headquarters along Hudson Bay.
- The couriers des bois were sent by the king of France to trade for furs with the First Nations.
- The couriers des bois used mainly canoes and carts to haul furs and trade good to and from the fur trapping areas.
- The governor of New France worried that too many young men were off trading, or "wood running", rather than helping build the settlements.
- The life of a voyageur was like being on a holiday.

13. Examine the picture of the fur trading scene below; then answer the question.

You can infer from the picture that

- the First Nation traders did not know much about the French trade goods.
- the French traders liked all the furs that were brought to the trading post.
- both traders wanted to make sure they were getting a good deal.
- First Nations people did not like to go to the trading posts.
14. A factory was ____________________________.

15. How did Radisson and Groseilliers contribute to the establishment of English fur trading posts on Hudson Bay and James Bay?
   - explored area around Hudson Bay and James Bay
   - made friends/allies with First Nations

16. In Canada, who had the larger fur trading territory, the French or the British? The map on page 136 of Our Land and People will help you.
   British

17. Read the account of trying to build a fur trading post written by James Knight on page 137 of Our Land and People. From that description you can infer that
   - life was more fun at an English fur trading post than at a French fur trading post.
   - once you got started, it was quite an easy job to build a fur trading post.
   - it was easier to build a fur trading post with a few skilled workers than with many unskilled workers.
   - there was only a short time in which you had to get supplies to the fur trading post using Hudson Bay.

18. Complete the following sentences with your own words.
   - An important difference between the French fur trade system and the Hudson's Bay Company system was that the French companies sent traders out to the places where the First Nations trapped and hunted, but the Hudson's Bay company expected the First Nations peoples to ____________________________.
• The French started building fur trading forts closer to where the First Nations peoples trapped and hunted because they hoped First Nations would trade with them rather than travel to the HBC forts.

• A group of British merchants teamed up to form the North West Company because they wanted to be able to compete with the HBC.

• Both the Hudson’s Bay Company and the North West Company built trading posts in the West because they competed for trade with First Nations.

19. How could the French and English fur traders communicate with the First Nations people who among them spoke many different languages?

- blended languages
- interpreters
- sign language

20. What was a made-beaver token?

- coin used in fur trade

21. Which of the following is true?

- The Métis were the children of French fathers and First Nations mothers.
- The Métis were the children of First Nations fathers and French mothers.
- The Métis were the children of French fathers and English mothers.
- The Métis were the children of French mothers and English fathers.

22. Underline all the ways that the Métis contributed to the fur trade.

- Provided food to the fur traders
- Acted as interpreters between the First Nations and fur traders
- Acted as guides to the fur traders
- Invented the York boat which could carry more furs than a canoe
23. What are five ways that the fur trade changed the ways of life of the Métis?

- provided food to fur traders
- invented York Boat to carry larger loads of furs
- invented Red River cart to transport furs over land
- hunted buffalo to make pemmican to feed fur traders, and not just for own consumption → led to decrease in buffalo population
- became dependent on goods traded from Europeans (tools, blankets, etc.)
- became middlemen in fur trade

24. Match the sentence beginnings with the endings.

a. In 1713 a peace agreement between France and Britain gave Britain control of all lands in Acadia...

b. The French built Louisbourg, a fortress on Cape Breton Island so that it could...

c. The English built a settlement in Nova Scotia called Halifax...

d. Governor Cornwallis wanted to make sure that the Acadian settlers were loyal to Britain by

e. Because the Acadians would not take an oath of loyalty to Britain,…

f. When some Acadians were allowed to return to Acadia,…

e. the Acadians were expelled from Acadia.

a. except Cape Breton Island and Prince Edward Island.

c. in response to the French building Louisbourg on Cape Breton Island.

b. defend the lands it held in North America.

f. they found English settlers on their lands.

d. insisting they take an oath of loyalty to Britain.
25. The following sentences are about the Loyalists who moved from the Thirteen Colonies to the British colonies in North America. Unscramble the words to make good sentences.

a. The Thirteen Colonies become wanted Britain to independent of.

The Thirteen Colonies wanted to become independent of Britain

b. People of the Thirteen Colonies to stay loyal who wanted to Britain Loyalists were called.

People of the Thirteen Colonies who wanted to stay loyal to Britain were called Loyalists.

c. It became unsafe to remain in the Thirteen Colonies for the Loyalists.

It became unsafe for the Loyalists to remain in the Thirteen Colonies.

d. The Loyalists to Nova Scotia and escaped New France.

The Loyalists escaped to Nova Scotia and New France.

e. Some Loyalists First Nations were and Black people.

Some Loyalists were First Nations and Black people.

f. The Loyalists faced of food and living shortages spaces.

The Loyalists faced shortages of food and living spaces.

26. Examine the two pictures below. They show Loyalists in their new life in the British colonies.
From the pictures you can infer that (underline all the correct answers.)

☐ at first the Loyalists had a difficult life because they had to clear land and build homes.
☐ Loyalists had to make their own cloth and clothing.
• Loyalists had stores close by operated by First Nations people.
• Loyalists were individuals who preferred to work on their own instead of in groups.
☐ Loyalists were prepared to work hard to make a good life.

27. Answer true or false.

☐ T The coming of the Loyalists made some communities go from very tiny to large.
☐ T Because the Loyalists in Québec wanted to use British laws and follow British customs, the king of France split Québec into Upper Canada and Lower Canada.
☐ F The First Nations understood that the treaties they signed gave control of their traditional lands to the Loyalists.

28. The Great Migration saw thousands of immigrants move to the British colonies in North America. From the map on textbook, page 164, most came because...

☐ poverty

29. What was the secretive route by which Black slaves from the United States escaped to Canada?

☐ Underground Railway
Directions: For each question write the letter of the best answer on the answer sheet. **DO NOT WRITE IN THIS BOOKLET.**

1. European countries sent explorers to Canada because
   a. they wanted to find a new route to Asia.
   b. they wanted to make themselves poorer.
   c. they were running out of things to do.
   d. they wanted to see if their ships could actually sail on the oceans.

2. Which phrase best tells what Giovanni Caboto found when he landed on Canada’s east coast?
   a. First Nations people who wanted to trade with him.
   b. gold, silver, and coal
   c. signs that other European explorers had already been there
   d. waters that were swarming with fish

3. The first Europeans to land on what is today called Canada were
   a. the Spanish
   b. the Vikings
   c. the English
   d. the French

4. What was the Northwest Passage?
   a. a long hallway in the castle of the king of England
   b. a way to get to Asia by sailing north and west from Europe
   c. a way to get to Asia by going around the tip of South America
   d. a route that would take explorers many kilometres over land

5. Which statement best tells about the first winter Jacques Cartier and his men spent in Stadacona?
   a. Surprisingly, they fit in well and had a happy, healthy winter.
   b. The men suffered terribly from illnesses.
   c. The First Nations people were unhelpful to Cartier and his men.
   d. No one knows for sure because all of them died from disease and hunger.
Use the following information to answer question 6.

Following is an excerpt from Jacques Cartier’s journal describing his first meeting with the Mi’kmaq at their summer fishing camp.

Nine canoes of people came to the mouth of the cove, where our ships had anchored. They made signs that they wanted to trade and held up some furs. We too made signs that we wished to trade and came in peace. We sent two men to shore with knives and other iron goods. In turn, they sent people with furs, and we traded for all the furs they had.

6. You can infer from the journal entry that Cartier and the Mi’kmaq sometimes

a. competed.
b. were in conflict.
c. cooperated.
d. became best friends.

7. One of the main reasons that European countries wanted their explorers to claim new lands for them was

a. because they wanted the resources of the new land.
b. they were looking for warmer places for the people to settle.
c. the kings wanted a place to visit when it was time for a holiday.
d. it made the explorers feels as if they had done a good job.

8. Which statement best tells what a colony is?

a. A colony is a settlement that is created in an area, but is controlled by a country that is often far away.
b. A colony is a group of people that wants to break away from its mother country.
c. A colony is a community of people that lives in one location inside a large city.
d. A colony is a settlement of men who work for the government.

9. Who were the first European settlers in Canada?

a. the Québécers
b. the GReenlanders
c. the Acadians
d. the people of Ontario
For questions 10 – 16 match the words with their meanings.

<p>| | | | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>a. Samuel de Champlain</td>
<td>b. habitation</td>
<td>c. seigneurial system</td>
<td>d. seigneur</td>
</tr>
<tr>
<td>e. habitants</td>
<td>f. Louis Hébert</td>
<td>g. strips</td>
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</table>

10. _______ considered to be the first farmer in Canada
11. _______ a place to live that is both a house and a fort
12. _______ was a French explorer who helped establish settlements in New France
13. _______ a system of dividing and developing land in New France
14. _______ landowner who divided his land to rent out to farmers
15. _______ farmer who rented land
16. _______ the shape of the land rented by the farmers

17. Which of the following is NOT TRUE about the habitants?
   a. They had many different skills, but their most important job was to farm.
   b. They were also known as censitaires.
   c. They had to pay rent and give the seigneur a share of the fish they caught and the wood they chopped.
   d. They were very rich.

18. The Montréal Canadiens hockey team is often nicknamed the Habs because
   a. the Francophone players on the team came from farms, which made them “habitants” or “Habs”.
   b. its players had the habit of talking always in French.
   c. the players rented land from a seigneur.
   d. it is a French word meaning “fast ones”.

19. The king of France went young girls from France to New France because
   a. there were too many single girls in France.
   b. they wanted the single men of New France to get married and have families.
   c. the jails in France were overflowing with young girls who had broken the law.
   d. he wanted to make sure that their was someone to do the clearing.
For questions 10 – 15 answer T for true and F for false.

20. _______ Before the coming of the Europeans, the First Nations people had never traded.

21. _______ The fur trade began because there was a demand for beaver pelts in Europe.

22. _______ The drawing below is done to show the First Nations point of view of a coureur des bois.

![Image of a coureur des bois]

From. Our Land and People. IE. © 2007 Nelson Education Ltd.
Reproduced by permission.

23. _______ The life of a coureur des bois was difficult because he had to paddle a canoe full of furs or trade goods over swift waters and he often had to carry the load over uneven ground.

24. _______ The governor of New France became worried that too many young men were being coureurs des bois instead of having families and helping build the settlement.

25. _______ Voyageurs did the same work as coureurs des bois except that they were given permission by the governor to do this type of work.
26. Where were all the fur trading companies in New France located?
   a. on Hudson Bay
   b. on James Bay
   c. in or around Montréal
   d. on the Great Lakes

27. How did British merchants first become part of the fur trade?
   a. Radisson and Groseilliers gave them the idea that they should establish fur trading posts on Hudson Bay.
   b. The king of England ordered the merchants to start up the fur trading posts.
   c. They kidnapped Radisson and Groseillier and forced them to tell them the secrets of the fur trade.
   d. The French fur trading companies invited them.

28. The rivers became the highways of the fur trade because
   a. the fur traders preferred to sail on the rivers than to use the roads.
   b. the rivers were the only way to get the furs back to the fur trading posts.
   c. a good system of bridges had been built by the fur trading companies.
   d. all rivers were called highways at that time.

29. What is the main difference between the English and the French fur trading systems?
   a. In the English system the fur traders went to where the First Nations people were trapping the furs, whereas in the French system the First Nations people were expected to take the furs to the fur trading posts.
   b. Their systems were exactly alike.
   c. The English fur traders paid three times as much for the beaver furs than did the French fur traders.
   d. In the English system the First Nations people were expected to travel to the fur trading posts on Hudson Bay, whereas in the French system the fur traders travelled to where the First Nations people were trapping their furs.

30. In the English fur trading system, what was a *factory*?
   a. a place where guns and other trade good were made
   b. a fur trading post
   c. a place where the children of fur traders practiced multiplication problems
   d. the town that was established next to a fur trading post
Use the information below to answer question 31.

Following is a journal entry from a man who lives at a fur trading post.

*Before we go to bed, we must build up four or five big fires in the fireplaces. After four or five hours the fires are all burned out. When we get up the inside of the walls of our homes have 20 or 30 centimetres of ice on them. We have to use hatchets to chip off the ice when we get up in the morning.*

31. From the above you can infer that

a. the people who lived in fur trading posts like to build fires.
b. the people who lived in Montréal had very poor houses.
c. living at a fur trading post was difficult in some ways.
d. the trees around the fur trading posts were difficult to light up.

Use the information below to answer question 32.

In 1670 King Charles II of Britain gave the area called Rupert’s Land to the Hudson’s Bay Company.

[Map of Major Fur Trade Routes]

32. You can tell from the map that
   a. the French fur trading companies had a larger fur trading territory than the Hudson's Bay Company.
   b. the Hudson's Bay Company had a short season in which to ship its furs.
   c. the Hudson's Bay Company had a larger fur trade territory than the French fur trading companies.
   d. the Hudson's Bay Company and the French fur trading companies were equal.

33. What was the main reason that the French fur trading companies decided to build fur trading posts in the West?
   a. They wanted to compete more successfully with the English fur trading companies.
   b. Montréal was getting too crowded.
   c. The voyageurs were getting tired of paddling their canoes full of furs and trade goods back and forth between Montréal and the woods.
   d. They were getting a little bored and so they decided to try something new.

34. The main reason that the North West Company was formed was to
   a. explore new lands for the English king.
   b. to sell furs back to the First Nations people.
   c. to help the Hudson's Bay Company out of trouble.
   d. to compete with the Hudson's Bay Company.

35. What was a *made-beaver token*?
   a. a coin
   b. a wooden stick
   c. the best beaver pelt
   d. a promise to pay for a beaver fur.

36. Who were the Métis?
   a. the children of European fathers and First Nations mothers
   b. the children of First Nations fathers and European mothers.
   c. the children of French fathers and English mothers
   d. the children of English fathers and French mothers

37. The Métis were important to the fur trade because
   a. they provided fur traders with food.
   b. they acted as guided to fur traders.
   c. they could speak both French and First Nations languages.
   d. all of the above.
Use the information below to answer question 38.

James Dion was a Métis man who wrote about the trade that took place between his people and the Europeans.

The blankets we needed: they were a good substitute for the cumbersome buffalo robes and besides, their many bright colours fascinated us. As new blanket over our shoulders was something to be proud of. The knife was essential, therefore we bought it at a high price. And we never dreamed that the gun, which we were so anxious to own, would be the means of the ultimate extermination of our main source of livelihood, the buffalo.

38. From the above you can infer that

a. the Métis liked colourful things more than anything.
b. during the fur trade food was in short supply.
c. the Métis had a great deal of money.
d. the Métis way of life was changing.

39. In 1713 when Britain took control of most of Acadia, the French

a. built a fortress called Louisbourg on Cape Breton Island.
b. built a fortress called Louisbourg on ile Saint John.
c. decided to pull out of North America altogether.
d. decided to join the English.

40. What does it mean when we say “the Acadians were expelled from Acadia?”

a. They made an oath of loyalty to Britain.
b. They made an oath of loyalty to France.
c. They did not side with France or Britain.
d. They were forced to leave Acadia.

41. Who were the Loyalists?

a. People that lived in the Thirteen Colonies that wanted Canadians to join them in their fight for independence.
b. People that lived in the Thirteen Colonies that wanted to be independent of Britain.
c. People that lived in the Thirteen Colonies that wanted to remain loyal to Britain.
d. People that lived in the Thirteen Colonies that wanted to keep slavery.
42. Which of the following is not a way in which the Loyalists affected Canada?
   a. They increased greatly the population of the British colonies in North America.
   b. The British government created Upper Canada and Lower Canada.
   c. All people in the British colonies in North America adopted French customs.
   d. The British government split the colony of Nova Scotia into Nova Scotia and New Brunswick.

43. Many Black Loyalists ended up settling in
   a. Newfoundland.
   c. Prince Edward Island.
   d. Lower Canada.

44. How did the arrival of the Loyalists affect the First Nations?
   a. The First Nations thought they were going to share their lands with the Loyalists, while the British government wanted the First Nations to give up their lands to the Loyalists.
   b. The First Nations happily moved to other parts of the land.
   c. The First Nations fought and killed all the Loyalists in their territory.
   d. The First nations did not care if the Loyalists farmed their land or not.

45. The main reason there was a large immigration of people from Britain in the 1800s was that
   a. the people were looking for adventure.
   b. the jails in Britain were full and this was a way to empty them.
   c. many people in Britain were extremely poor and wanted a chance to have a better life.
   d. the people were very rich and wanted to set up businesses in the colonies.

46. What was the Underground Railway?
   a. a subway train that took slaves from the United States safely to Canada
   b. a route used by wealthy Americans to sneak their money into Canada
   c. a network of routes used by American slaves to escape to freedom in Canada
   d. none of the above
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<th>Test Answer Sheet</th>
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**Unit 2**

**Histories and Stories of Ways of Life in Canada**

**Canada: Shaping an Identity**
(Our Land and People Chapters 7, 8, and 9)

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Score _______

Name ____________________
Unit 3

Canada

Shaping an Identity
General Outcome 5.3: Canada: Shaping an Identity
Students will demonstrate an understanding of events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.

Unit 3 includes:

Chapter 10: A Country from Sea to Sea
Chapter 11: Challenges of Building a Country
Chapter 12: Settling the West

Unit 2: Mid-Unit Assessment (Chapters 10, 11, and 12)
  Review
  Test
Chapter 13: Changing Ways of Life
Chapter 14: The Great Depression and World War II
Chapter 15: Steps Toward Independence

Unit 2: End-of-Unit Assessment (Chapters 13, 14, and 15)
  Review
  Test
Chapter Ten

A Country from Sea to Sea
Contents

Lesson One  Pre-Confederation Concerns in the Colonies  3
Lesson Two  Achieving Confederation  4
Lesson Three  Other Provinces Join Confederation  5
Lesson Four  How Confederation Affected First Nations Identities  6
Lesson Five  A Country from Sea to Sea: Chapter Focus  7
Lesson One

Concept: Pre-Confederation Concerns in the Colonies

Resources/Materials: Our Land and People, pages 174 – 179
- Worksheet #5.10.1a (transparency, if appropriate)
- Worksheet #5.10.1b (student copies)
- BLM 77 (optional, transparency or student copies)
- BLM 78 (student copies)

NOTE: It would be best if the reading of all of pages 174 – 179 were guided by the teacher.

Introduction: Ask, “If you were going to an unfamiliar place or had to do something you had never done before, would you rather go or do it alone or with others?” Most will say they would rather be with others in situations like these when they are feeling unsure or insecure. Tell students that some of the British colonies in North America were feeling like they would be better off if they banded together to make one country than if they remained separate. Today we will find out why.

Procedure:

1. Have students turn to textbook, page 174. Have them examine the map, naming all the colonies and territories. Guide the reading of page 174. Discuss the meanings of the Chapter Focus questions.
2. Tell students that pages 175 – 179 explain, in detail, the concerns that the colonies had in the mid-1800s. First, in order to understand these pages, we must talk about some of the new words you will come across.

   Confederation – the joining of the colonies to form a country
   Economic Concerns – concerns having to do with buying or selling goods and services to make money
   Security Concerns – concerns having to do with the safety of people
   Political Concerns – concerns having to do with how a place is governed

3. Discuss each of the following. You may students to copy the notes into their notebooks. They are reproduced on Worksheet #5.10.1a for those who wish to make a transparency.

4. Tell students that in the mid-1800s many thought that the colonies should join together in Confederation. But not everyone agreed. Tell students to read textbook page 175 to find out why. At this point you may want to show students the song on BLM 77.
5. Then instruct students to read textbook, pages 176 – 179. They give specific economic, security, and political reasons why others thought that Confederation would help address many problems.
6. Distribute Worksheet #5.10.1b. Go over the directions.
7. Distribute BLM 78. Go over the directions.

Assignments:

2. Copy notes from board or transparency of Worksheet #5.10.1a.
3. Do Worksheet #5.10.1b and BLM 78.
Vocabulary

Confederation – the joining of Colonies to form a country

Economic Concerns - concerns having to do with buying and selling goods and services to make money

Security Concerns – concerns having to do with the safety of the people

Political Concerns – concerns having to do with how a place is governed
Directions: Although many powerful people in the colonies thought that Confederation would help solve many of the colonies’ problems, others were not quite sure.

1. Read the concerns below. Beside each write whom you think said the particular statement.

<table>
<thead>
<tr>
<th>First Nations Elder</th>
<th>Canadien</th>
<th>Loyalist</th>
<th>Nova Scotia lumberman</th>
</tr>
</thead>
</table>
| "We are British. We came here from the United States because we wanted to remain loyal to Britain. Why would we now want to become independent of Britain?" | "There are growing numbers of British settlers here. Our French language, customs, and traditions will not be protected. How will we know that our culture and ways of life will not be lost?"
| "The government talks of Confederation. These discussions affect all people living here. Yet, as the land’s first inhabitants, we have not been consulted. Would our voice be heard in Confederation?" | "Our family is in the lumber industry and my relatives are in the fishing industry. We have always sold our lumber and fish to Britain. What will happen to us under Confederation? Can we depend on the other colonies to buy our products?"

2. Match each of the concerns in the box with the sentences below.

- Economic
- Security
- Political

We are afraid that the United States will try to cross over our lands and take us over.

We can't get any laws passed because the representatives from Upper Canada won't support laws put forth by the representatives from Lower Canada and the other way around.

The colonies' traditional trading partners were now trading with other places. The colonies had become each other's trading partners.


Worksheet #5.10.1b
Directions: Although many powerful people in the colonies thought that Confederation would help solve many of the colonies’ problems, others were not quite sure.

1. Read the concerns below. Beside each write whom you think said the particular statement.

<table>
<thead>
<tr>
<th>First Nations Elder</th>
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2. Match each of the concerns in the box with the sentences below.

<table>
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<tr>
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<td>We are afraid that the United States will try to cross over our lands and take us over.</td>
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<td><strong>political</strong></td>
<td>We can’t get any laws passed because the representatives from Upper Canada won’t support laws put forth by the representatives from Lower Canada and the other way around.</td>
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<td><strong>economic</strong></td>
<td>The colonies’ traditional trading partners were now trading with other places. The colonies had become each other’s trading partners.</td>
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# Factors Leading to Confederation

<table>
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<th>Economic</th>
<th>Security</th>
<th>Political</th>
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<tr>
<td>- Britain bought far fewer goods from the colonies starting in the 1840s.</td>
<td>- Fear that United States would try to take over colonies</td>
<td>- Province of Canada was split into Canada East and Canada West</td>
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<td>- In 1854 the colonies' trade agreement with United States ended</td>
<td>- Colonies felt they could better defend themselves if they united</td>
<td>- Canada East (mostly Francophone) and Canada West (mostly Anglophone) had equal representation in government</td>
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<td>- Colonies had to look to each other as trading partners.</td>
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<td>- Laws proposed by Canada East were opposed by Canada West and vice versa.</td>
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<td>- If the country of Canada was created, Canada East and Canada West would become separate provinces</td>
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Lesson Two

Concept: Achieving Confederation

Resources/Materials: Our Land and People, pages 180 – 184
Worksheets #5.10.2a and #5.10.2b (student copies)
Encyclopaedia Articles OR Other Reference Materials (John A. Macdonald, George-Étienne Cartier, George Brown) OPTIONAL
Worksheets #5.10.2c and #5.10.2d (article on George Brown and John A. Macdonald)

Introduction: Tell students to pretend they have been promised free toys if they clean up the playground of all the litter. The only catch is that they must do this with another group of students who like to do things in any entirely different way than you do. You don’t even really like each other. However, both groups really want those toys. So you get together, come up with a plan, and clean up the playground. Explain to students that they formed what is called a coalition. A coalition is a group of people who come together to work toward a goal even though they may have different points of view.

Explain that this is what some of the leaders of the “Province of Canada” did to make Canada work better.

Procedure:

1. Have students turn to textbook, page 180. Note the heading of this section and the photographs. Tell students that these three men decided to form a coalition.

2. Recall with students that the Province of Canada was mired in difficulty because it was made up of two major groups who had more or less equal rights. They did not seem to want to compromise much. The three men thought the only solution was to split the Province of Canada into two provinces. In addition, they thought the other colonies like Nova Scotia and New Brunswick could join the two provinces to form Confederation.


4. Then have students read pages 182 – 184 to find out some of the rules that they thought should be outlined in the constitution of this new country. A constitution lays out the rules and laws of how a country will be governed. Also find out which important groups were left out altogether.

5. Distribute Worksheets #5.10.2a and #5.10.2b for students to complete.

6. OPTIONAL. Have students use encyclopaedia articles or other reference materials to research and write a report on one of John A. Macdonald, George-Étienne Cartier, or George Brown. (Worksheets #5.10.2c and #5.10.2d include articles on George Brown and John A. Macdonald.)

Assignments:
2. Do Worksheets #5.10.2a and #5.10.2b.
3. OPTIONAL. Write a report on John A. Macdonald, George-Étienne Cartier, or George Brown.
Directions: Use Our Land and People, pages 180 – 184 to answer these questions.

1. Fill in the blanks.
   The Maritime Union involved joining the colonies of ________________________,
   ________________________, and ________________________.

2. A ________________________ is a group of people who come together to work
   toward a goal even though they may have different views.

3. ________________________, ________________________, and
   ________________________ decided to form a coalition to find a way to make the
   Province of Canada work better.

4. The three leaders attended the Charlottetown Conference where those interested in forming
   the Maritime Union were meeting. They convinced the leaders from the Maritime colonies to
   think about including other colonies in their union. In this union the Province of Canada would
   be split into two provinces, ________________________ and
   ________________________.

5. In the end Canada became a country on ________________________. The four provinces
   that joined in Confederation were ________________________,
   ________________________, ________________________, and
   ________________________.

6. When Canada became a country, it created a constitution. A constitution lays out the rules
   and laws for ________________________.
7. Among other things Canada’s constitution said the following:

- There is to be one Parliament, or ___________________________ which is the level of government that will deal with decisions and laws that affect all Canadians.
- French and English are to be used in the courts, in Parliament, and Québec’s government. Each province will have its own government, called the ___________________________ to make laws.
- Each province will be responsible for providing and governing over certain services including ___________________________ and ___________________________.
- Schools based on religion would be protected and given the same rights and ___________________________ as public, non-religious groups.

8. While Confederation would affect everyone living in Canada, not everyone had a voice in shaping it. ___________________________, ___________________________, and ___________________________ could not vote.

9. In 1982, Canada’s constitution was changed and it recognized the “existing rights” of ___________________________.

**Symbols of Identity**

Canada has many different symbols that mean different things to different people. Some of these symbols are shown on pages 184 of Our Land and People. Can you think of any other symbols that represent Canada?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Achieving Confederation

Directions: Use Our Land and People, pages 180 – 184 to answer these questions.

1. Fill in the blanks.

The Maritime Union involved joining the colonies of **Nova Scotia** , **New Brunswick** , and **Prince Edward Island**.

2. A **coalition** is a group of people who come together to work toward a goal even though they may have different views.

3. **John A. Macdonald**, **George - Étienne Cartier**, and **George Brown** decided to form a coalition to find a way to make the Province of Canada work better.

4. The three leaders attended the Charlottetown Conference where those interested in forming the Maritime Union were meeting. They convinced the leaders from the Maritime colonies to think about including other colonies in their union. In this union the Province of Canada would be split into two provinces, **Ontario** and **Québec**.

5. In the end Canada became a country on **July 1, 1867**. The four provinces that joined in Confederation were **Ontario** , **Québec** , **Nova Scotia** , and **New Brunswick**.

6. When Canada became a country, it created a constitution. A constitution lays out the rules and laws for **how a country will be governed**.
7. Among other things Canada’s constitution said the following:

- There is to be one Parliament, or **federal government** which is the level of government that will deal with decisions and laws that affect all Canadians.

- French and English are to be used in the courts, in Parliament, and Québec’s government. Each province will have its own government, called the **legislature** to make laws.

- Each province will be responsible for providing and governing over certain services including **health** and **education**.

- Schools based on religion would be protected and given the same rights and **funding** as public, non-religious groups.

8. While Confederation would affect everyone living in Canada, not everyone had a voice in shaping it. **Aboriginals** (First Nations, Inuit, Métis), **women**, **people without land** could not vote.

9. In 1982, Canada’s constitution was changed and it recognized the “existing rights” of **Aboriginal peoples**.

**Symbols of Identity**

Canada has many different symbols that mean different things to different people. Some of these symbols are shown on pages 184 of *Our Land and People*. Can you think of any other symbols that represent Canada?

**e.g.**

- **RCMP**
- **hockey**
- **beaver**
- **maple leaf**
Brown, George (1818-1880), was a Canadian journalist and politician. His newspaper, the Toronto Globe, became the leading reform journal in Canada. Brown also was one of the Fathers of Confederation. This group planned the union of British North American colonies that became the Dominion of Canada in 1867.

Brown was born in Alloa, Scotland, near Edinburgh. He moved to the United States in 1837, and he settled in Canada in 1843. He founded the Globe in 1844.

Brown served in the Legislative Assembly of the Province of Canada almost continuously from 1851 to 1867. The Assembly had equal numbers of representatives from the province's two main sections, Canada East and Canada West. Problems arose when the population of Canada West exceeded that of Canada East. Brown championed the principle of representation by population. In 1864, Brown represented the Reform Party in the push to unite the Canadian colonies. He worked closely with John A. Macdonald and George Étienne Cartier, his political rivals. Brown was appointed to the Canadian Senate in 1873. J. M. Bumsted
Macdonald, Sir John Alexander (1815-1891), was the first prime minister of the Dominion of Canada. He is often called the father of present-day Canada because he played the leading role in establishing the dominion in 1867. Macdonald served as prime minister from 1867 until 1873 and from 1878 until his death in 1891. He held the office for nearly 19 years, longer than any other Canadian prime minister except W. L. Mackenzie King, who served for 21 years.

Macdonald, a Conservative, entered politics when he was 28 years old. During his long public career, Canada grew from a group of colonies into a self-governing, united dominion extending across North America. Macdonald stood out as the greatest political figure of Canada's early years. He helped strengthen the new nation by promoting western expansion, railway construction, economic development, and harmony between English-speaking and French-speaking Canadians.

A man of great personal charm, Macdonald knew how to make people like him. He was naturally sociable, with a quick wit and a remarkable ability to remember faces. Unlike most politicians of his day, Macdonald kept his speeches short, simple, and filled with funny stories. People preferred his talks to the long, dull, and flowery speeches of others.

Early life

Boyhood and education. John Alexander Macdonald was born on Jan. 11, 1815, in Glasgow, Scotland. He was the son of Helen Shaw Macdonald and Hugh Macdonald, an easygoing and usually unsuccessful businessman. John had an older sister, Margaret, a younger sister, Louisa, and a younger brother, James. James was killed in 1822, at the age of 5, by a babysitter. John was 5 years old when the family moved to Canada in 1820.

The Macdonalds settled in Kingston, Upper Canada (present-day Ontario). Hugh opened a small shop, and the family lived above it. The business did not prosper. In 1824, the family moved westward to Bay Bay. They moved to Glencore in Prince Edward County in 1825, then back to Kingston. Hugh tried one business after another, but none brought him success.

As a boy, John became interested in books and was a bright student. He finished his formal schooling in 1829 when he was 14. In 1830, John began to study law with George Mackenzie, a prominent Kingston lawyer. He lived with the Mackenzie family and worked in the law office. In 1833, John learned that a relative, a lawyer in Hallowell, Prince Edward County, was seriously ill. John agreed to take over his practice.

Forming the Dominion. In the early 1860's, the northern half of North America was called British North America. It consisted of only a few provinces. Most of the people lived in the east. The Maritime Provinces—New Brunswick, Newfoundland, Nova Scotia, and Prince Edward Island—lay along the Atlantic coast. The Province of Canada was next to them on the west. Of these five provinces, Nova Scotia and the Province of Canada were older and more developed. Farther west was an expanse of mainly unsettled territory owned by the Hudson's Bay Company (see Hudson's Bay Company). On the west coast lay British Columbia, then a British colony.

For several years, the British provinces in North America had considered the idea of confederation. Several factors gave force to this idea. They included the frequent changes of provincial governments, the desire to expand to the west, and fear of U.S. expansion.

Nova Scotia and the Province of Canada led the confederation movement. In the Province of Canada, Macdonald joined with his opponent, Reform Party leader George Brown, to achieve confederation.

From 1864 to 1867, Macdonald led in planning confederation. In September 1864, he attended a conference in Charlottetown, P.E.I., to present the confederation plan to the Maritime Provinces. In October, delegates from all the provinces gathered at a second conference in Quebec. At this meeting, Macdonald was largely responsible for drawing up the Quebec Resolutions, the plan for confederation.

New Brunswick, Nova Scotia, and the Province of Canada approved the idea, but Newfoundland and Prince Edward Island rejected it. Final details were agreed upon at a conference in London in 1866. In 1867, the British Parliament passed the British North America Act, which brought the Dominion of Canada into being (see British North America Act). The new nation had four provinces: Ontario (previously Upper Canada), Quebec (previously Lower Canada), New Brunswick, and Nova Scotia. The governor general, Viscount Monck, asked Macdonald to become prime minister. Confederation was largely Macdonald's achievement and Queen Victoria knighted him for it. The announcement of his knighthood came on July 1, 1867, the first day of the Dominion's existence. A general election, in which Macdonald and the Conservatives triumphed, was held in August and September, and the new Parliament assembled on Nov. 6, 1867.
Lesson Three

Concept: Other Provinces Join Confederation

Resources/Materials: Our Land and People, pages 185 – 188
Wall Map of Canada
BLM 79 (student copies)
Unlined paper for students
Encyclopaedias and other reference materials
BLM 82 (student copies)

Introduction: Review with students that July 1, 1867 was the date of Confederation and that Ontario, Québec, Nova Scotia, and New Brunswick were the four provinces. Refer them to textbook, page 181, noting the locations of the four founding provinces. Then compare that map with the wall map of Canada. “How did Canada grow from the one of page 181 to what we have today?”

Procedure:

1. Tell students to turn to textbook, page 185. Recall that the Hudson’s Bay Company had control over a vast area of land called Rupert’s Land. Tell students to read page 185 to find out how Canada got control of it.

2. Finish guiding the reading of pages 185 – 188.

3. Distribute BLM 82 and go over the directions. This may prove to be difficult for some students. You may want to consider pairing them up for this activity.

4. Distribute BLM 79 and the unlined paper. Students are to match the provinces with the dates in which they joined Confederation. The encyclopaedias might help them.

Assignments:

1. Read Our Land and People, pages 185 – 188.
2. Do BLM 82.
3. Do BLM 79.
Joining Confederation

Cut up all 26 pieces. With a partner, match each province or territory with the date in which it became a distinct part of Canada.

<table>
<thead>
<tr>
<th>QUÉBEC 1867</th>
<th>ALBERTA 1905</th>
<th>SASKATCHEWAN 1905</th>
</tr>
</thead>
<tbody>
<tr>
<td>YUKON 1898</td>
<td>ONTARIO 1867</td>
<td>BRITISH COLUMBIA 1871</td>
</tr>
<tr>
<td>NUNAVUT 1999</td>
<td>NOVA SCOTIA 1867</td>
<td>NEWFOUNDLAND 1949</td>
</tr>
<tr>
<td>1905</td>
<td>MANITOBA 1870</td>
<td>NORTHWEST TERRITORIES 1870</td>
</tr>
<tr>
<td>1871</td>
<td>1870</td>
<td>PRINCE EDWARD ISLAND 1873</td>
</tr>
<tr>
<td>1867</td>
<td>1949</td>
<td>NEW BRUNSWICK 1867</td>
</tr>
<tr>
<td>1870</td>
<td>1867</td>
<td>1905</td>
</tr>
<tr>
<td>1867</td>
<td>1999</td>
<td>1867</td>
</tr>
</tbody>
</table>
| 1873        | 1898         | }
Effects of the *Manitoba Act* T-Chart

Consider how the *Manitoba Act* honoured the Métis Bill of Rights. In the left column, list some important actions that were established for the Métis people. In the right column, record the impact of the action on Métis people.

<table>
<thead>
<tr>
<th>ACTION</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Land would be set aside for the Métis people.</td>
<td>• Métis people would have a secured land claim to continue living a traditional lifestyle.</td>
</tr>
<tr>
<td>• Manitoba would be a province with its own government</td>
<td>• Government of Manitoba could make decisions based on its unique blend of Métis and non-Métis people, as well as its history</td>
</tr>
<tr>
<td>• French and English would be the official languages of the government of Manitoba.</td>
<td>• Métis people, most of whom were Francophone, could hear court cases in French and debate in the legislature in French</td>
</tr>
<tr>
<td>• Money for both Catholic and Protestant schools would be guaranteed.</td>
<td>• Métis would have equal access to education</td>
</tr>
</tbody>
</table>

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Lesson Four

Concept: How Confederation Affected the First Nations Identities

Resources/Materials: Our Land and People, pages 189 and 190  
BLM 83 (student copies)

Introduction: Discuss with students the reasons that the Hutterian Brethren prefer to live in colonies and not separately within towns and cities. (want to maintain own culture including traditions, customs; minimize influence from others) Ask how they would react if the Government of Canada decided that it was against the law for Hutterites to dress like they do, set up communities like they do, and live a communal lifestyle.

Procedure:

1. Tell students that in 1876 the Government of Canada set up the Indian Act which governed First Nations and their lands. One of the purposes of the Indian Act was to try to get the First Nations people to assimilate. That is, they wanted them to forget their own culture and take on the culture of all the others – mostly British and French.

2. Have students turn to textbook page 189. Guide the reading of pages 189 and 190.

3. Now tell students to think about what they would do if they had the chance to create a country. What rights would they give the citizens and why?

4. Distribute BLM 83 and discuss the directions.

5. If you like, have students write a detailed description of a Hutterite celebration such as a shivaree, wedding, Thanksgiving dinner, Christmas, etc.

Assignments:

1. Read Our Land and People, pages 189 and 190.
2. Do BLM 83.
3. OPTIONAL. Write a detailed description of a Hutterite celebration.
Lesson Five

Concept: A Country from Sea to Sea: Chapter Focus

Resources/Materials: Worksheet #5.10.5 (student copies, optional)

Introduction: Explain that the section on “A Country from Sea to Sea” is almost finished and it is time to review the main ideas.

Procedure:

Options:

1. **Oral Review** – As a group, discuss the main ideas covered in Chapter 10. If you like, use the questions on Worksheet #5.10.5 to help you guide the discussion.

2. **Written Review** – If you like, distribute Worksheet #5.10.5. Have students write point-form answers to the questions (or have them write their answers in their notebooks.)

Assignment:

1. Orally, review the main ideas of Chapter 10. Use the questions on Worksheet #5.10.5, if you like. OR

2. Answer the questions on Worksheet #5.10.5 on the worksheet itself, in point-form or in notebooks.
Country from Sea to Sea

Chapter Focus

1. What concerns did the colonies face in the mid-1800s?

2. How did leaders work together to achieve Confederation?

3. How did Canada continue to change after Confederation?

4. How did Confederation affect First Nations identities?
Chapter Eleven

Challenges of Building a Country
Social Studies Grade 5 Our Land and People
Chapter 11
Lesson Plans

Social Studies Grade 5 Our Land and People
Chapter 11
Challenges of Building a Country

Contents

Lesson One        Attracting Settlers to the West  3
Lesson Two        The North West Mounted Police   4
Lesson Three      Building the Canadian Pacific Railway 5
Lesson Four       Western Settlement and the First Nations and Métis People 6
Lesson Five       Changes in the North and the Northwest Coast 7
Lesson Six        Challenges of Building a Country: Chapter Focus 8
Lesson One

Concept: Attracting Settlers to the West

Resources/Materials: Our Land and People, pages 192 and 193
BLM 84 (2 pages; 1 copy per group of 4 or 5)
Unlined paper (2 per group)
Worksheet #5.11.1 (optional, student copies)

Introduction: Have students turn to textbook, page 187 and examine the map. Note that existing provinces of Canada: British Columbia, Manitoba, Ontario, Québec, New Brunswick, and Nova Scotia. Also point out a large territory was covered by the Northwest Territories. Discuss the difficulties there would be in trying to have a country where the provinces are so scattered about. Then tell the students that many in the United States thought that some of Canada’s land rightfully belonged to them. These two factors led the leaders of Canada at the time that something had to be done.

Procedure:

1. Tell students that Canada’s leaders decided upon two courses of action. Tell them to turn to pages 192 and 193. Guide the reading of these pages. Conclude that Canada decided it had to settle the territory between Manitoba and British Columbia and to do this they had to
   • Bring about law and order so that settlers could feel safe
   • Build a railway to help move people and goods

2. Tell students they are to imagine they are a farming family in Ontario in the 1870s, making a decision about whether to relocate to Canada’s west. They will be talking about decisions from their perspective as family members. The reason they are thinking of moving is that they live in northern Ontario where the land is too rocky for farming. They know that the soil in the west is very deep and fertile.

3. Divide the class into groups of 4 or 5. Each member of the group is to imagine he/she is a particular member of a family (i.e., father, mother, son, daughter, grandmother, etc.)

4. Distribute BLM 84 (2 pages) and the unlined paper. Groups are to cut BLM 84 into pieces. As a family, the group must divide the pieces into two groups: Pros and Cons. They should then label one unlined paper Pros and the other Cons. Finally they should paste the pieces of BLM 84 on the appropriate sheets.

5. The BLM 84 may not work in all situations. If this is the case, assign students to do Worksheet #5.11.1.

Assignments:

1. Read Our Land and People, Pages 192 and 193.
2. Do BLM 84 in groups of four or five.
3. Alternately, or in addition, do Worksheet #5.11.1.
### Should We Move West?

<table>
<thead>
<tr>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The government has plans for a new police force. Formation of the NWMP will make the area safe.</td>
<td>The distances between the east and west of Canada will make it hard for us to keep in contact with relatives who remain in eastern Canada.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada's west is difficult to get to. It would be hard to take the goods we need.</td>
<td>The United States also has cheap land available, and communities are more established there.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are many job opportunities opening up in cities in the United States. That might be a better choice than Canada's west.</td>
<td>The proposed Canadian Pacific Railway will cross Canada and make it easy to travel to the west.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>American whiskey traders are in Canada's west and are ignoring Canada's laws. Their lawlessness is frightening.</td>
<td>It will be difficult for our sons to have their own farms, as farming land here in Ontario is developed and expensive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations peoples in Canada's west are negotiating peaceful treaties. We will have nothing to fear from them.</td>
<td>Living in the west will provide much excitement and adventure for every member of our family.</td>
</tr>
</tbody>
</table>
Should We Move West? (continued)

No
Settling in Canada’s west will involve much back-breaking work for our whole family. Are we up to it?

No
If we move to the west we may encounter First Nations people.

No
How will the children in our family be educated when farming areas in the west have few or no nearby schools?

No
Here in Ontario we know and can depend on our neighbours for help. Our neighbours, remember, helped us build our barn.

No
What will happen if we move to the west and find that our neighbours are unfriendly and won’t help us?

No
Our neighbourhood community is well established and we know who to go to when we need advice or special skills.

Yes
There will be many opportunities for our children and grandchildren to have their own farms.

Yes
Canada’s west is mainly open prairie land and forests. There are very few roads.

Yes
The government of Canada has a vision of the west. It would be exciting to be part of that vision.

Yes
The NWMP is looking for recruits. A young man can save his salary and perhaps establish his own farm or ranch.
Directions: Use Our Land and People, pages 192 and 193 to help you with this page.

Unscramble the words in parentheses to make a word that fits the space.

1. In 1871, after Canada purchased Rupert’s Land and British Columbia joined Confederation, Canada became a country that stretched from the Atlantic Ocean to the (acciifp) ________________ Ocean.

2. The government worried that there was little (cceanonoot) ____________________ between Canada’s lands and among its people.

3. The Government of Canada was also worried that it had little control over its vast (eiorrty) ________________.

4. The United States was growing in population and power and some (aaceimnr) ________________ politicians were talking about claiming some of Canada's lands.

5. The government had to find ways to protect its land and (ccennot) ________________ the country.

6. The government thought it could strengthen its control over the land by attracting settlers to the (estw) ________________.

7. Attracting settlers to the west would be (cdffiiltu) ________________ for many different reasons.

8. Settlers viewed Canada’s west as a dangerous place because (ehiksyw) ________________ traders from the United States were trading, ignoring Canada’s borders and laws.

9. There was no (ceilop) ________________ force to make sure the laws were followed.

10. The Canadian government wanted to create the sense that the west was a (aefs) ________________ place in which to live and farm.

11. The Canadian government decided to create a police force to keep law and (deorr) __________ and to build a (aaillrwy) ________________ across the country to help move people and goods.
Directions: Use Our Land and People, pages 192 and 193 to help you with this page.

Unscramble the words in parentheses to make a word that fits the space.

1. In 1871, after Canada purchased Rupert’s Land and British Columbia joined Confederation, Canada became a country that stretched from the Atlantic Ocean to the (accifp) Pacific Ocean.

2. The government worried that there was little (cceinnnoot) connection between Canada’s lands and among its people.

3. The Government of Canada was also worried that it had little control over its vast (eiorrty) territory.

4. The United States was growing in population and power and some (aaceimnr) American politicians were talking about claiming some of Canada’s lands.

5. The government had to find ways to protect its land and (ccennnot) connect the country.

6. The government thought it could strengthen its control over the land by attracting settlers to the (estw) west.

7. Attracting settlers to the west would be (cdffiiltu) difficult for many different reasons.

8. Settlers viewed Canada’s west as a dangerous place because (ehiksyw) whiskey traders from the United States were trading, ignoring Canada’s borders and laws.

9. There was no (ceilop) police force to make sure the laws were followed.

10. The Canadian government wanted to create the sense that the west was a (aefts) safe place in which to live and farm.

11. The Canadian government decided to create a police force to keep law and (deorr) order and to build a (aailw) railway across the country to help move people and goods.
Lesson Two

Concept: The North West Mounted Police

Resources/Materials: Our Land and People, pages 194 – 198
Worksheet #5.11.2 (student copies)
AND/OR BLM 85 (2 pages)

Introduction: Recall that the leaders of Canada wanted to make settlers feel safe if they moved to the west and that one way they would do this was to establish a police force called the North West Mounted Police. (NOTE: You may have to clarify that “mounted” means the police would be on horseback)

Procedure:

1. Tell students that a person who has decided to join is called a recruit. Discuss with students the qualities they feel a good NWMP recruit would have.

2. Have students turn to textbook, page 194 to see how their criteria compare with the government’s. Guide the reading of page 194.

3. Tell students that the North West Mounted Police had several goals:
   - Enforce laws
   - Track down criminals
   - Wipe out the illegal whiskey trade
   - Create trust and a peaceful relationship with the First Nations peoples.

4. Direct students to read textbook, pages 195 – 198 to find out how successful they were.

5. If you elect to do so, distribute BLM 85. Read the Mounted Police Recruit Song to students, if you can. Assign them the questions.

6. If you elect to do so, distribute Worksheet #5.11.2. Go over the directions, if you feel it is necessary.

Assignments:

2. DO BLM 85
3. AND/OR Worksheet #5.11.2.
**The North West Mounted Police**

**Directions:** The Government of Canada hoped that the North West Mounted Police would do several things to make Canada’s west feel safe for settlers. Beside each of those things tell whether you think the NWMP was successful or not. Give evidence from *Our Land and People*, pages 195 – 198.

<table>
<thead>
<tr>
<th>Goal</th>
<th>How Successful Were They?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enforce laws</td>
<td></td>
</tr>
<tr>
<td>Track down criminals</td>
<td></td>
</tr>
<tr>
<td>Wipe out the whiskey trade</td>
<td></td>
</tr>
<tr>
<td>Create trust and a peaceful relationship with the First Nations</td>
<td></td>
</tr>
</tbody>
</table>

Towards the bottom of page 198, the authors of your textbook explain that there was a difference between what the government thought the treaties were saying and what the First Nations thought they were saying. Explain the difference.

__________________________________________

__________________________________________

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__________________________________________
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<table>
<thead>
<tr>
<th>Goal</th>
<th>How Successful Were They?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enforce laws</td>
<td><strong>Successful</strong> - brought law and order to west</td>
</tr>
<tr>
<td>Track down criminals</td>
<td><strong>Quite Successful</strong> - did not catch wolf hunters</td>
</tr>
<tr>
<td>Wipe out the whiskey trade</td>
<td><strong>Successful</strong> - almost wiped out whiskey trade</td>
</tr>
<tr>
<td>Create trust and a peaceful relationship</td>
<td><strong>Successful</strong>&lt;br&gt;· First Nations pleased that whiskey trade reduced&lt;br&gt;· Respected NWMP for trying to bring wolf hunters to justice&lt;br&gt;· Felt NWMP respected them</td>
</tr>
<tr>
<td>with the First Nations</td>
<td></td>
</tr>
</tbody>
</table>

Toward the bottom of page 198, the authors of your textbook explain that there was a difference between what the government thought the treaties were saying and what the First Nations thought they were saying. Explain the difference.

**Government believed First Nations were relinquishing control of land,**

**while First Nations believed they had agreed to share the land.**

---

Worksheet #5.11.2
Mounted Police Recruit Song  (continued)

1. What was the author’s point of view about being a recruit?
   - happy to have work
   - found out that new recruits were at bottom of hierarchy
   - training is difficult

2. What information or facts did the recruiting poster not include?
   - Generally, how difficult the training would be
     → manual work
     learning to march
     learning to ride
     taming horses

3. What was the incentive for recruits to stay in the NWMP?
   - provided work
   - sense of adventure
   - want to provide a service that was needed
Lesson Three

Concept: Building the Canadian Pacific Railway

Resources/Materials: Our Land and People, pages 199 – 204
Wall Map of Canada

Introduction: Recall from Chapter 10 that one of the things that convinced British Columbia to join Confederation was the promise of a railway linking it to the rest of the provinces. On the wall map, point out the long distance between Manitoba and British Columbia. Ask students to think about the landforms that such a railway would have to traverse. Tell students that there were many challenges faced by the railway builders, both in term of the land and the people.

Procedure:

1. Tell students to turn to textbook, page 199. Tell students they will be reading pages 199 – 204 independently. Then they are to make some point-form notes under three different headings.

   NOTE: Explain the term “discrimination” to students

   Building the Canadian Pacific Railway

   Challenges Faced in Building the Railway

   How the Railway Affected Communities

   Discrimination Against the Chinese

Assignments:

1. Read Our Land and People, page 199 – 204.
2. Make notes.
Lesson Four

Concept: Western Settlement and the First Nations and Métis People

Resources/Materials: Our Land and People, pages 205 – 207
Worksheet #5.11.4a (student copies)
OR Worksheet #5.11.4b (student copies)

Introduction: Ask students how they would feel if someone came and tried to take over their land. Perhaps these people have powerful weapons. How would you feel if they promised that they would give you lots of money if you stopped farming and settled on a much smaller piece of land? What if they changed their minds about giving you the money after they took over your lands?

A similar situation occurred when the Government of Canada signed treaties with First Nations people. As far as the Métis were concerned, the government refused to recognize that they had rights to anything.

Procedure:

1. Tell students to turn to textbook, page 205. Tell them that the next three pages tell about how the First Nations and Métis were affected by the settlement of the west.

2. As more immigrants used the railway to move to the West, the vast land that First Nations and Métis people knew began to “shrink”.

3. Discuss that traditional ways of life for the people who lived on the Plains was to follow the buffalo. Under the treaties, the First Nations were expected to farm, often on the least productive lands. Recall also that First Nations peoples of the west were not traditionally farmers.

4. Guide the reading of pages 205 – 207 OR have students read them independently.

5. Distribute Worksheet #5.11.4a. Go over the directions.

6. You may choose to have students do Worksheet #5.11.4b instead. It involves more literal comprehension.

Assignments:

1. Read Our Land and People, pages 205 – 207.
2. Do Worksheet #5.11.4a OR Worksheet #5.11.4b.
**Directions:** Different groups of people had different perspectives on the building of the railway. From what you know so far and from what you read from *Our Land and People*, tell how you feel each of these groups feels about the building of the railway.

<table>
<thead>
<tr>
<th>First Nations</th>
<th>Métis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Settlers</th>
<th>Government of Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: The building of the railway affected different groups in different ways. Use Our Land and People, pages 205 – 207 to answer the questions.

Underline all the correct answers.

1. Many First Nations people found the building of the railway and the coming of settlers difficult because
   - they were no longer free to move about throughout their traditional lands, but had to stay on their reservations.
   - the idea of an individual actually owning land was new to them.
   - they could not get the government to pay for vacations.

2. Most First Nations people’s attempts at farming were not successful because
   - they were lazy and not used to working.
   - their reserve lands were usually not suited for farming or ranching.
   - they were used to being hunters and gatherers, and did not know a lot about farming.
   - they were not allowed to sell what they grew off the reserve.
   - they did not like farming.

3. The Métis people were concerned that
   - the government was not recognizing their ways of life.
   - the government would take over their land so that the railway could be built.
   - First Nations people would get better treatment than the Métis.
   - the coming of the railway and new settlements would threaten their traditional way of life just like at Red River.

4. Louis Riel was
   - a German immigrant to Canada who moved to the West.
   - a leader of the Métis.
   - joined by some First Nations leaders in protesting the government’s trying to take over their lands.
   - was successful in bringing attention to the effects of the railway and expanding settlement on his people.

5. Father Albert Lacombe was
   - an Oblate priest who lived among the Métis and First Nations.
   - did not have good relations with First Nations leaders.
   - convinced First Nations people that it was in their best interests to negotiate treaties with the government.
   - helped the First Nations to find peaceful solutions to conflicts.
**Directions:** Different groups of people had different perspectives on the building of the railway. From what you know so far and from what you read from Our Land and People, tell how you feel each of these groups feels about the building of the railway.

<table>
<thead>
<tr>
<th>First Nations</th>
<th>Métis</th>
</tr>
</thead>
<tbody>
<tr>
<td>lost land and were relegated</td>
<td>felt government did not recognize their</td>
</tr>
<tr>
<td>to small reserves</td>
<td>way of life</td>
</tr>
<tr>
<td>felt betrayed or trick by</td>
<td>felt railway threatened their</td>
</tr>
<tr>
<td>Canadian government</td>
<td>traditional way of life</td>
</tr>
<tr>
<td>were required to farm, but no one</td>
<td></td>
</tr>
<tr>
<td>taught them how, nor did many</td>
<td></td>
</tr>
<tr>
<td>want to</td>
<td></td>
</tr>
<tr>
<td>often farm implements were</td>
<td></td>
</tr>
<tr>
<td>not forthcoming, as promised</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Settlers</th>
<th>Government of Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>was a great way to travel out</td>
<td>good way to settle the west</td>
</tr>
<tr>
<td>to new homes in west</td>
<td>connected/unified the country</td>
</tr>
<tr>
<td>facilitated transportation and</td>
<td></td>
</tr>
<tr>
<td>communication between west and east</td>
<td></td>
</tr>
</tbody>
</table>
Directions: The building of the railway affected different groups in different ways. Use Our Land and People, pages 205 – 207 to answer the questions.

Underline all the correct answers.

1. Many First Nations people found the building of the railway and the coming of settlers difficult because
   - they were no longer free to move about throughout their traditional lands, but had to stay on their reservations.
   - the idea of an individual actually owning land was new to them.
   - they could not get the government to pay for vacations.

2. Most First Nations people’s attempts at farming were not successful because
   - they were lazy and not used to working.
   - their reserve lands were usually not suited for farming or ranching.
   - they were used to being hunters and gatherers, and did not know a lot about farming.
   - they were not allowed to sell what they grew off the reserve.
   - they did not like farming.

3. The Métis people were concerned that
   - the government was not recognizing their ways of life.
   - the government would take over their land so that the railway could be built.
   - First Nations people would get better treatment than the Métis.
   - the coming of the railway and new settlements would threaten their traditional way of life just like at Red River.

4. Louis Riel was
   - a German immigrant to Canada who moved to the West.
   - a leader of the Métis.
   - joined by some First Nations leaders in protesting the government’s trying to take over their lands.
   - was successful in bringing attention to the effects of the railway and expanding settlement on his people.

5. Father Albert Lacombe was
   - an Oblate priest who lived among the Métis and First Nations.
   - did not have good relations with First Nations leaders.
   - convinced First Nations people that it was in their best interests to negotiate treaties with the government.
   - helped the First Nations to find peaceful solutions to conflicts.
Lesson Five

Concept: Changes in the North and the Northwest Coast

Resources/Materials: Our Land and People, pages 208 – 210
Wall Map of Canada
Worksheet #5.11.5 (student copies)

Introduction: On the map of Canada point out that although the First Nations and Inuit had settled all over Canada, the newcomers had more or less stuck to settling in the southern parts. However, a monstrous event took place that drew thousands of people to the Yukon. Towns sprung up almost overnight and little hamlets became as big as cities. It was the discovery of gold!

Procedure:

1. Explain that almost all gold seekers were men. When thousand of hungry, greedy men get together, there is usually trouble. (Discuss things like drinking, gambling, stealing, etc.)

2. Explain that there were no roads to get to where the gold was supposed to be, so prospectors had to walk over difficult terrain using horses to carry their belongings. It was dangerous.

3. Have students turn to textbook, page 208. Discuss the role the NWMP might play.

4. Discuss the role that the First Nations of the area might play.


6. Distribute Worksheet #5.11.5 and go over the directions.

Assignments:

2. Do Worksheet #5.11.5.
The North West Mounted Police and the Northwest Coast

FIND THE FACTS

Directions: Use Our Land and People, pages 208 – 210 to find these facts.

1. two passes where the NWMP set up posts in the Yukon

2. the names of two communities in the Yukon

3. another name for gold seeker

4. the names of two First Nations whose land the gold seekers travelled through

5. the year the Klondike Gold Rush ended

6. the NWMP who help to establish McPherson

7. Fort McPherson was north of what important line of latitude?

8. the location of the first major gold discovery in the Yukon on August 16, 1896

9. another word for fees

10. the Yukon is part of this physical region

11. Troops from this place tried to lay claim to the area.
The North West Mounted Police and the Northwest Coast

FIND THE FACTS

Directions: Use Our Land and People, pages 208 – 210 to find these facts.

1. two passes where the NWMP set up posts in the Yukon
   White Pass, Chilkoot Pass

2. the names of two communities in the Yukon
   Carcross, Dawson City

3. another name for gold seeker
   prospector

4. the names of two First Nations whose land the gold seekers travelled through
   Tlingit, Tutchone

5. the year the Klondike Gold Rush ended
   1899

6. the NWMP who help to establish McPherson
   Charles Constantine

7. Fort McPherson was north of what important line of latitude?
   Arctic Circle

8. the location of the first major gold discovery in the Yukon on August 16, 1896
   Rabbit Creek

9. another word for fees
   customs

10. the Yukon is part of this physical region
    Cordillera

11. Troops from this place tried to lay claim to the area.
    United States (America)
Lesson Six

Concept: Challenges of Building a Country: Chapter Focus

Resources/Materials: Worksheet #5.11.6 (student copies, optional)

Introduction: Explain that the section on “Challenges of Building a Country is almost finished and it is time to review the main ideas.

Procedure:

Options:

1. Oral Review – As a group, discuss the main ideas covered in Chapter 11. If you like, use the questions on Worksheet #5.11.6 to help you guide the discussion.

2. Written Review – If you like, distribute Worksheet #5.11.6. Have students write point-form answers to the questions (or have them write their answers in their notebooks.)

Assignment:

1. Orally, review the main ideas of Chapter 11. Use the questions on Worksheet #5.11.6, if you like. OR

2. Answer the questions on Worksheet #5.11.6 on the worksheet itself, in point-form or in notebooks.
Challenges of Building a Country

**Chapter Focus**

1. What were some challenges of attracting settlers to Canada’s west?

2. How did the North West Mounted Police help shape Canada?

3. How did the Canadian Pacific Railway help build Canada?

4. In what ways did western settlement affect First Nations and Métis peoples?

5. How did the north and northwest coast change?
Chapter Twelve

Settling the West
Content

Lesson One  Immigration: The Late 1800s  3
Lesson Two  Who Came to Canada’s West?  4
Lesson Three  The Life of a Newcomer  5
Lesson Four  Immigration’s Effect on First Nations  6
Lesson Five  How Were Cultures Accepted?  7
Lesson Six  Settling the West: Chapter Focus  8

Lesson Seven  Mid-Unit Assessment (Chapters Ten, Eleven, and Twelve)  9
Lesson One

Concept: Immigration: The Late 1800s

Resources/Materials: Our Land and People, pages 212 – 215
BLM 86 (2 pages, student copies)
OPTIONAL Worksheet #5.12.1a (student copies)
BLM 87 (student copies)
Advertisement or flyer of any kind, particularly one with a propaganda-type
banner on it (e.g., BEST PRICES IN THE WEST, CANADA’S
FAVOURITE ICE CREAM)
Worksheet #5.12.1b (optional, student copies)

Introduction: Hold up the advertisement (or write an advertising slogan on the board). Read it. Discuss that
the purpose of these advertisements is to get you to buy! Tell students that just like the advertisement, the
Government of Canada wanted to get more people to settle in the western part of Canada. They asked a
government minister by the name of Clifford Sifton to get people to move to western Canada.

Procedure:

1. Have students turn to textbook, page 212. Guide the reading of pages 212 and 213.

2. Bring attention to the “Voices” sidebar. Clarify with students the gist of the two points of view.

3. Then direct students to pages 214 and 215. If you have time, discuss the posters on these pages;
otherwise, have students read them independently.

4. Distribute BLM 86. Tell student that it is a readers’ theatre in which there is a dialogue between Clifford
   Sifton and someone named Mr. Oliver. Mr. Oliver believes that Mr. Sifton is making a big mistake by
   trying to attract people who are not of British descent to the West.

5. Tell students to read the dialogue on BLM 86. Then in their notebooks (or on Worksheet #5.12.1a)
   summarize the two points of view. (Teachers can decide if it should be done in paragraphs or point
   form.)

6. Finally, distribute BLM 87. Go over the directions.

7. If may want some or all of your students to do Worksheet #5.12.1b, in addition to, or instead of BLM 86
   and BLM 87. It involves more literal comprehension of textbook, pages 212 – 215.

Assignments:
2. Read BLM 86 and summarize the points of view in notebook or on Worksheet #5.12.1a.
3. Do BLM 87.
4. Alternately, do Worksheet #5.12.1b.
Directions: Read the readers’ theatre on BLM 86. Then summarize the points of view of Mrs Sifton and Mr. Oliver.

<table>
<thead>
<tr>
<th>Mr. Sifton’s Point of View</th>
<th>Mr. Oliver’s Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Who Should We Want to Settle the West?**

**Directions:** Read the readers’ theatre on BLM 86. Then summarize the points of view of Mrs Sifton and Mr. Oliver.

<table>
<thead>
<tr>
<th>Mr. Sifton’s Point of View</th>
<th>Mr. Oliver’s Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>time to now establish own laws instead of just using British laws</td>
<td>should display Union Jack which shows Canada’s connection to Britain</td>
</tr>
<tr>
<td>encourage immigrants from Eastern Europe (Ukrainians, Russians, Doukhobors) to immigrate because they were used to farming, hard work, and cold climates</td>
<td>should encourage British to immigrate because they speak English and would fit in more easily</td>
</tr>
<tr>
<td>many of the British who immigrate are unskilled and cannot farm</td>
<td></td>
</tr>
<tr>
<td>non-English speaking immigrants will eventually become fluent in English</td>
<td></td>
</tr>
</tbody>
</table>
# Becoming a Critical Viewer

Use your text or go to www.nelson.com/albertasocialstudies and follow the links to *Our Land and People* and to “The Last Best West” advertisements. Choose three ads from this time period (1896–1914) to analyze. Use this chart to help you analyze ways that each advertisement, poster or pamphlet was used.

<table>
<thead>
<tr>
<th>What messages does this visual communicate</th>
<th>What images are used to portray Canada?</th>
<th>What information about Canada is missing?</th>
<th>What perspectives are represented?</th>
<th>What perspectives are missing?</th>
<th>Who do you think this visual is aimed at?</th>
</tr>
</thead>
<tbody>
<tr>
<td>p.214 left side</td>
<td>Family having fun during an abundant harvest</td>
<td>Most land is still in natural state, not yet cultivated</td>
<td>Rewards of settling</td>
<td>The hardships that will be endured</td>
<td>Families</td>
</tr>
<tr>
<td>Peaceful, abundant life</td>
<td>Wheat stocks Horse/Wagon Farmstead, large and well-developed</td>
<td>Land has not yet be broken No trees on the prairies</td>
<td>Well established farm</td>
<td>The difficulties one encounters when first becoming established</td>
<td>Families</td>
</tr>
<tr>
<td>p.215 left side</td>
<td>Woman with sheaf of wheat Abundant crop Prosperous Life</td>
<td>Land not yet cultivated Houses not yet built</td>
<td>Well established farm</td>
<td>Hardships</td>
<td>Families</td>
</tr>
</tbody>
</table>

- **Houses in background**: Family home
- **Content home and convenience**: Most homes are small and poorly built
- **Well-to-do**: How most people live
- **The rich**
Settling the West

**Directions:** Use *Our Land and People*, pages 212 – 215 to help you with these questions.

1. (Page 212) People came to the West for different reasons. Tell about three of them.

2. (Page 212) How were the people who came to the West different?

3. Examine the graph on page 213. Between which years was there the largest increase in the number of immigrants to Canada?

4. Posters that advertise often try to create an image that is not exactly like reality. Examine the posters on pages 214 and 215. In the first column below tell about the image the posters try to create. In the second column tell what life is really like.

<table>
<thead>
<tr>
<th>Image Created by Posters</th>
<th>What Life is Really Like</th>
</tr>
</thead>
</table>

Worksheet #5.12.2b
Directions: Use *Our Land and People*, pages 212 – 215 to help you with these questions.

1. (Page 212) People came to the West for different reasons. Tell about three of them.
   - adventurers  
   - escape hardships  
   - riches  
   - escape discrimination  
   - farmland

2. (Page 212) How were the people who came to the West different?
   - languages  
   - customs  
   - ways of life

3. Examine the graph on page 213. Between which years was there the largest increase in the number of immigrants to Canada?
   1905-1910

4. Posters that advertise often try to create an image that is not exactly like reality. Examine the posters on pages 214 and 215. In the first column below tell about the image the posters try to create. In the second column tell what life is really like.

   **Examples**:

<table>
<thead>
<tr>
<th>Image Created by Posters</th>
<th>What Life is Really Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>bountiful harvests</td>
<td>land was often barren</td>
</tr>
<tr>
<td>happiness</td>
<td>harsh winters</td>
</tr>
<tr>
<td>beautiful homes</td>
<td>crop failures</td>
</tr>
<tr>
<td>riches</td>
<td>drought</td>
</tr>
<tr>
<td>great climate</td>
<td>poor housing</td>
</tr>
<tr>
<td>safe</td>
<td>few conveniences</td>
</tr>
<tr>
<td>peaceful</td>
<td>no stores close by</td>
</tr>
<tr>
<td>cultivated land</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Two

Concept: Who Came to Canada’s West?

Resources/Materials: Our Land and People, pages 216 – 222
Worksheets #5.12.2a, #5.12.2b, #5.12.2c, #5.12.2d (optional, student copies)
Worksheet #5.12.2e (optional, teacher copy)
11” X 17” unlined paper (optional, 1 per student)
BLM 88 (student copies)

Introduction: Ask students to try to imagine what it might have been like for immigrants to the West. Recall that the advertisements that attracted many of them painted a picture of a wonderful, happy life. Students should be reminded that the West was almost all uncultivated – either prairie, parkland, or forests. Immigrants who wanted to farm would have to clear the land and live in very crude shelters for a few years. There were no stores. If you have time, have students compare and contrast this situation with the one experienced by the first Hutterites to settle in western Canada.

Procedure:

1. Tell students that this section of the chapter describes the different types of people who immigrated to the West and the experiences they had.

2. Have students turn to textbook, page 216. Guide the reading of the first paragraph; then have students flip through pages 216 – 222, noting the headings. They tell about the main groups of people that came.

3. Tell students to read pages 216 – 222 independently; then in their notebooks they should write a fact or two that tells about each immigrant group.

OR Distribute Worksheets #5.12.2a, #5.12.2b, #5.12.2c, and #5.12.2d. Write the notes on the appropriate pieces. Then assemble the pieces and paste them onto an 11” x 17” sheet of unlined paper. (Pieces should make a Canadian flag.)

4. Distribute BLM 88. Have students examine the picture carefully, noting all the details. They are to pretend they are immigrants who are thinking about settling in Winnipeg. Each student is to write a letter to relatives back home telling them whether he/she decided to stay in Winnipeg or move on. The letter should tell reasons for the decision.

Assignments:

1. Read Our Land and People, pages 216 – 222.
2. Write a fact or two about each immigrant group in your notebook. OR Write the facts on the appropriate pieces on Worksheets #5.12.2a, #5.12.2b #5.12.2c, and #5.12.2d. Cut out, assemble, and paste onto an 11” X 17” sheet of paper.
3. Examine the picture on BLM 88 and write a letter home telling relatives whether you have decided to stay in Winnipeg or move on and why.
Francophone Settlers

British People
Doukhobors
British People
- 2 million between 1896 - 1910
- 80% settled in cities, 20% on farms
- many relocated from Ontario (350,000)

Francophone Settlers
- most came from Québec
- some were Francophones who had moved to U.S.

Doukhobors
- were pacifists
- were discriminated against in Russia
- settled in Sask and later BC

Northern and Eastern Europeans
- mostly skilled tradespeople
- some were well-off in home countries

American Farmers
- owned own equipment and had money to start farms
- familiar with European ways

Mennonites and Hutterites
- had long history of farming in cold climates
- spoke a form of German
- communal lifestyle
- came for religious freedom
- Manioba then AB and SK

Russian Jews
- settled in cities and on farms
- those who tried farming eventually moved to cities

Canada

Worksheet #5.12.2_e
Lesson Three

Concept: The Life of a Newcomer

Resources/Materials: Our Land and People, pages 223 and 224

Introduction: Some Hutterite students may have experienced their or another colony splitting into two colonies. If so, you may want to discuss the adjustments that were experienced.

The last lesson dealt with “who” the new immigrants were. This lesson deals with “what” life was like as an immigrant. Have students speculate about some of the rewards of being a new immigrant (e.g. religious freedom, chance to own land, chance to build something of own, opportunity for independence). What would be some of the challenges?

Procedure:

1. Have students turn to textbook, pages 223 and 224. They are to read the pages to find out the challenges of being an immigrant to the West at that time.

2. Tell students they are to writ a poem, short story, or journal entry, imagining that they are an immigrant. For some, an acrostic type poem using the letters of the word newcomer or immigrant might be more appropriate. Example:

   Never-ending problems
   Everything made by hand
   Wicked weather
   Cold and snowy in winter
   Overwhelming loneliness
   M
   E
   R

3. ALTERNATELY, teachers can have students make a point-form list of the challenges.

4. Consider inviting one of the colony elders to talk about “the good old days”.

Assignments:

1. Read Our Land and People, pages 223 and 224
2. Write a poem, short story, acrostic, or journal entry about the challenges faced by immigrants to the West.
3. ALTERNATELY. Make point-form notes.
Lesson Four

Concept: Immigration’s Effect on First Nations

Resources/Materials: Our Land and People, pages 225 and 226
BLM 89 (2 pages, student copies)
Worksheet #5.12.4 (optional, student copies)

Introduction: Discuss with students the friendships that their colony has formed with non-Hutterian people. Talk about the nature of these friendships (mutual interests, helping each other out, business dealings, neighbours, etc.) Explain that First Nations people were having a difficult time adjusting to farming. Their treaties with the Government of Canada had placed restrictions on them. In spite of this, they did form friendships with non-First Nations people.

Procedure:

1. Have students turn to textbook, pages 225 and 226. Guide the reading.

2. Distribute BLM 89. Students should answer the questions on the second page of BLM 89 in their notebooks. (SOME TEACHERS MAY WANT THEIR STUDENTS TO WORK IN PAIRS.)

3. If you choose, have students complete Worksheet #5.12.4 instead of BLM 89.

Assignments:

1. Read Our Land and People, pages 225 and 226.
2. Do BLM 89.
3. Alternately, do Worksheet #5.12.4.
Making Meaning of Historical Information (continued)

1. Poundmaker or Pitikwahanapiwiyan (pitik-wah-an-nap-oo-win) was a Plains Cree Chief. In 1881, he stated “Ever since the white man made the Treaty, the white man always talks of how they are to make their living. I am striving hard to work on my farm that my children may benefit, but I am not accustomed to work on a farm and am short of implements. I mean the same things used by the white man. A reaper, mower, that is what we want…”

   a. What was Poundmaker saying about farming?  White man has told him he should farm, but he doesn't really have the knowledge and skills to farm
   b. Why did he want to improve his way of life?

2. Compare the request list on the previous page with what was actually included in Treaty 6, 1876.

   a. What are the major differences between the two lists?  Government offered much less than what was requested/excess of alcohol not provided/no missionaries or school teachers
   b. According to the treaty, how many animals will actually be given to the whole band?  eleven

3. Would the supplies assigned by the government have been enough to establish First Nations farms? Why?  Probably not because the farms must support several families

4. An article written in March 2004 is entitled “First Nations Agriculture in Saskatchewan.” It states that “Although pioneers and homesteaders are often credited with being the first to bring land into agricultural production…First Nations people were already involved in agricultural pursuits by the time the first settlers arrived on the prairies.”

   a. Find evidence through print and online sources to support this perspective.
Directions: Use Our Land and People, pages 225 and 226 to help you with these questions.

1. Why did many First Nations people struggle with farming? Answer this question in a paragraph. You MUST use these words in your paragraph: rules, difficult, hectares, permission, reserve, technologies.

2. Read about the friendship of Bill Porter and John Tootooosis. Describe two things that show you they were true friends.

3. Jim Greyeyes saw many positive and negative things. Write P for positive and N for negative.
   - twenty Doukhobor women were pulling a plough to cut furrows in the ground.
   - Jim loaned the Doukhobors four horses.
   - The horses had been overworked and underfed.
   - The Doukhobors were pleased with how much work the horses had done.
   - Jim took his horses back.
   - Jim realized the Doukhobors did not know how to look after and work the horses.
   - A firm bond was established between the Cree and the Doukhobors.
The Effects of Immigration on First Nations

**Directions:** Use *Our Land and People*, pages 225 and 226 to help you with these questions.

1. Why did many First Nations people struggle with farming? Answer this question in a paragraph. You MUST use these words in your paragraph: *rules, difficult, hectares, permission, reserve, technologies.*

   - farming rules made it difficult to make a living
   - farm size limited to 65 hectares
   - had to get permission to sell grain off reserve
   - not able to make enough money to buy new technologies

2. Read about the friendship of Bill Porter and John Tootoosis. Describe two things that show you they were true friends.

   - both happy with work arrangement
   - loyal to each other
   - Porter offered to lend Tootoosis horses, machinery, etc
   - Porter respected Tootoosis’s desire to help his father

3. Jim Greyeyes saw many positive and negative things. Write P for positive and N for negative.

   - twenty Doukhobor women were pulling a plough to cut furrows in the ground.
   - Jim loaned the Doukhobors four horses.
   - The horses had been overworked and underfed.
   - The Doukhobors were pleased with how much work the horses had done.
   - Jim took his horses back.
   - Jim realized the Doukhobors did not know how to look after and work the horses.
   - A firm bond was established between the Cree and the Doukhobors.
Lesson Five

Concept:  How Were Cultures Accepted?

Resources/Materials:  Our Land and People, pages 227 – 229
BLM 90 (student copies, transparency if appropriate)
BLM 91 (2 pages, student copies)
AND/OR BLM 92 (2 pages, student copies)

Introduction:  Tell students there was and still is a group of people who feel that Canada should be a country where only British language, traditions, and customs are practised. Discuss with students the consequences for them if the Government of Canada adopted this line of thinking.

Review with students the concept of discrimination. Tell students that the next section of the chapter deals with discrimination against one particular group of people – those from India. In the early 1900s the government decided that they did not want people from India to become Canadians. How did they do this?

Procedure:

1. Have students turn to textbook, page 227. Guide the reading of the page.

2. Distribute BLM 90 and, if possible, show a transparency of it. (Note: This is a bottom-up flow chart.) As a class fill in the chart and come to a consensus.

3. Tell students that the next three pages deal with people of many different cultures existing side-by-side. They also deal with the sacrifices immigrants make in order to fit in.

4. Ask “Do you think that everyone who chooses to live in Canada should have to adopt British values and customs?” Why or why not?

5. Distribute BLM 91 and/or BLM 92. These exercises may be too difficult for some so teachers can elect to have some students work on them in pairs or omit them altogether.

Assignments:

2. As a class do BLM 90.
3. Do BLM 91 AND/OR BLM 92 individually, in pairs, or not at all.
Thinking about Indian Immigration (continued)

Answer these questions in the space provided:

1. What would you have asked the lawmakers of the early 1900s?

2. How would the legislation of the early 1900s influence an Indian immigrant’s sense of identity and citizenship?
   - second-class residents
   - could never raise their standard of living beyond unskilled labor

3. How did Indian communities in the early 1900s, in British Columbia, provide support when things were difficult? Look on page 228 in your textbook for clues.
   - provided jobs for others, regardless of ethnicity
   - started businesses
   - made foods available

4. Why might it have taken so long for the law to stop discrimination against people because of their race, religion or country of origin?
   - many minority groups not allowed to get more education
   - it is an advantage to those who are the most well off to put in place barriers to selected minority groups; this way minorities will not be a threat
We Couldn’t Talk to Each Other (continued)

When I was younger I wanted to take Ukrainian dancing lessons but couldn’t because they were only held in Ukrainian and I wouldn’t understand the instructions. My Ukrainian heritage became evident only in the sorts of food I like. Today I know that I have a cousin somewhere in Ukraine, but I don’t even know what her name is. Sometimes, my husband asks me if I would like to go visit the country. I’d rather go to England where I can read and speak English and enjoy the culture. In losing my mother’s language, I lost touch with my Ukrainian family, my heritage and part of my identity. I wish it wasn’t so.

1. Why do you think the author felt more connected to Britain than to Ukraine?
   - Her mother thought it better to learn British language and customs so that she would fit in better

2. How is this situation different in Canada today?
   - People more accepting of differences
   - People realize value of connecting to the past

3. Share something below about your family’s cultural traditions.

________________________________________
________________________________________
________________________________________
Lesson Six

Concept: Settling the West: Chapter Focus

Resources/Materials: Worksheet #5.12.6 (student copies, optional)

Introduction: Explain that the section on “Settling the West” is almost finished and it is time to review the main ideas.

Procedure:

Options:

1. **Oral Review** – As a group, discuss the main ideas covered in Chapter 12. If you like, use the questions on Worksheet #5.12.6 to help you guide the discussion.

2. **Written Review** – If you like, distribute Worksheet #5.12.6. Have students write point-form answers to the questions (or have them write their answers in their notebooks.)

Assignment:

1. Orally, review the main ideas of Chapter 12. Use the questions on Worksheet #5.12.6, if you like.
   OR
2. Answer the questions on Worksheet #5.12.6 on the worksheet itself, in point-form or in notebooks.
Settling the West

Chapter Focus

1. Why was there a sudden increase in immigration in the late 1800s?

2. Who came to Canada’s west?

3. What was life like for newcomers?

4. How did increasing immigration affect First Nations peoples?

5. How were cultures accepted?
Lesson Seven

Concept: Mid-Unit Assessment: Chapters Ten, Eleven, and Twelve

Resources/Materials: As Appropriate for Assessment Activities Selected

Unit 3 – Part I

Assessment Options

Teachers may choose from one or more of the following options.

1. Written test (review and test provided)

2. Write a play about an event that would represent an idea from Chapters 10, 11, or 12, such as
   - Debating over whether the colonies should form a Confederation
   - A prospector’s life in the Yukon gold fields
   - First Nations’ decision to sign a treaty with the Government of Canada
   - An immigrant adjusting to life in a new land

3. Write a personal essay on the topic “Should all Canadians adopt British values and customs?”

4. Divide students into three groups. Have each group make up a test for the other groups to do. (You may want them to mark the tests as well.)

5. Make a poster whose purpose is to attract immigrants to Canada, and that depicts Canada as a multicultural nation.
Canada: Shaping an Identity – Part I
(Chapters Ten, Eleven, and Twelve)

Review

NOTE: This reviewed is structured so that it can be done either orally or written.

Chapter Ten

1. Which of the following were reasons why many politicians believed that the British North America colonies should unite to form a country? (Underline all the correct answers.) (Pages 174 – 179)
   - They believed the colonies needed to make decisions for themselves and not rely on Britain as much.
   - They believed that the colonies should work together.
   - They believed that the colonies should trade with each other.
   - The colonies were afraid that the United States would try to take over part of their lands.
   - They were lonely.
   - In the Province of Canada, the politicians from Canada East and Canada West were not working well together.

2. Which of the following were reasons why many people thought it was a poor idea for the British North America colonies to unite? (Underline all the reasons.) (Page 175)
   - Loyalists wanted to remain loyal to Britain and not be independent from Britain.
   - Francophones were afraid that without Britain to look out for them, they would lose their language, customs, and traditions.
   - The First Nations people felt that no one had consulted them.
   - Many lumbermen, fishers, and farmers were used to selling their goods to Britain. They feared that if the colonies became independent of Britain, that Britain would no longer be interested in buying their goods.

3. What is a coalition? (Page 180)

4. At the Charlottetown Conference of 1864, the leaders of the Maritime colonies met to talk about uniting their colonies. How did John A. Macdonald, George-Étienne Cartier, and George Brown change this plan? (Pages 180 – 181)
5. On what date did Canada become a country? (Page 181) ________________________________

6. Name the four provinces that formed Canada. (Page 181)
____________________________________________________________________________________
____________________________________________________________________________________

7. What is meant by the word constitution?
____________________________________________________________________________________
____________________________________________________________________________________

8. Which of the following was not part of the constitution of Canada? Cross it out. (Page 183)
   - All people over the age of 12 can vote.
   - There is to be one Parliament, or federal government, which is the level of government that will deal with the decisions and laws that affect all Canadians.
   - Each province will be responsible for providing and governing over certain services including health and education.
   - Schools based on religion would be protected and given the same rights and funding as public, non-religious schools.
   - French and English are to be used in the courts, in Parliament, and in Québec's own government.
   - Each province will have its own government called a legislature to make laws.

9. After Confederation Canada got control of Rupert’s Land from the Hudson’s Bay Company. How did it do this? (Page 185)
   - The Hudson’s Bay Company gave it to Canada.
   - Canada bought Rupert’s Land, but the Hudson’s Bay Company kept control of 20% of the land that was suitable for farming.
   - The king of England ordered the Hudson’s Bay Company to give half of Rupert’s Land to Canada.
   - None of the above

10. Who was Louis Riel? (Page 187)
    - A Haudenosaunee First Nation leader who signed Treaty No. 9 with the federal government.
    - A Métis leader who moved his people to central Alberta.
    - A Métis leader who drew up the Manitoba Act.
    - A Métis leader who fought for the rights of the Métis in Manitoba.
11. Which of the following is not a reason why British Columbia decided to join Confederation in 1871? (Page 188)

- The Government of Canada offered to pay off the colonies' debts.
- The people of British Columbia no longer felt loyal to Britain.
- The leaders of British Columbia feared the United States would try to take it over.
- The Government of Canada promised to build a railway that linked British Columbia with the eastern part of Canada.

12. What is meant by the word *assimilation*? (Page 189)

13. Which of the following are ways that the Government of Canada tried to get First Nations peoples to assimilate? (Underline all correct answers.) (Pages 189 and 190)

- It created the Indian Act which gave the government authority to make decisions for First Nations peoples.
- It banned traditional ceremonies.
- It rewarded those who adopted European ways and punished those who practised their own.

Chapter Eleven

14. Why did the Government of Canada want to settle the West? (Page 192)

15. What are two things the Government of Canada did to create the sense that the West was a safe place in which to live and farm? (Page 193)

16. Which of the following tell about goals that the North West Mounted Police had? (Underline all correct answers.) (Pages 194 – 197)

- Enforce laws.
- Stop the illegal whiskey trade.
- Train for the Musical Ride.
- Track down and arrest criminals.
- Create trust and peaceful relationships with the First Nations peoples in the west.
17. Answer True or False to these statements about the NWMP. (Pages 194 – 197)

_______ Anyone, man or woman, young or old, could join.
_______ Its uniforms were based on British army uniforms.
_______ It successfully tracked down and arrested the murderers of the Nakoda people.
_______ It pretty well stopped the illegal whiskey trade.
_______ The NWMP checked on settlers, helped fight fires, and delivered mail.
_______ Settlements often developed around NWMP forts.
_______ It was successful in establishing good relations with the Plains people.

18. When the government negotiated treaties with the First Nations in the West, the First Nations agreed to live on reserves. In exchange the government believed that it now owned the land. How did this differ from how the First Nations understood the treaties? (Page 198)

19. Which of the following is true about the building of the railway across Canada? (Underline all the correct answers.) (Pages 199 – 204)

- The railway was called the Canadian Pacific Railway.
- People who had come from all over the world worked on the railway.
- Laying the tracks over the Canadian Shield was one of the easier sections to complete.
- People wanted to live near the railways tracks.
- Some entire towns even moved so they could be located next to the railway tracks.
- Building the railway across the mountains was dangerous and difficult.
- Chinese railway workers were treated fairly by the builders of the railway.
- The railway was finally finished on November 7, 1885.
- For many years the Chinese faced discrimination in Canada.

20. First Nations people often were not successful farming on reservation lands. One reason was because much of the land on reservations was not suitable for farming. What is another reason? (Page 205)
21. Which of the following was not a consequence for First Nations and Métis peoples of settlers coming to the West and of the building of the railway? (Cross it out.) (Pages 206 – 207)

- Many died of disease.
- They lost most of their traditional lands in the treaties they signed with the government.
- Settlers occupied their traditional lands.
- The government refused to negotiate with the Métis.
- The First Nations people and Métis were now better off that in any time in the past.
- Father Alberta Lacombe recommended that the First Nations of the west negotiate treaties with the government.

22. Which of the following best explains the role that the NWMP had during the Klondike Gold Rush? (Pages 208 – 210)

- It helped prospectors carry their belongings through the dangerous mountain passes.
- It kept law and order, made sure that miners had enough supplies to survive, and kept peace between First Nations peoples of the area and the miners.
- It taught the First Nations people how to survive in the cold climate.
- It kept a supply of horses for those miners who did not bring their own.

Chapter Twelve

23. How did the railway help to settle the West? (Page 212)

________________________________________________________________________________________

________________________________________________________________________________________

24. Clifford Sifton wanted to bring farmers to western Canada. He wanted to bring immigrants who were used to living and farming in a cold climate. He advertised in Scandinavia, northern Europe and Galacia.

Why were some people concerned about where he was advertising? (Page 213)

________________________________________________________________________________________

________________________________________________________________________________________

25. Look at the advertisement posters on pages 214 and 215. What do the posters do to try to get immigrants to come to Canada?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
26. Answer true or false about each of these immigrant groups to western Canada. (Pages 216 – 222)

______ Almost all immigrants from Britain settled on farms.

______ Most Americans owned farm equipment and had money to start farms.

______ Most Francophone settlers came from Europe.

______ Most immigrants from northern and eastern Europe were highly skilled and hardworking.

______ Mennonites and Hutterites immigrated to Canada because they wanted to feel free to practise their religions.

______ The Russian Jews were highly successful farmers.

______ The Doukhobors who had come from Russia hoped for religious freedom in Canada.

27. Tell about five different types of challenges that immigrants to western Canada faced. (Pages 223 and 224)

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________________________________________________________________________

28. There were many negative effects on First Nations people that were due to large numbers of settlers coming to the West. However, there are some positive stories like the ones written on textbook, pages 225 and 226. Which of the following best describes the relationship between the First Nations and the immigrants on these pages?

- Humour
- Stubbornness
- Friendship
- Conflict
29. Why do you suppose the Government of Canada discriminated against Indians trying to immigrate to Canada? (Pages 227 and 228)

30. Which of the following best characterizes immigrants into Canada? (Pages 229 – 230)

- They adopt all British values, language, and customs.
- They keep all the values, language, and customs of their home country.
- They never adopt any of the British values, language, and customs.
- They adopt some British values, language, and customs and keep some of those of their home country.
Canada: Shaping an Identity – Part I
(Chapters Ten, Eleven, and Twelve)

Review

NOTE: This reviewed is structured so that it can be done either orally or written.

Chapter Ten

1. Which of the following were reasons why many politicians believed that the British North America colonies should unite to form a country? (Underline all the correct answers.) (Pages 174 – 179)

○ They believed the colonies needed to make decisions for themselves and not rely on Britain as much.
○ They believed that the colonies should work together.
○ They believed that the colonies should trade with each other.
○ The colonies were afraid that the United States would try to take over part of their lands.
    ▪ They were lonely.
○ In the Province of Canada, the politicians from Canada East and Canada West were not working well together.

2. Which of the following were reasons why many people thought it was a poor idea for the British North America colonies to unite? (Underline all the reasons.) (Page 175)

○ Loyalists wanted to remain loyal to Britain and not be independent from Britain.
○ Francophones were afraid that without Britain to look out for them, they would lose their language, customs, and traditions.
○ The First Nations people felt that no one had consulted them.
○ Many lumbermen, fishers, and farmers were used to selling their goods to Britain. They feared that if the colonies became independent of Britain, that Britain would no longer be interested in buying their goods.

3. What is a coalition? (Page 180)

A group of people who come together to work toward a goal even though they may have different views.

4. At the Charlottetown Conference of 1864, the leaders of the Maritime colonies met to talk about uniting their colonies. How did John A. Macdonald, George-Étienne Cartier, and George Brown change this plan? (Pages 180 – 181)

They wanted to include Ontario and Québec.
5. On what date did Canada become a country? (Page 181) **July 1, 1867**

6. Name the four provinces that formed Canada. (Page 181)
   
   **Ontario, Québec, Nova Scotia, New Brunswick**

7. What is meant by the word *constitution*?
   
   *set of principles that lays out the rules for how a country will be governed*

8. Which of the following was not part of the constitution of Canada? Cross it out. (Page 183)

   - All people over the age of 12 can vote.
   - There is to be one Parliament, or federal government, which is the level of government that will deal with the decisions and laws that affect all Canadians.
   - Each province will be responsible for providing and governing over certain services including health and education.
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   - French and English are to be used in the courts, in Parliament, and in Québec’s own government.
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9. After Confederation Canada got control of Rupert’s Land from the Hudson’s Bay Company. How did it do this? (Page 185)

   - The Hudson’s Bay Company gave it to Canada.
   - Canada bought Rupert’s Land, but the Hudson’s Bay Company kept control of 20% of the land that was suitable for farming.
   - The king of England ordered the Hudson’s Bay Company to give half of Rupert’s Land to Canada.
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10. Who was Louis Riel? (Page 187)

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11. Which of the following is not a reason why British Columbia decided to join Confederation in 1871? (Page 188)

- The Government of Canada offered to pay off the colonies’ debts.
- The people of British Columbia no longer felt loyal to Britain.
- The leaders of British Columbia feared the United States would try to take it over.
- The Government of Canada promised to build a railway that linked British Columbia with the eastern part of Canada.

12. What is meant by the word assimilation? (Page 189)

- process of getting one population to take on the values and ways of another population

13. Which of the following are ways that the Government of Canada tried to get First Nations peoples to assimilate? (Underline all correct answers.) (Pages 189 and 190)

- It created the Indian Act which gave the government authority to make decisions for First Nations peoples.
- It banned traditional ceremonies.
- It rewarded those who adopted European ways and punished those who practised their own.

Chapter Eleven

14. Why did the Government of Canada want to settle the West? (Page 192)

- felt there was little connection among all its lands
- threat of U.S. trying to take over
- Having settlement would address both

15. What are two things the Government of Canada did to create the sense that the West was a safe place in which to live and farm? (Page 193)

- build railway to the west
- establish NWMP

16. Which of the following tell about goals that the North West Mounted Police had? (Underline all correct answers.) (Pages 194 – 197)

- Enforce laws.
- Stop the illegal whiskey trade.
- Train for the Musical Ride.
- Track down and arrest criminals.
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- [x] It pretty well stopped the illegal whiskey trade.
- [x] The NWMP checked on settlers, helped fight fires, and delivered mail.
- [x] Settlements often developed around NWMP forts.
- [x] It was successful in establishing good relations with the Plains people.

18. When the government negotiated treaties with the First Nations in the West, the First Nations agreed to live on reserves. In exchange the government believed that it now owned the land. How did this differ from how the First Nations understood the treaties? (Page 198)

First Nations thought they had agreed to share the land.

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- [ ] The railway was called the Canadian Pacific Railway.
- [ ] People who had come from all over the world worked on the railway.
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- [ ] Some entire towns even moved so they could be located next to the railway tracks.
- [ ] Building the railway across the mountains was dangerous and difficult.
  - Chinese railway workers were treated fairly by the builders of the railway.
- [ ] The railway was finally finished on November 7, 1885.
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First Nations lack skills and knowledge to farm.
21. Which of the following was not a consequence for First Nations and Métis peoples of settlers coming to the West and of the building of the railway? (Cross it out.) (Pages 206 – 207)

- Many died of disease.
- They lost most of their traditional lands in the treaties they signed with the government.
- Settlers occupied their traditional lands.
- The government refused to negotiate with the Métis.
- The First Nations people and Métis were now better off than in any time in the past.
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- It kept law and order, made sure that miners had enough supplies to survive, and kept peace between First Nations peoples of the area and the miners.
- It taught the First Nations people how to survive in the cold climate.
- It kept a supply of horses for those miners who did not bring their own.

23. How did the railway help to settle the West? (Page 212)

*immigrants used railway to reach the west*

24. Clifford Sifton wanted to bring farmers to western Canada. He wanted to bring immigrants who were used to living and farming in a cold climate. He advertised in Scandinavia, northern Europe and Galicia.

Why were some people concerned about where he was advertising? (Page 213)

*Some thought he should only try to attract British people*

25. Look at the advertisement posters on pages 214 and 215. What do the posters do to try to get immigrants to come to Canada?

*portray a life that is rich, plentiful, and enjoyable*
26. Answer true or false about each of these immigrant groups to western Canada. (Pages 216 – 222)

- [ ] Almost all immigrants from Britain settled on farms.
- [ ] Most Americans owned farm equipment and had money to start farms.
- [ ] Most Francophone settlers came from Europe.
- [ ] Most immigrants from northern and eastern Europe were highly skilled and hardworking.
- [ ] Mennonites and Hutterites immigrated to Canada because they wanted to feel free to practise their religions.
- [ ] The Russian Jews were highly successful farmers.
- [ ] The Doukhobors who had come from Russia hoped for religious freedom in Canada.

27. Tell about five different types of challenges that immigrants to western Canada faced. (Pages 223 and 224)

- Loneliness
- had to repair things until they became useless
- drought, severe cold, heavy snow
- clearing land was backbreaking
- isolation
- could not always get good supply of water

28. There were many negative effects on First Nations people that were due to large numbers of settlers coming to the West. However, there are some positive stories like the ones written on textbook, pages 225 and 226. Which of the following best describes the relationship between the First Nations and the immigrants on these pages?

- Humour
- Stubbornness
- Friendship
- Conflict
29. Why do you suppose the Government of Canada discriminated against Indians trying to immigrate to Canada? (Pages 227 and 228)

- did not want them to prosper
- could not accept different cultures

30. Which of the following best characterizes immigrants into Canada? (Pages 229 – 230)

- They adopt all British values, language, and customs.
- They keep all the values, language, and customs of their home country.
- They never adopt any of the British values, language, and customs.
- They adopt some British values, language, and customs and keep some of those of their home country.

☐ They adopt some British values, language, and customs and keep some of those of their home country.
This test is in two parts.

Part A

Directions: Write the letter of the best answer to each question on the answer sheet. **DO NOT WRITE IN THIS BOOKLET.**

1. Which four provinces were the first to form the country of Canada?
   - b. British Columbia, Ontario, Nova Scotia, Newfoundland
   - c. New Brunswick, Manitoba, Québec, Ontario
   - d. Nova Scotia, Québec, Ontario, Nova Scotia

2. Which of the following is **not** a reason why some of the colonies of British North America wanted to join together?
   - a. They feared that the United States wanted to take over some of their lands.
   - b. Canada East and Canada West found it impossible to make decisions that both could live with.
   - c. Britain and the United States were not trading as much with the colonies as they once had.
   - d. The First Nations peoples thought their rights would be protected if the colonies banded together to form a country.

3. What is a coalition?
   - a. a group of people who come together to work toward a goal even though they may have different views
   - b. a mining cart that is sent deep underground to haul coal
   - c. a type of canoe that was used by the Mi’kmaq First Nation
   - d. a group of leaders who always disagree with each other

4. In what year did Canada become a country?
   - a. 1987
   - b. 1867
   - c. 1873
   - d. 1888
5. At the time of Confederation which group of people was seen as full citizens?
   a. First Nations and Métis people
   b. Men who owned land
   c. Women who were married
   d. Women who had jobs

6. Soon after Canada became a country, the government got control of Rupert’s Land by
   a. buying it from the Hudson’s Bay Company.
   b. ordering the Hudson’s Bay Company to give up control.
   c. having the North West Mounted Police march into the area.
   d. asking the British government for it.

7. Who was Louis Riel?
   a. an Anishinabe leader who helped the government settle the west
   b. a Métis leader who wanted to protect the land of his people
   c. a French leader who was against Canada East joining Confederation
   d. a Mi’kmaq leader who helped the Acadians

8. Which of the following was not a reason why British Columbia joined Confederation in 1871?
   a. The Government of Canada promised to build a railroad linking British Columbia with the provinces in the east.
   b. Many of its citizens were afraid that the United States would take it over.
   c. The Government of Canada offered to pay off the debts it had following the gold rush.
   d. The people of British Columbia did not want to stay loyal to Britain.

9. One way that the Government of Canada tried to get First Nations people to assimilate was to
   a. ban their traditional ceremonies.
   b. destroy all their homes.
   c. order them to live in towns.
   d. give them money to buy the items they needed.

10. One of the main reasons why Canada wanted people to settle in the West was
    a. it was too crowded in the East.
    b. it was a way that the government could protect its land and connect the country.
    c. Britain wanted to get rid of its poor people.
    d. it was a way to get English and French citizens to live together in peace.
11. What was the main reason that the North West Mounted Police was formed?

a. to make the West safe and secure for the settlers?
b. to show the Americans that they were not the only country with a large police force.
c. to help Manitoba with the floods on the Red River.
d. to make sue that the people of Ontario and Québec were not harmed.

Use the information below to answer question 12.

Below is an advertisement designed to get people to join the North West Mounted Police.

Northwest Mounted Police.

RECRUITS WANTED.

Applicants must be between the ages of twenty-two and forty, active, able-bodied men of thoroughly sound constitution, and must produce certificates of exemplary character and sobriety.

They must understand the care and management of horses and be able to ride well.

The term of engagement is five years.

Members of the force are supplied free with rations, a free kit on joining, and periodical issues during the term of service.

Application to be made to

Recruiting Officer, N.W.M. Police.

At 677 Main Street, Winnipeg, between the hours of 6 a.m. and 8 p.m.

12. You can infer from the advertisement that

a. people of all ages were needed in the NWMP.
b. it was not considered appropriate for women to be police officers.
c. it was easy to get people to join the NWMP.
d. The NWMP would teach people how to ride horses.
Use the following information to answer question 13.

Read the following description about Fort Macleod.

"We will have quite a settlement up here next winter. Mr. Power is talking of setting up a store here...and Mr. Kerfer too intends doing the same. Kanouse has bought Foley out and Foley intends building again. We also have a farmer who intends starting a ranch in the immediate vicinity of the fort and Father Scullen intends building a Church and Parsonage [a home for the minister]...."  


13. From the above you can conclude that

a. settlements often developed around NWMP forts.
   b. the NWMP forts were only built where the land was suitable for farming.
   c. the NWMP had difficulty controlling the whiskey trade.
   d. the men of the NWMP did not have much money.

14. What was the main reason why the Government of Canada wanted the North West Mounted Police to establish good relations with the First Nations people?

a. It wanted the First Nations to have an equal say in the government.
   b. It needed the First Nations men to act as guides for the NWMP.
   c. It thought that the First Nations would be useful in helping to build the railway.
   d. It thought that this would make it easier to negotiate land agreements with the First Nations.

15. The Government of Canada negotiated treaties with the First Nations. What does the word treaty mean?

a. a gift
   b. a written agreement
   c. a discussion
   d. none of the above
Use the information to answer question 16.

First Nations peoples believed that a treaty would include everything that was discussed. The government, however, believed that the treaties only included what was written in the treaty document.

16. From the above you can infer that
   a. the First Nations people were not very smart.
   b. the government people could always be trusted.
   c. the First Nations people took what was said to them to be the truth.
   d. the Government of Canada did not like First Nations peoples.

17. Which of the following is not true of the railway?
   a. It linked British Columbia with the eastern provinces.
   b. It helped to bring settlers out to the west.
   c. There were many challenges in building it.
   d. It took only a few months to build from start to finish.

18. In what way were the Chinese workers on the railway discriminated against?
   a. They were paid only half of what the other workers were paid.
   b. They were given only the easiest jobs.
   c. They got paid twice as much as the other workers.
   d. They did not do any dangerous work.

19. How long did the building of the railway affect First Nations and Métis people?
   a. They could not use the railway to travel across the country for free.
   b. They no longer could travel as freely across the land as they once could.
   c. They all became good farmers.
   d. They no longer wanted to hunt buffalo.

20. Why did the NWMP have a growing role in the north and northwest coast?
   a. The First Nations groups asked the NWMP to help them.
   b. They had heard that the weather was mild in that area all year round.
   c. The Klondike Gold Rush brought thousands of men to the Yukon, trying to strike gold and become rich.
   d. Everything was going well on the prairies so the head of the NWMP needed a project for his men.
21. You can tell from the graph that
   a. mostly British people immigrated to Canada in 1910.
   b. the biggest rise in the number of immigrants to Canada took place between 1910 and 1914.
   c. the biggest rise in the number of immigrants to Canada took place between 1905 and 1910.
   d. between 1895 and 1914 there was a steady rise in the number of immigrants to Canada.

22. One of the ways that Clifford Sifton planned to get people to immigrate to Canada was by
   a. advertising in European countries, the United States, and eastern Canada.
   b. advertising only in Britain.
   c. telling people that he would give them five thousand dollars.
   d. offering to take people who were in jails in England.

23. Why did some people feel that the Government of Canada should only try to attract settlers from Britain?
   a. They wanted Canada to be a country where people spoke only English and practised British customs.
   b. It was well known that the British were the best farmers in the world.
   c. It was felt that British people could do more hard work than other people.
   d. They wanted there to be an equal number of French-speaking and English-speaking people in Canada.
24. The main reason why the Mennonites and the Hutterites immigrated to Canada was

a. so they could have the largest farms in the country.
b. they did not like the climate in the United States.
c. there was no more room to grow in the United States.
d. they wanted to continue to practise their own religion and lifestyle.

Use the following information to answer question 25.

This photograph is of businesses set up by Russian Jews in Winnipeg.

25. You can infer from the photograph that

a. the Russian Jews were messy.
b. the Russian Jews were better business people than anyone else.
c. the Russian Jews were important business people in Winnipeg.
d. to one like the Russian Jews' businesses.

26. One of the main reasons that life was so challenging for the settlers was that

a. none of the settlers was a good farmer back where they came from.
b. they did not have the technology to deal with many of the challenges they faced.
c. they were quite lazy compared to other Canadians.
d. they were constantly being attacked by First Nations people.

27. Which statement is not true about the First Nations and the new immigrants?

a. The new immigrants now owned much of the traditional lands of the First Nations.
b. Both the First Nations and the immigrants had to get used to a new way of life.
c. The First Nations always refused to help the immigrant.
d. The First Nations did not always understand the ways of the new immigrants.
28. In the early 1900s many people did not want people from Asia to immigrate to Canada because

a. they believed these newcomers would not fit in because of their different colour of skin, language, traditions, and ways of life.
b. they believed them to be dishonest.
c. they did not think they would be hard workers.
d. they knew from past experience that they could not be trusted.

Use the following information to answer question 29.

In 1906, the Canadian government made a new immigration rule, which said that the only Asian immigrants who could settle in Canada were those who came directly from their homelands. Since there were no direct ships from India to Canada, it was impossible for the Indians to come to this country. In May 1914, when a ship called the Komagata Maru sailed into Vancouver carrying 376 Indians, it was barred from entering the country because the ship had started in Hong Kong, not India. The people were ordered to leave but when they refused, a standoff began. Finally, two months later, Canada’s navy escorted the ship out.

29. The above shows

a. assimilation of the Indians.
b. welcoming of the Indians.
c. discrimination against the Indians.
d. that Canada welcomed all immigrants.

30. Which of the following is true of the new immigrants to Canada?

a. All adopted British customs and values.
b. None adopted British customs and values.
c. All kept the customs and values of their home countries.
d. Most adopted some British customs and values and some kept some of the customs and values from their home countries.
Part B

Directions: Answer any two of these questions. Answer each in a paragraph. Do this on a separate sheet of paper.

Choice 1: Should the women’s voices have been left out of Confederation decisions?

Choice 2: What should the Government of Canada have done with regards to the Métis in Manitoba?

Choice 3: How did the North West Mounted Police help shape Canada?

Choice 4: How did the Canadian Pacific Railway help build Canada?

Choice 5: Should the Government of Canada have encouraged only British people to immigrate to western Canada?

Choice 6: What was life like for newcomers to Canada?

Choice 7: Should the Government of Canada allow some cultural groups to enter our country and not allow others?

Choice 8: How were the lives of First Nations and Métis peoples affected by the settling of the West?
Canada: Shaping an Identity
(Chapters Ten, Eleven, and Twelve)

Test
Answer Sheet

1. __________
   11. __________
   21. __________

2. __________
   12. __________
   22. __________

3. __________
   13. __________
   23. __________

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Chapter Thirteen

Changing Ways of Life
Lesson One  The Urbanization of Canada  3
Lesson Two  World War I’s Effect on Canada  4
Lesson Three  The Struggle for Women’s Rights  5
Lesson Four  Effects of Change on Identity  7
Lesson Five  Changing Ways of Life: Chapter Focus  8
Lesson One

Concept: The Urbanization of Canada

Resources/Materials: Our Land and People, pages 232 – 236
Worksheets #5.13.1a and #.13.1b (student copies)

Introduction: Discuss with students how a colony expands it land holdings. Most will say that a colony buys parcels of land of varying sizes close by. When a new colony is built, it usually starts with buying a large tract of land, and then it gradually increases as smaller parcels of nearby land become available.

Note that as farms get larger, the actual number of farm families is decreasing. That means that the rural population is getting smaller. At the same time, cities and towns are getting larger. This trend is called urbanization. How has urbanization changed Canada?

Procedure:


2. Tell students that textbook, pages 232 – 236 give information on why urbanization occurred and continues to occur. These pages also explain how urbanization has changed people’s lifestyles, and how cities themselves have changed. Finally, this section points out that the changes in cities have an unfortunate side to it. There are many people who have a lot of money, but at the same time, there are many more who are really struggling.

3. Tell students to read textbook, pages 232 – 236 and then do the exercises on Worksheets #5.13.1a and #5.13.1b.

Assignments:

1. Read Our Land and People, pages 232 – 236.
2. Do Worksheets #5.13.1a and #5.13.1b.
The Effects of Urbanization

Directions: Use Our Land and People, pages 232 – 236 to help you with these questions.

1. Define the term urbanization. ________________________________
   ________________________________

2. Define the term industrialization. ____________________________
   ________________________________

3. Why was there growth in the urban populations in the years following the 1900s?
   __________________________________________________________
   __________________________________________________________

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<tr>
<th>AREA</th>
<th>REASON FOR INCREASE OF URBAN POPULATION</th>
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<tbody>
<tr>
<td>The West</td>
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<tr>
<td>Central Ontario and Québec</td>
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</table>

4. As industrialization increased, how did people’s lives change?
   ________________________________
   ________________________________
   ________________________________

Worksheet #5.13.1a
5. How did cities change?

6. With urbanization some people became very wealthy, but many more were very poor. List as many reasons as you can as to why you think there were, and still are, so many poor people in cities.
Directions: Use Our Land and People, pages 232 – 236 to help you with these questions.

1. Define the term urbanization. \textbf{movement of people from rural areas to urban centres}\[1\]

2. Define the term industrialization. \textbf{shift from agriculture to urban industry, marked by increased use of machines and mass production of goods.}\[2\]

3. Why was there growth in the urban populations in the years following the 1900s?

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<tr>
<th>AREA</th>
<th>REASON FOR INCREASE OF URBAN POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The West</td>
<td>result of people moving into towns and cities from elsewhere</td>
</tr>
<tr>
<td>Central Ontario and Québec</td>
<td>result of shift from farming to manufacturing</td>
</tr>
</tbody>
</table>

4. As industrialization increased, how did people’s lives change?

\textbf{larger variety of goods available}\[3\]

\textbf{lower prices}\[4\]

\textbf{more conveniences}
5. How did cities change?

- more services
- better roads, electricity
- improvements in clean water, sanitation, public transit, police (fire protection)

6. With urbanization some people became very wealthy, but many more were very poor. List as many reasons as you can as to why you think there were, and still are, so many poor people in cities.

- some people unskilled and have low-paying jobs
- if there is an abundance of workers, employers can keep wages low
Lesson Two

Concept: World War I’s Effect on Canada

References/Materials: Our Land and People, pages 237 and 238
BLM 94 (student copies)
Worksheet #5.13.2 (optional, student copies)

NOTE: For Hutterites, as conscientious objectors, serving in the armed forces would be going against their religious beliefs. You may have to clarify with some groups that regardless of their religious beliefs, wars are an historical fact as are the effects that the world wars have had on the Canadian economy, social structure, and values.

Introduction: Discuss with students that a world war occurs when the most powerful nations in the world are at war with each other. It is called world war because other countries seem to take sides with the powerful ones. That is how Canada got involved in World War I, that began in 1914. Britain and Germany were at war. As a former colony of Britain, Canada was part of the “British Empire”. It automatically helped Britain.

Procedure:

1. Explain that during peace times factories made a wide variety of goods. But during wartime, many of them switch to making things needed for the war. Even the people working in the factories are often different during wartime. This is called a war economy.

2. Tell students to turn to textbook, pages 237 and 238. These pages explain how a war economy is different from a peacetime economy.

3. Distribute BLM 94. Go over the chart, especially the headings. Tell students to read textbook, pages 237 and 238 and then to complete BLM 94.

4. Alternately, you may want some of your students to complete Worksheet #5.13.2.

Assignments:

1. Read Our Land and People, pages 237 and 238.
2. Do BLM 94.
3. OPTIONAL. Haves some or all students complete Worksheet #5.13.2.
Directions: Use Our Land and People, pages 237 and 238 to answer the questions.

1. (Pages 237 and 238) Unscramble the words to make sentences that describe how World War I affected Canada's economy and its ways of life.
   a. industries New and factories sprang up.
   
   b. Canadian produced many crops farmers as possible as.
   
   c. Canadian and farms began producing factories more goods.
   
   d. started Factories to employ more women.
   
   e. Farmers began use more to machinery.
   
   f. depended on women and immigrant Industries workers.

2. (Page 238) What happened in cities like Welland once World War I was over?
Directions: Use Our Land and People, pages 237 and 238 to answer the questions.

1. (Pages 237 and 238) Unscramble the words to make sentences that describe how World War I affected Canada’s economy and its ways of life.

a. industries New and factories sprang up.

New industries and factories sprang up

b. Canadian produced many crops farmers as possible as.

Canadian farmers produced as many crops as possible.

c. Canadian and farms began producing factories more goods.

Canadian factories and farms began producing more goods.

d. started Factories to employ more women.

Factories started to employ more women.

e. Farmers began use more to machinery.

Farmers began to use more machinery.

f. depended on women and immigrant Industries workers.

Industries depended on women and immigrant workers.

2. (Page 238) What happened in cities like Welland once World War I was over?

- Factories reduced production or closed down
- Unemployment rose
The War Economy

| What types of products were made in factories? | - ships and submarines  
|                                             | - airplane parts, vehicles  
|                                             | - rifles and ammunition  

| Who were the workers? | - women and farmers  

| What happened to the number of factories? | - increased  

| What happened to the population of urban centres? | - increased  

| What happened in rural areas? | - farmers grew as much as they could  

Lesson Three

NOTE: Teachers at Hutterian Brethren schools may want to discuss the content of this particular lesson with their German teachers before presenting the lesson as outlined. Some may want to omit it altogether.

Concept: The Struggle for Women’s Rights

Resources/Materials:  Our Land and People, page 239 – 244
Worksheet #5.13.3a (student copies)
AND/OR
BLM 97 (student copies)
BLM 95 and BLM 96 (optional)
Worksheets #5.13.3b AND/OR Worksheets #5.13.3c, #5.13.3d, #5.13.3e, #5.13.3f, or #5.13.3g (student copies, as appropriate)

Introduction: Discuss how the contributions that women made to the war effort and the economy brought to light the value of women both inside and outside the home. As time went on, in many instances, the responsibilities of women increased, yet their contributions were not considered as valuable as those of men. This section is about several women and their efforts to improve the rights and acknowledge women’s contributions to Canadian society.

Procedure:

NOTE: For some, this section may be difficult to read as it contains a relatively sophisticated vocabulary. Teachers may want to guide the entire reading. Use TRM pages 256 – 260, if desired. Alternately, have students read and complete the exercises in pairs.

1. Have students turn to textbook, page 239. Guide the reading of the introduction and then the subsection entitled “The Growing Voice of Women”.

2. Tell students to read pages 240 – 244 to find out about a group of women known as “The Famous Five”. Alternately, information on the Famous Five is included in the lesson plan (Worksheets #5.13.3b – #5.13.3g). This can be copied and distributed to students. Instead of the worksheets you could have students write a short report on one of the women discussed. OR Have students write a report on the role of women in the Hutterite culture.
   NOTE: Worksheet #5.13.3 is relatively easier than BLM 79.

3. Distribute Worksheet #5.13.3a AND/OR BLM 79. The directions for Worksheet #5.13.3a are straightforward. BLM 79 can only be completed following the reading of all the text pages.

4. You may also want students to complete BLM 95 and BLM 96.

Continued…
Continued from page 5

Assignments:
1. Read *Our Land and People*, pages 239 – 244 (or photocopied information).
2. Do Worksheet #5.13.3 AND/OR BLM 79.
3. OPTIONAL. Do BLM 95 and BLM 96.
4. ALTERNATELY. Write a report on one of the women or a report on the role of women in the Hutterite culture using the information found on Worksheet #5.13.3b - #5.13.3g.
Women: Changing Roles, Rights, and Recognition

Directions: Use Our Land and People, pages 239 – 244 to help you with this page.

Match the names of the women with their contributions and activities.

   a. Marie Lacoste Gérin-Lajoie and Caroline Béique
   b. Thérèse Casgrain
   c. Ada Butwell
   d. Emily Murphy
   e. Henrietta Muir Edwards
   f. Nellie McClung
   g. Louise McKinney
   h. Irene Parlby
   i. Cairien Wilson

_________ She became the first woman politician in Alberta.

_________ She worked hard to keep house and her family’s business; yet she had to tell the census taker that she had no occupation.

_________ They started an organization called the Fédération nationale Saint-Jean-Baptiste that provided help for women in need.

_________ She fought for changes in the divorce laws so that women would be treated equally and fairly.

_________ She said, “We do not want to vote as men, we want to vote as women – the more womanly the better.”

_________ She fought for better treatment of working women.

_________ She helped pass the Minimum Wage for Women Act in 1925.

_________ She was an author and a defender of women’s rights. She worked to improve conditions for women and working poor.

_________ She became Canada’s first woman senator.
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f. Nellie McClung
g. Louise McKinney
h. Irene Parlby
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___g___ She became the first woman politician in Alberta.
___c___ She worked hard to keep house and her family’s business; yet she had to tell the census taker that she had no occupation.
___a___ They started an organization called the Fédération nationale Saint-Jean-Baptiste that provided help for women in need.
___d___ She fought for changes in the divorce laws so that women would be treated equally and fairly.
___e___ She said, “We do not want to vote as men, we want to vote as women – the more womanly the better.”
___b___ She fought for better treatment of working women.
___h___ She helped pass the Minimum Wage for Women Act in 1925.
___f___ She was an author and a defender of women’s rights. She worked to improve conditions for women and working poor.
___i___ She became Canada’s first woman senator.
### Events that Helped Women Gain Recognition

<table>
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<tr>
<th>Event</th>
<th>Importance</th>
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<tr>
<td>Marie Lacoste Gérin-Lajoie and Caroline Bérigne started the</td>
<td>- provided help for women in need</td>
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<tr>
<td>Féderation nationale Saint-Jean-Baptiste</td>
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<tr>
<td>Dower Act</td>
<td>- protected women’s property rights</td>
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<td></td>
<td>- said that wife entitled to one-third of everything husband owned</td>
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<td>- made it possible for them to leave their marriages if they were being</td>
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<td></td>
<td>mistreated</td>
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<tr>
<td>September 1917</td>
<td>- women over 21 serving in war or women at home who had a relative</td>
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<td></td>
<td>serving in the war won the right to vote</td>
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<tr>
<td>October 18, 1929</td>
<td>Supreme Court ruled that women were qualified to hold public office</td>
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## Women at Work

<table>
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<th>Activities</th>
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| Traditional Work | - cared for children  
                | - cooked meals  
                | - sewed  
                | - did farm work |
| Non-traditional Work | - worked in factories and offices |
| Education       | - most had little formal education              |
| Organizations   | Fédération nationale Saint-Jean-Baptiste        |
The Famous Five

The Famous Five was a group of Canadian women who worked to give women more rights. The Famous Five were Emily Murphy, Henrietta Muir Edwards, Irene Parlb, Nellie McClung, and Louise McKinney. It is because of their efforts that Canadian women enjoy the life they do today.

When Canada first became a country on July 1, 1867, Canada was made up of two groups: Aboriginal peoples and immigrants from Western Europe and the United States. Long ago in Europe people lived in towns and villages along side their grandparents, aunts, uncles, and cousins. They were there to help each other in difficult times. However, when people immigrated to Canada, many left their families behind and were on their own. When things got tough, they relied on their friends and neighbours for support. Often though, there were no friends or neighbours to count on. A family had to make it on its own.

Early Canadian families were made up of a husband, wife, and their children. In Canada, these tiny families were starting from scratch. Back in Europe the husband’s job was to go out in the fields and work or get some other kind of job. The wife’s job was to do the household chores and take care of the children. In Canada the wife had to work long hours in the fields along side her husband. The wife’s work helped men to build up their farms and businesses. A woman’s life was difficult because she still had to keep house and take care of the children.

When laws were made when Canada first became a country, they were made with the old European ways in mind. Men could vote; women could not. Men could own property; women could not. Men could be elected to government; women could not. If men did a particular job, they were always paid more than a woman would did the same job.

The Famous Five recognized that the situation of the “Canadian” woman was not like that of the European woman of the time. Their idea was that if a woman chose, she should be able to vote in elections, own property, run for public office, and be paid the same as men for doing the same job.
Emily Murphy was born in Cookstown, Ontario. She married an Anglican Church minister, and they moved to Alberta in the early 1900s. One day she was with her husband on a trip around the countryside when they came across a woman who had been left homeless and penniless when her husband sold their farm and left without her and their children. The woman had spent eighteen years helping her husband build up the farm, and now she had nothing.

Emily did not think this was right, and she set out to change the situation. It took several years and a lot of work, but eventually she was able to convince several Members of the Legislative Assembly in Alberta to support her cause. In 1917 the Government of Alberta passed the Dower Act, which gave a wife the right to one-third of her husband’s property. Unfortunately, it took many years before this law was enforced.

Because of her work in getting the Dower Act passed, she suggested that it would be an good idea to have judges who were women because she figured that male judges only saw things from a man’s point of view. To her surprise, she herself was asked to be a judge. Men did not like this, and they worked to get Emily removed from that position. They argued that women were not “persons” under the law. Again, Emily had to fight for what she thought was right. After a lot of effort, the Alberta government decided that women were persons. This was not the case in other provinces, however.

Eventually, Emily decided to test the situation. She allowed her name to go to the Prime Minister as a person who might be appointed to the Senate in Ottawa. There was an uproar because no woman had ever been allowed to serve in the Senate. After all, they were not really “persons” and had no rights or privileges. After more work the government finally did say that women were persons. But Emily never did get to serve in the Senate. It was not until 1979 that a woman named Martha Bielish was appointed to the Senate. She became Canada’s first female senator.

Emily Murphy believed that in a democracy like Canada, people, including women, must have certain basic rights. They did not always have to use those rights, but they were available if a woman chose.
Henrietta Muir Edwards

Around 1903, Henrietta Muir Edwards moved with her husband and son to Alberta. Her husband, Dr Oliver Cromwell Edwards, worked as a medical officer on the Kainaiwa First Nation Reserve near Lethbridge.

Henrietta Muir Edwards worked tirelessly to enable women to vote in elections and allow them to own property. She also worked to establish organizations that helped women in their daily lives and in times of need. She worked with Emily Murphy to get the Dower Act passed. She also helped get a new law passed that required the wife’s signature before her home could be sold.

Henrietta worked with Emily Murphy to get women declared as “persons”. One of the reasons that this was important was because it would give women the right to vote. She felt that if women had the right to vote in elections, there would be no need to always ask for better laws for women and children and no need to ask for the appointment of women inspectors where women and children worked.

Edwards held many key positions in organizations that tried to improve the lives of women. It was always a struggle because men were in the positions of power and they did not feel that women’s rights were important. Because of Edwards’ efforts, however, women were allowed to vote in elections, hold public office, and even own property.
Irene Parlby wanted to improve the lives of rural women and children. She was elected to the Alberta Legislature in 1921. She was also the first woman to be awarded an honorary degree from the University of Alberta.

Her efforts led to improved health care facilities, better educational opportunities, and protection of widows and children. She established travelling medical clinics, supported the idea of distance education, and was successful in getting a minimum wage for women.

Irene Parlby was a member of the United Farmers of Alberta (UFA). At that time the UFA was a political party. She was elected to the Alberta Legislature as a member of that party and was given one of the top positions. She was the president of the United Farm Women of Alberta.

Irene became highly respected and was know for her ability to get people to work cooperatively with others to benefit all people. She worked with other Famous Five members to get women declared as “persons”.

She and her husband Walter, lived on a ranch near Lacombe just north of Red Deer. She died at the age if ninety-seven on July 12, 1965.
Nellie McClung took on several roles during her lifetime. She was a teacher, a lecturer, a politician, an historian, a wife, and a mother just to name a few. McClung was a famous writer, authoring many essays and articles, and fifteen books.

She was elected to the Alberta Legislature and served from 1921 to 1926. She worked with Irene Parlby on many laws that were designate to improve the lives of all people, not just women and children.

Nellie worked with other Famous Five members to get women declared as “persons” under the law. This would mean that women could now vote, own property, and run for government office.

Nellie McClung became the first female member of the Canadian Broadcasting Corporation Board of Governors and a delegate to the League of Nations. She died on September 1, 1951.
Louise McKinney

Louise McKinney was the first woman elected to government in Canada – a choice made by both men and women. She was elected in 1917 in the first election in which women were allowed to run for office or given the vote.

McKinney believed that liquor and beer companies made donations to some candidates in order to get them elected. She thought this was wrong. In fact, she organized twenty Woman’s Christian Temperance Union (WCTU) chapters in the West. Under her guidance the WCYU strongly influenced the development of Alberta. The WCTU encouraged people not to drink too much, not to smoke, and to follow a Christian lifestyle. The WCTU also did work for those in need and helped immigrants.

As a member of the Alberta Legislature, McKinney was interested in protecting the rights of people with disabilities. She also wanted to improve the lives of women who were widowed. It was McKinney and Henrietta Muir Edwards who first wrote up the law which became the Dower Act. She was one of the Famous Five who worked to have women in Canada declared as “persons”.

Louise McKinney died at Claresholm, Alberta on July 10, 1931 at the age of 63.
Lesson Four

Concept: Effects of Change on Identity

Resources/Materials: Our Land and People, pages 245 and 246
BLM 98 (student copies)

Introduction: During World War I thousands of Canadian men died fighting for their country. Many of those who did return were injured and/or suffered mentally. They were not the same people who had left. Yet when they came back home, they often had no jobs or could no longer work because of their injuries. They felt that they had given up so much for their country, yet their country was not providing for them.

Procedure:

1. Tell students that many returning soldiers were banding together to launch protests. Others joined organized groups like unions.

2. Have students turn to textbook, pages 245 and 246. Guide the reading of these pages, if possible. Pay particular attention to the list of government programs that resulted from these protests.

3. Distribute BLM 98. Go over the directions.

Assignments:

1. Read Our Land and People, pages 245 and 246.
2. Do BLM 98.
# Dealing with Discontent

<table>
<thead>
<tr>
<th>What Was the Cause for Discontent?</th>
<th>How Did People Deal With It?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Winnipeg General Strike</strong></td>
<td></td>
</tr>
<tr>
<td>- men returning from war</td>
<td>- pressed government for</td>
</tr>
<tr>
<td>had no jobs and those</td>
<td>change</td>
</tr>
<tr>
<td>that did had poor</td>
<td>- resulted in several</td>
</tr>
<tr>
<td>working conditions</td>
<td>programs:</td>
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<tr>
<td></td>
<td>Mother’s Allowance</td>
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<tr>
<td></td>
<td>Minimum Wage for Women</td>
</tr>
<tr>
<td></td>
<td>One Day’s Rest in Seven</td>
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<tr>
<td></td>
<td>Old Age Pension</td>
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<tr>
<td></td>
<td>Unemployment Relief</td>
</tr>
<tr>
<td><strong>Women’s Movement</strong></td>
<td></td>
</tr>
<tr>
<td>- women had many responsibilities</td>
<td>- most saw women as</td>
</tr>
<tr>
<td>but no rights</td>
<td>secondary and should be</td>
</tr>
<tr>
<td></td>
<td>content to follow their</td>
</tr>
<tr>
<td></td>
<td>husbands</td>
</tr>
<tr>
<td></td>
<td>- governments gradual</td>
</tr>
<tr>
<td></td>
<td>passed laws to improve</td>
</tr>
<tr>
<td></td>
<td>their situation</td>
</tr>
<tr>
<td><strong>Are People Dealing With Any Discontent Today?</strong></td>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td></td>
<td>- extent to which minority</td>
</tr>
<tr>
<td></td>
<td>groups should assimilate</td>
</tr>
<tr>
<td></td>
<td>- security issues</td>
</tr>
<tr>
<td></td>
<td>- privacy issues</td>
</tr>
</tbody>
</table>

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Lesson Five

Concept: Changing Ways of Life: Chapter Focus

Resources/Materials: Worksheet #5.13.5 (student copies, optional)

Introduction: Explain that the section on “Changing Ways of Life” is almost finished and it is time to review the main ideas.

Procedure:

Options:

1. Oral Review – As a group, discuss the main ideas covered in Chapter 13. If you like, use the questions on Worksheet #5.13.5 to help you guide the discussion.

2. Written Review – If you like, distribute Worksheet #5.13.5. Have students write point-form answers to the questions (or have them write their answers in their notebooks.)

Assignment:

1. Orally, review the main ideas of Chapter 13. Use the questions on Worksheet #5.13.5, if you like. OR

2. Answer the questions on Worksheet #5.13.5 on the worksheet itself, in point-form or in notebooks.
Changing Ways of Life

Chapter Focus

1. In what ways was life changing in Canada’s urban centres?

2. How did a war overseas change life in Canada?

3. Why did individuals and groups act to bring about change?

4. How did changes shape Canada’s identity?
Chapter Fourteen

The Great Depression and World War II
Social Studies Grade 5 Our Land and People
Chapter 14
The Great Depression and World War II

Contents

Lesson One  The Great Depression: Causes  3
Lesson Two  The Great Depression: Effects  4
Lesson Three  World War II: Effects  5
Lesson Four  How Changes in Canada Following WW II Affected Identity and Citizenship  6
Lesson Five  The Great Depression and World War II: Chapter Focus  7
Lesson One

Concept: The Great Depression: Causes

Resources/Materials: Our Land and People, page 248 – 250

Worksheet #5.14.1a (transparency or student copies)
BLM 99 (student copies)
BLM 100 (2 pages, student copies)
Worksheet #5.14.1b (optional, student copies)

Introduction: Recall with students that extraordinary events usually cause important changes in country, as World War I did. WW I served to point out the important contributions that women made, not only in the home, but outside the home in the paid workforce.

Two major events have taken place since WW I and both have had a major influence on Canadian lifestyle, values, and identity. The first of these is the Great Depression of the 1930s.

Procedure:

1. Have students turn to textbook, page 248 and guide the reading of this page. Have students write a definition of depression in their notebooks.

2. Then guide the reading of pages 249 and 150 with the purpose of understanding the circumstances that caused the depression.

3. Distribute Worksheet 5.14.1a or put up the transparency. This should help clarify the causes of the Depression.

4. Distribute BLM 99. Go over the terms “import” and “export”, if necessary.

5. Then distribute BLM 100. Students should paste the pieces on two different sheets in their notebooks entitling one sheet “Boom” and the other “Bust”.

6. To give students practice with vocabulary, teachers may want to have them to Worksheet #5.14.1b.

NOTE: This page may look difficult to some students, but is relatively simple.

Assignments:

1. Read Our Land and People, pages 248 – 250.
2. Do BLM 99.
3. Do BLM 100.
4. OPTIONAL. Do Worksheet #5.14.1b.
Individuals and companies went deeply into debt.

Banks demanded that individuals and companies repay their loans.

Banks stopped lending money.

People spent less.

Businesses cut down on what they produced.

Many people lost their jobs.

People had less to spend and more lost their jobs.
The Great Depression

Directions: Use Our Land and People, pages 248 – 250 to help you solve the crossword puzzle below.

The Great Depression

ACROSS
2 Things bought
5 Not having a paying job
6 Four-wheeled vehicle designed for passenger transportation
7 Receive something with the understanding you will return it
9 The wealth and resources in an area such as a province or country

DOWN
1 Farming
3 Building where things are manufactured
4 Time of low economic activity and high unemployment
8 Something owed

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>agriculture</td>
<td>automobile</td>
<td>borrow</td>
</tr>
<tr>
<td>debt</td>
<td>depression</td>
<td>economy</td>
</tr>
<tr>
<td>factory</td>
<td>purchases</td>
<td>unemployment</td>
</tr>
</tbody>
</table>
**Directions:** Use *Our Land and People*, pages 248 – 250 to help you solve the crossword puzzle below.

```
AG
PURCHASES

UNEMPLOYMENT
AUTOMOBILE
BORROW

DEVELOPMENT

DEBT
FAC

PRESSURES

PRES

BURN
```

- agriculture
- automobile
- borrow
- debt
- depression
- economy
- factory
- purchases
- unemployment

Worksheet #5.14.1b
**Canadian Imports and Exports**

Place each item from the list below in its appropriate import or export column.

<table>
<thead>
<tr>
<th>wheat</th>
<th>rice</th>
<th>bananas</th>
<th>cotton</th>
</tr>
</thead>
<tbody>
<tr>
<td>salmon</td>
<td>chocolate</td>
<td>newsprint</td>
<td>silk</td>
</tr>
<tr>
<td>plywood</td>
<td>maple syrup</td>
<td>snowmobiles</td>
<td>coffee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IMPORTS</th>
<th>EXPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>rice</strong></td>
<td><strong>wheat</strong></td>
</tr>
<tr>
<td><strong>bananas</strong></td>
<td><strong>salmon</strong></td>
</tr>
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<td><strong>newsprint</strong></td>
</tr>
<tr>
<td><strong>chocolate</strong></td>
<td><strong>plywood</strong></td>
</tr>
<tr>
<td><strong>silk</strong></td>
<td><strong>maple syrup</strong></td>
</tr>
<tr>
<td><strong>coffee</strong></td>
<td><strong>snowmobiles</strong></td>
</tr>
</tbody>
</table>
### Which Is Which?

Cut out these rectangles and place them in the correct “Boom” or “Bust” column on your sheet of paper.

<table>
<thead>
<tr>
<th>Boom or Bust?</th>
<th>Boom or Bust?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many households buy a family radio.</td>
<td>Catalogues do a thriving business selling the latest fashions for the whole family.</td>
</tr>
<tr>
<td>Children are kept home from school as there isn’t money for books or school clothes.</td>
<td>Going to the movies is a regular Saturday afternoon treat for many urban children and country children.</td>
</tr>
<tr>
<td>Banks ask small businesses for repayment of money that was loaned. Most small businesses haven’t got enough cash to do that. Many small businesses close down.</td>
<td>Many housewives find life easier. Families can afford to pay for help. Maids take over many housework jobs, freeing housewives for leisure tasks.</td>
</tr>
<tr>
<td>Many farmers can’t make a profit. The cost of seed is more than the money farmers make from selling their harvests.</td>
<td>Governments get re-elected. The majority of people think the government is handling finance or money matters responsibly.</td>
</tr>
</tbody>
</table>
Which Is Which? (continued)

Cut out these rectangles and place them in the correct “Boom” or “Bust” column on your sheet of paper.

**BOOM OR BUST?**
Many children aren’t sent to school because they are needed to work on the farm.

**BOOM OR BUST?**
There are very few jobs available in either the country or towns.

**BOOM OR BUST?**
Government programs such as labour camps and family allowances are started to help many people in need.

**BOOM OR BUST?**
People providing health services, such as doctors and pharmacists, are regularly paid for their work with cash.

**BOOM OR BUST?**
There is political unrest as the people blame the government for the problems of the country. There are protests and riots.

**BOOM OR BUST?**
Employers can lower the wages of their workers. There are so many people wanting any sort of employment, even at very reduced salaries.

**BOOM OR BUST?**
The sale of automobiles increases. Many families buy their very first car.

**BOOM OR BUST?**
Banks are eager to loan money. They are certain they will be repaid.
Lesson Two

Concept: The Great Depressions: Effects

Resources/Materials: Our Land and People, pages 251 – 256
BLM 101 (student copies)
BLM 102 (student copies)
BLM 103 (2 pages, student copies)

Introduction: Ask students to imagine what would happen if suddenly all the colonies ran out of money, except for the bare necessities. Who would be affected besides the colony citizens? (stores, manufacturers, banks, etc.)

Tell them that similarly many people were affected both in urban and rural areas by the Great Depression.

Procedure:

NOTE: If desired, teachers might want to have students take brief point-form notes for each part of this section.

1. Have students turn to textbook, page 251. Guide the reading of this page.

2. Distribute BLM 101 and briefly check to make sure students know how to do it.

3. Before having students read the balance of the section, it might be wise to discuss the terms relief and relief payments.

4. Instruct students to finish reading to page 256. Have them make notes, if you choose.

5. Distribute BLM 102. Go over the terms fact and opinion.

6. Distribute BLM 103. Go over the instructions, if necessary.

Assignments:

1. Read Our Land and People, pages 251 – 256.
2. Do BLM 101.
3. Do BLM 102.
4. Do BLM 103.
5. OPTIONAL or ALTERNATELY. Have students make point-form notes for this section.
Using Historical Letters

<table>
<thead>
<tr>
<th>Information in the letter</th>
<th>What does this tell about life during the Great Depression?</th>
</tr>
</thead>
<tbody>
<tr>
<td>p.251</td>
<td>- people were going hungry</td>
</tr>
<tr>
<td>- needs a job</td>
<td>- jobs were scarce</td>
</tr>
<tr>
<td>- there are many applicants for each opening</td>
<td></td>
</tr>
<tr>
<td>p.252</td>
<td>- crops often poor</td>
</tr>
<tr>
<td>- grasshopper infestation</td>
<td>- not enough food produced to feed the country</td>
</tr>
<tr>
<td>p.253</td>
<td>- not enough money to maintain house</td>
</tr>
<tr>
<td>- empty farms</td>
<td>- farm incomes low</td>
</tr>
<tr>
<td>- farms poorly maintained</td>
<td></td>
</tr>
<tr>
<td>p.254</td>
<td>- thousands were unemployed and searching for work</td>
</tr>
<tr>
<td>- people had strangers for overnight guests</td>
<td>- people helped each other</td>
</tr>
<tr>
<td>- extra food shared</td>
<td></td>
</tr>
</tbody>
</table>
Depression Facts or Opinions?

A FACT is something known to be true. A fact has evidence or can be proved. An OPINION is a belief or a view that is probable. An opinion cannot be proved.

Instructions: Use a red marker to underline the facts and a blue marker to underline the opinions in the sentences below.

The Depression was a terrible time for Canadians. Those poor prairie farmers couldn't even cover the cost of their wheat seed. I would never have walked away from my farm as many of them did, though. The whole mess was the fault of Prime Minister Bennett. If Bennett had made people in Ontario pay more taxes, nobody would have gone hungry.

I remember reading somewhere that the average income in Ontario was lower in the 30s than in the 20s. Things were tough everywhere. It would have been really awful to be dependent on government handouts for survival. I don't know how I could have lived with that shame. Despite all these hard times though, some people seemed to lead prosperous lives in the 1930s.

1. Write one new fact (not above) that you have learned about the Great Depression.

2. Write one new opinion (not above) that you have about the Great Depression.

3. Why is it important to tell the difference between fact and opinion? Use the other side of the paper to explain your answer.

Opinions vary from person to person and are often based on emotion.
1. What economic pattern is shown for provinces across Canada from 1928–1933?
   _incomes lower_

2. Which province(s) had the highest average income in Canada in:
   1928–1929? _BC_ and in 1933? _ON_

3. Which province(s) had the lowest average income in Canada in:
   1928–1929? _PE_ and in 1933? _PE_

4. Saskatchewan had a 72 per cent decrease in average income between 1928 and 1933. However, Alberta had only a 61 per cent drop. Why did Saskatchewan have a harder time during the Depression? _Hint: Think of natural resources._
   _Alberta has more resources such as coal that was used in factories. When manufacturing decreased during Depression, so did demand for those resources._
Lesson Three

Concept: World War II: Effects

Resources/Materials: Our Land and People, pages 257 – 262  
BLM 105 (optional, 1 copy cut into pieces)  
Worksheet #5.14.3 (optional, student copies)

Introduction: Recall with students that one of the effects of WW I was that factories were busy producing things for war. With students try to recall other effects (e.g., women did jobs men traditionally did, some things not available, etc.)

Tell students that WW II began in 1939 and lasted until 1945. It had similar effects on Canada. Tell students that the next section deals with how WW II affected the economy of Canada.

Procedure:

1. Have students turn to textbook, page 257. Guide the reading of the page and with the class make notes on what was read.

   Example: Effects of WW II on Canada’s Economy
   - Factories began producing wartime goods
   - Farmers could sell all of crop
   - No unemployment

   Students can add to this list as the sections progresses.

2. Direct students to turn to textbook, pages 258 and 259. Tell them they are to read these pages to find five ways that individual Canadians were encouraged to help the economy. MAKE NOTES.

3. Tell students that textbook pages 260 and 261 discuss women’s roles. MAKE NOTES.

4. Finally, textbook, page 262 tells about three things that happened after the war. MAKE NOTES.

5. OPTIONAL, BUT VERY WORTHWHILE AND LOTS OF FUN. Distribute a piece of BLM to each student in the class. He/she will have about five minutes to practice a role-play of that person doing his job. ALTERNATELY, have students work in groups of 4 or 5. The group members are to pretend they a machine that the person on the paper uses. The group should act out the machine in operation.

6. Worksheet #5.14.3 can be assigned to students instead of their making notes.

Assignments:
1. Read Our Land and People, pages 257 – 262.
2. Make point-form notes OR Worksheet #5.14.3.
Directions: Use Our Land and People, pages 257 – 262 to help you with these questions.

For each of the following excerpts from your textbook, underline the sentence that best tells the main idea.

1. Page 257, paragraph 1
   - WW II helped Canada’s economy.
   - Canada sided with Britain in WW II.

2. Page 257, paragraph 2
   - Canada’s factories and farmers were busy producing things for the war effort.
   - Canada produced ships and uniforms for the war effort.

3. Page 258, top photograph
   - Metals were recycled to produce items needed for war.
   - Children had to give up all metal toys.

4. Page 258, second photograph
   - It was next to impossible to get sugar during WW II.
   - Many goods were rationed.

5. Page 259, third photograph
   - Elephants were used to frighten people into not wasting.
   - The government used advertisements to convince people to do things for the war effort.

6. Page 259, photograph
   - The government encouraged people to buy Victory Bonds to raise money for the war.
   - The government encouraged all young men to join the army.

7. Page 260
   - Many women were taking over men’s jobs.
   - More women began working in areas they had not worked in before.

8. Page 261
   - After the war, women gladly returned to their traditional roles and jobs.
   - After the war, most women left the workplace, but others stayed.

9. Page 262, first paragraph
   - After WW II factories produced an increasing amount and variety of goods.
   - After WW II industrialization decreased.

10. Page 262, first map
    - Natural resources were exported to other countries.
    - After WW II newly discovered natural resources were used in factories to make modern goods.
How World War II Affected Canada's Economy

Directions: Use Our Land and People, pages 257 – 262 to help you with these questions.

For each of the following excerpts from your textbook, underline the sentence that best tells the main idea.

1. Page 257, paragraph 1
   - WWII helped Canada's economy.
   - Canada sided with Britain in WWII.

2. Page 257, paragraph 2
   - Canada's factories and farmers were busy producing things for the war effort.
   - Canada produced ships and uniforms for the war effort.

3. Page 258, top photograph
   - Metals were recycled to produce items needed for war.
   - Children had to give up all metal toys.

4. Page 258, second photograph
   - It was next to impossible to get sugar during WWII.
   - Many goods were rationed.

5. Page 259, third photograph
   - Elephants were used to frighten people into not wasting.
   - The government used advertisements to convince people to do things for the war effort.

6. Page 259, photograph
   - The government encouraged people to buy Victory Bonds to raise money for the war.
   - The government encouraged all young men to join the army.

7. Page 260
   - Many women were taking over men's jobs.
   - More women began working in areas they had not worked in before.

8. Page 261
   - After the war, women gladly returned to their traditional roles and jobs.
   - After the war, most women left the workplace, but others stayed.

9. Page 262, first paragraph
   - After WWII factories produced an increasing amount and variety of goods.
   - After WWII industrialization decreased.

10. Page 262, first map
    - Natural resources were exported to other countries.
    - After WWII newly discovered natural resources were used in factories to make modern goods.
Lesson Three

Concept: How Changes in Canada Following WW II Affected Identity and Citizenship

Resources/Materials: Our Land and People, pages 263 – 266
                  Worksheet #5.14.4 (optional, student copies)

Introduction: Continue the parallel with WW I. When WW I ended there was a type of spending spree. The same thing happened after WW II. How did the ending of WW II affect Canadian identity and citizenship?

Procedure:

1. Have students turn to textbook, page 263 and guide the page. Note with students the three types of changes in the opening sentence.

2. Textbook, page 264. Guide the reading and come to the conclusion that for the majority of people there developed a similar value system. Also that the media helped to spread this value system.

3. Tell students to read independently textbook, page 265 to find out about people who were not necessarily viewed in a positively.

4. It is important to guide the reading of textbook, page 266 as most will find the concepts rather complicated. Conclude that the Canadian Citizenship Act facilitated citizens to think of themselves as Canadian and not British. It also formalized the multicultural nature of the Canadian population.

5. If desired, distribute Worksheet #5.14.4, which should help students comprehend this section.

6. OPTION. Of particular interest to Hutterian Brethren may be the whole idea of being a conscientious objector. You may want to have students write a paragraph or two putting forth arguments supporting this position.

Assignments:

1. Read Our Land and People, pages 263 – 266.
2. OPTIONAL. Do Worksheet #5.14.4.
3. OPTIONAL. Write a paragraph supporting the right to be a conscientious objector.
**How Did Changes in Canada Affect Identity and Citizenship?**

**Directions:** Use *Our Land and People*, pages 263 – 266 to finish this outline. (Some of the outline is already completed for you.)

A. How Life Changed After WW II
   1. *Cities continued to grow.*
   2. ________________________________________________________________
   3. ________________________________________________________________

B. How Canadian Culture Spread
   1. ________________________________________________________________
   2. ________________________________________________________________

C. The Canadian Identity Did Not Include Everyone
   1. ________________________________________________________________
   2. ________________________________________________________________
   3. ________________________________________________________________

   1. ________________________________________________________________
   2. *It supported a multicultural view of Canada.*
How Did Changes in Canada Affect Identity and Citizenship?

Directions: Use Our Land and People, pages 263 – 266 to finish this outline. (Some of the outline is already completed for you.)

A. How Life Changed After WW II
   1. Cities continued to grow.
   2. Families moved to the suburbs
   3. Population grew as people married and had children.

B. How Canadian Culture Spread
   1. People who lived in suburbs seemed to share common values/lifestyle
   2. Increase in mass media helped to spread values/culture

C. The Canadian Identity Did Not Include Everyone
   1. People who did not fight in war
   2. Aboriginals
   3. People whose families came from one of the countries Canada fought against in war

   1. Canadians viewed themselves as Canadians, not British subjects
   2. It supported a multicultural view of Canada.
Lesson Five

Concept: The Great Depression and World War II: Chapter Focus

Resources/Materials: Worksheet #5.14.5 (student copies, optional)

Introduction: Explain that the section on the “Great Depression and World War II” is almost finished and it is time to review the main ideas.

Procedure:

Options:

1. Oral Review – As a group, discuss the main ideas covered in Chapter 14. If you like, use the questions on Worksheet #5.14.5 to help you guide the discussion.

2. Written Review – If you like, distribute Worksheet #5.14.5. Have students write point-form answers to the questions (or have them write their answers in their notebooks.)

Assignment:

1. Orally, review the main ideas of Chapter 14. Use the questions on Worksheet #5.14.5, if you like. OR

2. Answer the questions on Worksheet #5.14.5 on the worksheet itself, in point-form or in notebooks.
Chapter Fourteen

The Great Depression and World War II

Chapter Focus

1. What were the causes of the Great Depression?

2. What were some of the effects of the Great Depression?

3. In what ways did World War II affect Canada’s economy?

4. How did changes in Canada affect identity and citizenship?
Chapter Fifteen

Steps Toward Independence
Social Studies Grade 5 Our Land and People
Chapter 15
Steps Toward Independence

Contents

Lesson One  How Canada’s Contribution to the World Shapes Its Identity  3
Lesson Two  The Canadian Flag and Identity  4
Lesson Three  Bringing Home the Constitution  5
Lesson Four  The Canadian Identity Continues to Evolve  6
Lesson Five  Steps Toward Independence: Chapter Focus  7

Lesson Six  End-of-Unit Assessment: Chapters Thirteen, Fourteen, and Fifteen  8
Lesson One

Concept: How Canada’s Contributions to the World Shapes Its Identity

Resources/Materials: Our Land and People, pages 268 – 270
BLM 107 (student copies)

Introduction: Have students think back to when they were studying the physical regions and the fact that people in each of the regions often had a different identity from the others. Remind them that a group’s identity forms because its members have some kind of common experience. In addition, as experiences or circumstances change, so can identity.

Tell students that Canadians, as a group, have also had some common experiences that have helped to shape the “Canadian” identity.

Procedure:

1. Have students turn to textbook, page 268. Remind students that Canada was once a group of British colonies. Now it is an independent country. This section of Chapter 15 tells about the most important steps that Canada went through to go from a colony to an independent country.

2. Guide the reading of textbook, pages 268 and 269. Conclude that two of the steps that led to Canada’s becoming truly independent of Britain were

   • Confederation
   • The Statute of Westminster – Canada did not necessarily have to follow Britain’s lead when it came to relationships with other countries.

Tell students that other steps will be discussed later in Chapter 15.

3. Discuss the role of “peace keepers”, and tell students that Canada often thinks of itself as a peacekeeper to help prevent war from breaking out. In this way, it is a leader in the world. Tell students to read pages 270 and 271 to find out how Canada’s role as a peacekeeper came about.

4. Distribute BLM 107. Tell students to use the events of the Suez crisis to fill in the chart.

Assignments:

2. Do BLM 107.
### The 5 W's & 1 H

| **What** was the event? | Suez crisis  
|                        | Egypt took control of the Suez Canal from  
|                        | Britain and France  |
| **Where** did the event occur? | Suez Canal in Egypt  |
| **When** did the event occur? | October 1956  |
| **Who** was involved in the event? | Egypt and Russia versus Britain, France, and Israel  
|                        | United Nations - Canadian soldiers  |
| **Why** did the event occur? | Britain and France were concerned about Egypt's controlling the Suez Canal because they depended on ships using the Suez Canal to transport oil to them  |
| **How** did the event affect and shape Canada's identity? | Canadians became known as peacekeepers  |
Lesson Two

Concept: The Canadian Flag and Identity

Resources/Materials: Our Land and People, pages 272 – 275
BLM 108 (student copies)
Canadian flag or picture of a Canadian flag

Introduction: Hold up the Canadian flag. Most students will know what it is, but if they do not, tell them. Discuss that flag acts as a symbol that identifies the people belonging to a particular group.

Some teachers may be able to relate stories of travels abroad where a maple leaf displayed on luggage or on a lapel pin had resulted in a positive reaction from others.

Procedures:

1. Have students turn to textbook, page 272. Guide the reading of the introduction. If desired, have students copy the definition of collective identity into their notebooks.
   FYI: The flags shown on textbook, page 272 are from top to bottom:
   - Fleur de lis – represents France (1534 – 1760s)
   - Different versions of the Union Jack represent Great Britain (1760s – 1801 and 1801 – 1965)
   - The Red Ensign was used to represent Canada, but was not really the official flag of Canada (1870 – 1965)
   - Present-day flag (1965 – present)

2. Discuss the idea of change and how it is often controversial. (On colonies you may want to talk about things like those pertaining to food. Younger people like the “new” foods, while older people prefer the more traditional foods. When Prime Minister Pearson put forth the idea of having a flag that did not show Canada’s connection with Britain, many protested.

3. Have students read pages 272 – 275 to find out
   - How the red maple leaf became Canada’s flag
   - How the Canadian flag represents our identity
   - How the Canadian flag is used in a variety of situations

4. Distribute BLM 108. Tell students to use the photographs on textbook pages 275 to complete the first four rows of the chart. They are to fill the last row using a time where they have seen the Canadian flag.

5. To give the students the idea that the flag is a symbol of a group, you may challenge them to create a Hutterite flag. You may find it useful to have students brainstorm for ideas as preparation.

Assignments:

2. Do BLM 108.
3. OPTIONAL. Design a Hutterite flag.
<table>
<thead>
<tr>
<th>Type of Flag</th>
<th>Location of Flag</th>
<th>Purpose of Flag</th>
<th>Sketch of Flag</th>
</tr>
</thead>
<tbody>
<tr>
<td>red maple leaf with graphic of hockey player</td>
<td>on hockey jersey</td>
<td>- identify Team Canada</td>
<td></td>
</tr>
<tr>
<td>paper flags</td>
<td>children's hands</td>
<td>- show pride in country</td>
<td></td>
</tr>
<tr>
<td>flags painted on faces</td>
<td>on faces</td>
<td>- show pride in country</td>
<td></td>
</tr>
<tr>
<td>cloth</td>
<td>covering casket</td>
<td>- show honour of the person who died</td>
<td></td>
</tr>
<tr>
<td>sew on patch</td>
<td>on astronaut's suit</td>
<td>- identify astronaut as being Canadian</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Three

Concept: Bringing Home the Constitution

Resources/Materials: Our Land and People, pages 276 – 280
BLM 109 (3 pages, student copies)
AND/OR Worksheet #5.15.3 (student copies)

Introduction: Recall with students that Canada was once a group of British colonies and that Confederation and the Statute of Westminster were steps that Canada took in becoming truly independent. However, before 1980 the paper on which Canada’s Constitution was written was still stored in a government building in London, England.

(If necessary, review that a constitution lays out the set of principles on which the rules of a country are based.)

This also meant that any changes that Canada wanted to make to its constitution still had to be given approval by Britain. Most Canadians felt it was truly time to “cut the apron strings”.

Procedure:

1. Have students turn to textbook, page 276. Discuss the two reasons why Canada wanted to bring home the constitution.

2. Then have students read textbook, pages 277 and 278. Note that the Charter of Rights and Freedoms is part of the Canadian Constitution.

3. Discuss how some of the rights outlined in the Charter pertain directly to colony students. For example, “every person is equal under the law.”

4. Have students read textbook, pages 279 and 280. Note that Queen Elizabeth II had to sign the document as the head of the British government.

5. OPTIONAL. Distribute BLM 109. Discuss with students that when you are given a freedom, it automatically means you have to use that freedom responsibly. BLM 109 gives students an opportunity to explore the freedoms they have and the responsibilities that go with them.

6. Have students work individually, in pairs, or in threes to complete as much of BLM 109 as possible. This may be difficult for some students.

7. ALTERNATELY. Distribute Worksheet #5.15.3. Go over the directions, if necessary.

Assignments:

1. Read Our Land and People, pages 276 – 280.
2. Do BLM individually or with another classmate or two.
3. ALTERNATELY. Do Worksheet #5.15.3.
**Bringing Home the Constitution**

**Directions:** Use the information from *Our Land and People*, pages 276 – 280. Answer true or false.

_____ A constitution is a set of principles that lays out the rules for how a country will be governed.

_____ Before 1980 Canada was completely independent from Britain.

_____ Many people in the province of Québec were talking about separating from the rest of Canada because they were concerned that English language and customs would take over the French language and the culture that had developed in Québec.

_____ Prime Minister Pierre Trudeau decided to ignore Québec’s concerns.

_____ The prime minister and all ten provinces agreed on what changes they would make to the constitution.

_____ As of 2007, the government of Québec has not signed the constitution.

_____ Prime Minister Trudeau’s vision about what basic beliefs and values would reflect Canada’s identity included collective and individual rights.

_____ The individual and collective rights were to be written in a document called the *Charter of Rights and Freedoms*.

_____ Aboriginals were not included in the *Charter of Rights and Freedoms*.

_____ The Charter guarantees that both English and French are equal in Canada’s government.

_____ Queen Elizabeth II had to sign a paper stating that she agreed that Canada now had the right to make all its own decisions.
**Directions:** Use the information from *Our Land and People*, pages 276 – 280. Answer true or false.

- **T** A constitution is a set of principles that lays out the rules for how a country will be governed.

- **F** Before 1980 Canada was completely independent from Britain.

- **T** Many people in the province of Québec were talking about separating from the rest of Canada because they were concerned that English language and customs would take over the French language and the culture that had developed in Québec.

- **F** Prime Minister Pierre Trudeau decided to ignore Québec’s concerns.

- **F** The prime minister and all ten provinces agreed on what changes they would make to the constitution.

- **T** As of 2007, the government of Québec has not signed the constitution.

- **T** Prime Minister Trudeau’s vision about what basic beliefs and values would reflect Canada’s identity included collective and individual rights.

- **T** The individual and collective rights were to be written in a document called the *Charter of Rights and Freedoms*.

- **F** Aboriginals were not included in the *Charter of Rights and Freedoms*.

- **T** The Charter guarantees that both English and French are equal in Canada’s government.

- **T** Queen Elizabeth II had to sign a paper stating that she agreed that Canada now had the right to make all its own decisions.
Rights, Freedoms and Responsibilities

While we have rights and freedoms, we also have the responsibility to respect them and ensure that they are not misused.

<table>
<thead>
<tr>
<th>Rights and Freedoms</th>
<th>Examples</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedoms</td>
<td>People are free to think, believe and express whatever they want. Other freedoms are: - freedom to worship in church of our choice - freedom to join clubs/organizations</td>
<td>People must not spread lies about or hatred of others. - must respect those with different religions - must not use organizations to pursue illegal activities</td>
</tr>
<tr>
<td>Democratic rights</td>
<td>Canadian citizens 18 years of age and older have the right to vote in elections. Other democratic rights are: Freedom to run for office Freedom to vote for whomever we want</td>
<td>Qualified citizens should vote during elections. Must hold public office to help society, not for selfish reason Must become informed about those running for office</td>
</tr>
</tbody>
</table>
## Rights, Freedoms and Responsibilities (continued)

<table>
<thead>
<tr>
<th>Rights and Freedoms</th>
<th>Examples</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobility rights</td>
<td>Every person has the right to leave the country and return.</td>
<td>Landed immigrants must return to Canada six months after they leave.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Must be responsible citizen who contributes to new place of residence</td>
</tr>
<tr>
<td></td>
<td>Other mobility rights are:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Right to move from province to province</td>
<td></td>
</tr>
<tr>
<td>Legal rights</td>
<td>Every person has the right to life, freedom and safety.</td>
<td>People are responsible for the crimes they commit (e.g., theft, traffic violations).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Must be truthful</td>
</tr>
<tr>
<td></td>
<td>Other legal rights are:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have right to fair trial and are innocent until proven guilty</td>
<td></td>
</tr>
</tbody>
</table>
## Rights, Freedoms and Responsibilities (continued)

<table>
<thead>
<tr>
<th>Rights and Freedoms</th>
<th>Examples</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equality rights</strong></td>
<td>Every person is treated the same.</td>
<td>People must respect another person's right to fair and equal treatment.</td>
</tr>
<tr>
<td></td>
<td>Other equality rights are:</td>
<td>Must respect differences in people</td>
</tr>
<tr>
<td></td>
<td>Cannot discriminate based on colour, race, ethnic origin, religion</td>
<td></td>
</tr>
<tr>
<td><strong>Official languages of Canada (collective rights)</strong></td>
<td>English and French are used in Canada's government.</td>
<td>People have the responsibility to recognize and respect the two languages.</td>
</tr>
<tr>
<td></td>
<td>Other collective rights are:</td>
<td>Must be serious about education you receive.</td>
</tr>
<tr>
<td></td>
<td>Have right to be educated in either official language</td>
<td>Must attend regularly.</td>
</tr>
</tbody>
</table>

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BLM 109

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Lesson Four

Concept: The Canadian Identity Continues to Evolve

Resources/Materials: Our Land and People, pages 281 – 285
Chart paper

Introduction: Discuss with students how identity changes as experiences and circumstances change. Individual students might think of themselves as athletes or good helpers in the garden or at home. As a group Hutterites might think of themselves as communal lives and users of the latest farm technology. Discuss how some parts of identity have changed over the years and why they have changed.

Similarly, the Canadian identity has changed and will continue to change.

Procedure:

1. Tell students that Canada’s constitution has changed several times since it was “brought home”. That is because Canadians have become more aware of and more sensitive to certain situations. Tell students that the first part of this section has to do with First Nations and Inuit people.

2. Have students turn to textbook, page 281. Guide the reading. Tell students that the changes have to do with First Nations peoples were particularly important because it recognized First Nations peoples as Canadians of equal importance, as opposed to people conquered by Canada.

3. Tell students that the combined land of the Northwest Territories and Nunavut used to be the Northwest Territories. It was not until 1999 that Northwest Territories was split into two separate territories. Have students read textbook, pages 282 and 283.

4. Finally, tell students that the make up of people who live in Canada has changed from what it was like a thousand years ago and continues to evolve.
   - A thousand years ago – only First Nations and Inuit
   - 500 years ago – British, French, First Nation, Inuit
   - 100 years ago – Other Europeans, British, French, Inuit, Métis
   - Today – people from all over the world.

   Guide the reading of page 284. Note that the appointment of Michaëlle Jean as governor is significant because it acknowledges the multicultural nature of Canada.

5. Brainstorm with students the principles, ideas, and symbols that make up the Canadian identity today. Examples: peacekeepers, multiculturalism, tolerance and acceptance, democracy, hockey, helpers of those in need.

6. Distribute chart paper to students. Have them create a “picture” that depicts the Canadian identity.

Assignments:

2. Make a picture or poster depicting the Canadian identity.
Lesson Five

Concept: Steps Toward Independence: Chapter Focus

Resources/Materials: Worksheet #5.15.5 (student copies, optional)

Introduction: Explain that the section on “Steps Toward Independence” is almost finished and it is time to review the main ideas.

Procedure:

Options:

1. Oral Review – As a group, discuss the main ideas covered in Chapter 15. If you like, use the questions on Worksheet #5.15.5 to help you guide the discussion.

2. Written Review – If you like, distribute Worksheet #5.15.5. Have students write point-form answers to the questions (or have them write their answers in their notebooks.)

Assignment:

1. Orally, review the main ideas of Chapter 15. Use the questions on Worksheet #5.15.5, if you like.
   OR
2. Answer the questions on Worksheet #5.15.5 on the worksheet itself, in point-form or in notebooks.
Steps Toward Independence

Chapter Focus

1. How did Canada’s contribution to the world shape its identity?

2. Why did many Canadians want to have their own flag?

3. Why did Canada want to “bring home” its constitution?

4. How has Canada’s identity continued to shape?
Lesson Six

Concept: End-of-Unit Assessment: Chapters Thirteen, Fourteen, and Fifteen

Resources/Materials: As appropriate for the assessment options selected.

Unit 3 – Part 2

ASSESSMENT OPTIONS

1. Written test (review and test provided)

2. Divide students into groups. Each group is to prepare a presentation about the Canadian identity.

3. Prepare a large chart comparing and contrasting a “rural” Canada with an “urban” Canada.

4. Write a report on the significant events in Canada since and including World War I and the influence each has had on the Canadian identity.

5. Create a mural or 3-D display showing how Canada “grew up” over the twentieth century.
Canada: Shaping an Identity
(Chapters Thirteen, Fourteen, and Fifteen)

Review

1. Match the words in the box with their meanings.

<table>
<thead>
<tr>
<th></th>
<th>economy</th>
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<th>urbanization</th>
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<td>rural</td>
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</tr>
<tr>
<td>mass-produced goods</td>
<td></td>
<td></td>
<td>technology</td>
</tr>
<tr>
<td>poverty</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

______________ making a living off the soil; farming and ranching
______________ having to do with the countryside
______________ shift from rural to urban population
______________ items produced in large numbers
______________ shift away from an agricultural economy to an urban economy
______________ the wealth and resources in an area such as a province or country
______________ extreme poorness
______________ using science to make life easier and do things more quickly
______________ having to do with large towns and cities
2. Fill in the blanks.
   a. In the west, the growth in urban population was mainly a result of ________________
      _________________. (page 233)
   b. In central Canada, urban growth was a result of a major shift in the economy. Agriculture
      was beginning to play less of a role, as ________________. (page 233)
   c. More and more factories were making mass-produced goods using new technologies.
      These technologies made home life ________________. (page 234)
   d. As cities’ populations grew, life in cities became easier in many ways. There were more
      ________________ available. (page 235)
   e. Although life improved for many people in urban areas, many of the people who arrived in
      Canadian cities had ________________. (page 236)

3. What are some effects that the start of World War I had on Canada’s economy?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. Why is it that women began to work in jobs that were once considered men’s jobs?
   ____________________________________________
   ____________________________________________
   ____________________________________________
5. In the early 1900s women began to speak up and demand certain rights. Why were they upset?

6. Explain why it was so difficult for people to find jobs after the war. (page 245)

7. In 1919 following events like the Winnipeg General Strike, the government created programs to help people in need. Which of the following tells how this affected the Canadian identity?

   a. Canadians believed that you always get what you want if you go on strike.
   b. Canadians believed that we should have programs that help those in need.
   c. Canadians believed that those who are not working are just lazy.
   d. Canadians believed that we should all get paid the same amount.

8. Answer True or False about the Great Depression.

    _________ When an economy goes through a long period of decline and low unemployment, it is called a depression.

    _________ The Great Depression began in 1929.

    _________ One of the causes of the Great Depression was that at first no one wanted to buy anything. Instead people always saved their money.

    _________ Banks demanded that companies and individuals repay their loans because they were afraid that people were borrowing too much and would not be able to repay what they owed.

    _________ When banks stopped lending money, people began to spend less.

    _________ People bought fewer goods, so manufacturers produced less, and people lost their jobs.
9. Tell about two ways that the Great Depression affected the lives of urban people.

10. Tell three things that were happening on farms during the time of the Great Depression.

11. Organizations such as churches, charities, and soup kitchens played an important role during the depression. What is it that they did? (page 254)

12. The Government of Canada decided to give more people relief payments. What were relief payments designed to do?

13. In 1939, World War II started. Who fought in this war?
14. Underline all the sentences that are true about Canada during World War II.

- Canadian manufacturers began producing large numbers of wartime goods such as uniforms and airplanes.
- Farmers could sell all their crops because what they grew was needed to feed the soldiers overseas.
- Still there was high unemployment.
- There was a shortage of many types of things such as aluminum and steel.
- Many goods were rationed; that is, you could buy as much as you wanted.
- The government sold Victory Bonds to raise money to use toward the war.
- Just like in World War I, women began doing jobs in businesses and factories that men traditionally did.

15. Tell about three major things that happened after World War II was over. (page 262)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

16. Cross out the sentences that are not true about the years following World War II.

- Cities continued to grow and there were lots of jobs.
- Couples married and had lots of children.
- People moved to the suburbs where everyone seemed to have the same values, goals, and identity.
- The media, such as television, radio, and newspapers were a big factor in spreading Canadian culture and identity across Canada.
- After the war no one group was discriminated against.
17. The Canadian Citizenship Act became law in 1947. Underline all the sentences that tell why it was important to Canada’s identity.

- People were not thought of as Canadian citizens and not British subjects.
- Most people were encouraged to adopt British values and culture.
- Those people who were not of British ancestry could also feel like real Canadians.
- It was a big step in Canada being a multicultural nation.

18. In 1931 the British government passed the Statute of Westminster. It was important to Canada because with this statute, or law, Canada and other countries of the British Empire became

19. Circle all of the things below that you feel are part of the Canadian identity.

- The red maple leaf
- The Canadian flag
- A great hockey country
- A great soccer country
- Our soldiers are peacekeepers.
- We are polite and not pushy.
- We have to win no matter what.

20. Define:

Francophone

Anglophone

Constitution
21. Before 1980 the Canadian constitution was actually kept in a government building in London, England. This meant that Canada was not really independent from Britain. The prime minister at the time negotiated with the British government to bring it home to Canada. Who was that prime minister?

22. The Charter of Rights and Freedoms outlines the rights of individuals and groups and is part of the Canadian constitution. From what you read on pages 277 to 279, what are some of these rights? (Tell about three.)

23. Since the constitution was brought home, there have been several changes to the constitution. That is because Canada is a country made up of many peoples with identities and ways of life that need to be clearly protected in our constitution.

Unscramble the words to make sentences that tell about some of the changes in our constitution.

a. It protects peoples' land claim Aboriginal rights. (page 281)

b. The territory was created in 1999 of Nunavut. (page 282)

24. At the top of page 284, it says “Canada has a unique identity.” What does this mean?
Canada: Shaping an Identity
(Chapters Thirteen, Fourteen, and Fifteen)

Review

1. Match the words in the box with their meanings.

<table>
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<tr>
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<th>urbanization</th>
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<td>agriculture</td>
</tr>
<tr>
<td>mass-produced goods</td>
<td>poverty</td>
<td>technology</td>
</tr>
</tbody>
</table>

**agriculture**: making a living off the soil; farming and ranching

**rural**: having to do with the countryside

**urbanization**: shift from rural to urban population

**mass-produced goods**: items produced in large numbers

**industrialization**: shift away from an agricultural economy to an urban economy

**economy**: the wealth and resources in an area such as a province or country

**poverty**: extreme poorness

**technology**: using science to make life easier and do things more quickly

**urban**: having to do with large towns and cities
2. Fill in the blanks.

a. In the west, the growth in urban population was mainly a result of **people moving** to cities from other places. (page 233)

b. In central Canada, urban growth was a result of a major shift in the economy. Agriculture was beginning to play less of a role, as **manufacturing expanded**. (page 233)

c. More and more factories were making mass-produced goods using new technologies. These technologies made home life **easier and more comfortable**. (page 234)

d. As cities’ populations grew, life in cities became easier in many ways. There were more **services** available. (page 235)

e. Although life improved for many people in urban areas, many of the people who arrived in

f. Canadian cities had **little money and few belongings**. (page 236)

3. What are some effects that the start of World War I had on Canada’s economy?

- new industries and factories sprang up
- factories produced wartime goods
- farmers asked to produce as much as possible
- almost no unemployment
- women did jobs once done only by men

4. Why is it that women began to work in jobs that were once considered men’s jobs?

- men were away fighting in the war
5. In the early 1900s women began to speak up and demand certain rights. Why were they upset?
- women were being discriminated against
- women played key roles, but had few rights

6. Explain why it was so difficult for people to find jobs after the war. (page 245)
- factories that made war-related products closed down
- newer machines took the place of workers

7. In 1919 following events like the Winnipeg General Strike, the government created programs to help people in need. Which of the following tells how this affected the Canadian identity?
   a. Canadians believed that you always get what you want if you go on strike.
   b. Canadians believed that we should have programs that help those in need.
   c. Canadians believed that those who are not working are just lazy.
   d. Canadians believed that we should all get paid the same amount.

8. Answer True or False about the Great Depression.

   T   When an economy goes through a long period of decline and low unemployment, it is called a depression.
   T   The Great Depression began in 1929.
   F   One of the causes of the Great Depression was that at first no one wanted to buy anything. Instead people always saved their money.
   T   Banks demanded that companies and individuals repay their loans because they were afraid that people were borrowing too much and would not be able to repay what they owed.
   T   When banks stopped lending money, people began to spend less.
   T   People bought fewer goods, so manufacturers produced less, and people lost their jobs.
9. Tell about two ways that the Great Depression affected the lives of urban people.

- fewer jobs
- panhandling

10. Tell three things that were happening on farms during the time of the Great Depression.

- wheat exports dropped
- drought
- grasshopper infestation

11. Organizations such as churches, charities, and soup kitchens played an important role during the depression. What is it that they did? (page 254)

- provide food and shelter to those who were homeless and starving

12. The Government of Canada decided to give more people relief payments. What were relief payments designed to do?

- help those in need

13. In 1939, World War II started. Who fought in this war?

- Britain and Germany and their allies
14. Underline all the sentences that are true about Canada during World War II.

- Canadian manufacturers began producing large numbers of wartime goods such as uniforms and airplanes.
- Farmers could sell all their crops because what they grew was needed to feed the soldiers overseas.
  - Still there was high unemployment.
- There was a shortage of many types of things such as aluminum and steel.
  - Many goods were rationed; that is, you could buy as much as you wanted.
- The government sold Victory Bonds to raise money to use toward the war.
- Just like in World War I, women began doing jobs in businesses and factories that men traditionally did.

15. Tell about three major things that happened after World War II was over. (page 262)

- Surge of industrialization
- Discovery of more natural resources
- Construction of new transportation systems

16. Cross out the sentences that are not true about the years following World War II.

- Cities continued to grow and there were lots of jobs.
- Couples married and had lots of children.
- People moved to the suburbs where everyone seemed to have the same values, goals, and identity.
- The media, such as television, radio, and newspapers were a big factor in spreading Canadian culture and identity across Canada.
- After the war no one group was discriminated against.
17. The Canadian Citizenship Act became law in 1947. Underline all the sentences that tell why it was important to Canada's identity.

- People were not thought of as Canadian citizens and not British subjects.
  - Most people were encouraged to adopt British values and culture.
- Those people who were not of British ancestry could also feel like real Canadians.
- It was a big step in Canada being a multicultural nation.

18. In 1931 the British government passed the Statute of Westminster. It was important to Canada because with this statute, or law, Canada and other countries of the British Empire became more independent.

19. Circle all of the things below that you feel are part of the Canadian identity.

- The red maple leaf
- The Canadian flag
- A great hockey country
  - A great soccer country
- Our soldiers are peacekeepers.
- We are polite and not pushy.
  - We have to win no matter what.

20. Define:

Francophone: person whose first language is French

Anglophone: person whose first language is English

Constitution: set of principles on which laws are based
21. Before 1980 the Canadian constitution was actually kept in a government building in London, England. This meant that Canada was not really independent from Britain. The prime minister at the time negotiated with the British government to bring it home to Canada. Who was that prime minister?

Pierre E. Trudeau

22. The Charter of Rights and Freedoms outlines the rights of individuals and groups and is part of the Canadian constitution. From what you read on pages 277 to 279, what are some of these rights? (Tell about three.)

Every person has legal rights

Every person has certain basic freedoms.

Every person can vote and participate in the running of Canada

Every person can move to another province, and enter and leave Canada freely.

23. Since the constitution was brought home, there have been several changes to the constitution. That is because Canada is a country made up of many peoples with identities and ways of life that need to be clearly protected in our constitution.

Unscramble the words to make sentences that tell about some of the changes in our constitution.

a. It protects peoples' land claim Aboriginal rights. (page 281)

   It protects Aboriginal peoples’ land claim rights

b. The territory was created in 1999 of Nunavut. (page 282)

   The territory of Nunavut was created in 1999.

24. At the top of page 284, it says “Canada has a unique identity.” What does this mean?

   It is different from any other country, and we associate certain ideas and things with our country.
Part A

Directions: Write the letter of the best answer on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

Match the words with the definitions.

<table>
<thead>
<tr>
<th>a. urbanization</th>
<th>b. industrialization</th>
<th>c. economy</th>
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<td>d. mass-produced goods</td>
<td>e. agriculture</td>
<td>f. poverty</td>
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<td>g. rural</td>
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1. the state of being very poor

2. items produced in large numbers

3. shift from rural to urban population

4. having to do with cities

5. the shift from agriculture to urban industry, marked by increased use of machines and mass-produced goods

6. having to do with producing goods from the soil

7. the wealth and resources in an area such as a province or country

8. having to do with the countryside or small towns
9. Between 1900 and 1929 many people left the rural areas of western Canada to live in the cities because
   a. immigrants began to settle in the towns instead of setting up farms.
   b. they did not like the polluted air on the farms.
   c. the government wanted fewer people to live on farms.
   d. farms were becoming smaller and smaller.

10. In Québec and Ontario large towns and cities grew because
   a. people left rural areas to work in factories in the towns and cities.
   b. there were fewer stores in the cities.
   c. the government wanted most of the farms in Canada to be in the west.
   d. fresh water was too hard to find in rural areas.

11. Which of the following tells about a negative result of urbanization?
   a. Homes had electricity, good schools, and paved roads.
   b. Local governments made sure communities had clean water, sewers, public transportation, garbage collection, and police and fire protection.
   c. There were more services available such as schools, hospitals, and restaurants.
   d. There was a growing difference between those people who could afford these new things and those who could not.

Use the following information to answer question 12.

During World War I women began to work in jobs that were once considered men’s work. The work was difficult, but for most women this was a chance to do something different from what they were used to.

12. An important outcome of women working in men’s jobs was
   a. men no longer wanted their wives to stay home and keep house.
   b. women wanted to be recognized for the work they did and to be treated equally to men.
   c. men no longer had jobs.
   d. men started to take over women’s jobs.
13. Besides having more women working in factories, what was another change that took place in factories during World War I?

   a. Most factories had to close down because no one wanted their products.
   b. Factories started to take over producing food from farmers.
   c. Factories started to produce wartime goods like vehicles, airplane parts, rifles, and ammunition.
   d. Factories produced fewer and fewer goods.

14. How did World War I affect farmers?

   a. Canadian farmers had to do as much as they could to produce as many crops as possible.
   b. Many hectares of land went unplanted because there was less demand for farm products.
   c. Most farmers switched from growing grain to raising livestock such as cattle and hogs.
   d. The government allowed farmers to produce only half of what they once did.

15. After World War I the soldiers who had fought overseas came home to Canada. One outcome of this was that

   a. many were out of work because the factories that made products for war had closed.
   b. there seemed to be two jobs for every man that returned from the war.
   c. most women kept their jobs in offices and factories while the men stayed home to keep house.
   d. the price of houses went up quickly as more families had more money than they ever had.

*Use the following information to answer question 16.*

> During the Winnipeg General Strike between May 15 and June 25, 1999 more than 30,000 workers walked off the job, bringing business and government services to a standstill.

16. What were the workers trying to do by striking?

   a. Get a day off work to get some much needed rest.
   b. Show how much they appreciated having a job.
   c. Point out that they needed better pay and better working conditions, especially since they had sacrificed so much to serve in the war.
   d. Get together with all the other workers in the city and renew old friendships.
17. What is the best definition of a depression?
   a. a time of low economic activity and high unemployment
   b. a high spot in the ground
   c. the time when factory workers feel they have too much to do
   d. a weather condition where there is almost no wind

18. Which of the following was not one of the causes of the Great Depression?
   a. Individuals and companies had borrowed a lot of money and suddenly banks wanted these loans to be repaid.
   b. Banks stopped lending money to people and companies so people spent a lot less, cutting back on demand for goods.
   c. Many people lost their jobs because there was little demand for the products the factories produced.
   d. Married couples were not having as many children.

For questions 19 – 23 answer T for true and F for false about the statements about the Great Depression.

19. People moved from farms to cities looking for jobs.

20. Organizations set up shelters and soup kitchens.

21. At least no one had to beg for food or money.

22. On farms crops failed because of drought and grasshoppers.

23. The government set up work projects and gave people money to help out some of those who needed it.

24. In which of the following ways were World War I and World War II similar?
   a. The countries that were enemies were exactly the same.
   b. Factories were buys producing wartime goods.
   c. There were no airplanes used in World War II.
   d. Farmers could not sell their crops.
Use the following information to answer question 25.

During World War II many products were difficult to find. Metals, such as aluminum and steel were needed for wartime machinery. Many people donated aluminum cookware and balls of used tin foil.

25. From the above you can infer that
   a. aluminum and steel were not produced in Canada.
   b. most cookware was made from aluminum.
   c. during the war people were willing to give up some things in order to help out.
   d. wars are a waste of precious metals.

Use the following information to answer question 26.

During World War II the government put out ads like this one to encourage people to buy Victory Bonds.

26. What was the government hoping to do with the money it made from selling the Victory Bonds?
   a. Use the money to pay for the costs of war.
   b. Give all the people in the government extra money for working so hard.
   c. Use the money to build better offices for the government workers.
   d. Make sure that people saved their money so that they would have enough to live on after the war.
27. Which of the following did not happen after World War II?

a. The amount of industrialization increased tremendously.
b. There were major discoveries of natural resources all across Canada.
c. The number of children born went down by a lot.
d. The government decided to build a highway that went from one end of the country to the other.

28. Which of the following is not true about how changes in Canada following World War II affected Canada's identity and citizenship?

a. A great many people moved to the suburbs of cities and shared a similar lifestyle and values.
b. The media (radio, television, newspapers, and magazines) shaped how Canadians viewed themselves, their country, and their politicians.
c. Some groups were discriminated against because they refused to fight in the war.
d. First Nations people who fought in WW II were given special recognition.

29. The *Canadian Citizenship Act* was important because

a. it meant that Canadians were no longer British subjects, but Canadian citizens.
b. it meant that Canada would continue to be a colony of Britain.
c. it meant that people who immigrated to Canada would be required to adopt British values and language.
d. The prime minister at the time, William Lyon Mackenzie King would be thought to be the best prime minister in Canada's history.

For questions 30 – 34 write T if the sentence is part of Canada's identity and F if it is not.

30. Canada is an independent country that can make its own rules and laws.

31. In conflicts around the world Canadian soldiers often serve as peacekeepers.

32. The red maple leaf serves as a symbol of our country.

33. Canada's citizens must adopt British values and the English language.

34. Canada is a multicultural nation.
35. What is the *Charter of Rights and Freedoms*?

a. a paper that tells about the safest routes for ships to travel  
b. a document that has been signed by the queen of England and the king of France  
c. a part of the constitution that lists the rights of individuals and groups  
d. none of the above  

36. Which of the following tells about ways that the constitution has been changed?

a. Canadians no longer have to pay income taxes or property taxes.  
b. First Nations women were guaranteed equal rights and the territory of Nunavut was created.  
c. First Nations people had the right to be represented in the government and their reserve lands were taken away.  
d. The territory of Nunavut was created and its people were promised that it would become a province in the year 2007.
Part B

On a separate paper, write a paragraph on one of the following topics.

1. The Reasons I Am Proud to be Canadian

2. Steps toward Independence

3. How Canada Can be Improved

4. Canada Has a Unique Identity
Unit 3 – Part 2

Canada: Shaping an Identity
(Chapters Thirteen, Fourteen, and Fifteen)

Answer Sheet

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## Unit 3 – Part 2

**Canada: Shaping an Identity**  
(Chapters Thirteen, Fourteen, and Fifteen)

**Answer Sheet**

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