Chapter Seven

The Great Migration and the Push for Democracy

ADVANCE PREPARATION: Teachers may want to copy the focus questions for Chapter 7 on chart paper and post them in the classroom prior to beginning the chapter.

- What challenges of coexistence did the Great Migration create?
- Why did peoples in British North America want more democratic government?
- To what extent did demands for more democratic government reflect challenges of coexistence in British North America?
- How did the response to demands for more democratic government shape Canada?
Table of Contents

Lesson 1: What triggered the Great Migration 3
Lesson 2: What impacts did the Great Migration have? 4
Lesson 3: Inquiring Minds Want to Know…Why is Grosse Île important in Canadian History? 5
Lesson 5: Perspectives on Democracy 7
Lesson 6: The Rebellions of 1837 and 1838, Part I 8
Lesson 7: The Rebellions of 1837 and 1838, Part II 9
Lesson 8: The Chain of Events 10
Lesson 9: Britain’s Response to the Rebellions/The Act of Union 11
Lesson 10: The First Nations Perspective 12
Lesson 11: Pressures, Alliances, and Changing Demographics 13
Lesson 12: Perspectives on The Act of Union 14
Lesson 13: Chapter Task: Reimagine the Past and Present 15
Lesson 14: Review and Study Sheets 16
Lesson 15: Chapter Test 17
Lesson 7.1   What Triggered the Great Migration?

Specific Outcome: Assess critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:

- How was the Great Migration of 1815 – 1850 in Upper Canada and Lower Canada an attempt to confirm British identity in the Province of Canada?

Resources/Materials: Our Canada, pages 199 – 202
Worksheets #7.7.1a and #7.7.1b (student copies)

Introduction: Have students skim Chapter 7 and pick out one or two words with which they are unfamiliar. Discuss some or all of the meanings before proceeding. This chapter leads up to our country’s confederation. Students may not see the importance of this event in our history. Discuss: “What do you think would have happened if people from other countries had not immigrated to Canada?”

“What if our country was not a democratic country?”

NOTE: One of these events may be chosen for the chapter task.

Procedure:

1. Guide the reading of textbook, pages 199 and 200. Explain to students that they can think about which historical person or event they would like to choose during the next few lessons.

2. Distribute Worksheet #7.7.1a (crossword puzzle) to help familiarize students with new vocabulary in today’s and next day’s reading.


4. Distribute Worksheet #7.7.1b. Students are to complete the notes on this worksheet.

Journal Entry: I think the British emigrants would have felt…

Assignments:

- Worksheet #7.7.1a
- Worksheet #7.7.1b
- Journal entry
Worksheet #7.7.1a

Vocabulary Crossword

ACROSS
4 Leaving one's country for a home in a new country
7 A contagious disease that causes intestinal problems and dehydration

DOWN
1 Change in the number of people, or other characteristics of a population
2 Shortage of food leading to starvation for many people
3 Having no work
5 A place with monuments and buildings for immigrants, some of whom were ill or died during immigration to Canada
6 A place where people with a contagious disease must stay, away from others
**What Triggered the Great Migration?**

**Directions:** Use *Our Canada*, pages 199 – 202 to complete the notes and the chart.

**NOTES:**

During the years ____________ to ____________, many ______________________ came from Britain. This was called the _________________________________. By the end of this time, there were more ___________________________ in British North America than French Canadiens.

Leaders wanted a more ___________________________ form of government, with the people in ________________________.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Industrial Revolution</td>
<td>Many in Britain had lost their farms.</td>
</tr>
<tr>
<td>The Napoleonic Wars in Europe</td>
<td>Many left Ireland and Britain</td>
</tr>
<tr>
<td>Britain wanted to relieve economic troubles and have more loyalty to Britain's colonies.</td>
<td></td>
</tr>
</tbody>
</table>
What Triggered the Great Migration?

Directions: Use Our Canada, pages 199 – 202 to complete the notes and the chart.

NOTES:
During the years __1815____ to __1850____, many __immigrants________________ came from Britain. This was called the __Great Migration________________. By the end of this time, there were more __English________________ in British North America (Britons; people of British descent) than French Canadiens.

Leaders wanted a more __democratic________________ form of government, with the people in __control________________.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Industrial Revolution</td>
<td>Many in Britain lost livelihoods/jobs</td>
</tr>
<tr>
<td>Landowners bought up small farms</td>
<td>Many in Britain had lost their farms.</td>
</tr>
</tbody>
</table>
| The Napoleonic Wars in Europe              | • Economic slowdown  
|                                           | • Severe (more) unemployment                     |
| Famine in Ireland                          | Many left Ireland and Britain                    |
| Britain wanted to relieve economic troubles and have more loyalty to Britain’s colonies. | Britain encouraged emigration to British North America |
Lesson 7.2  What Impacts did the Great Migration Have?

NOTE: This lesson may extend to a week.

Specific Outcome: Assess, critically, how political, economic, and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:
- How was the Great Migration of 1815 – 1850 in Upper Canada and Lower Canada an attempt to confirm British identity in the Province of Canada?
- Issues of the Great Migration

Resources/Materials: Our Canada, pages 202 – 206
Worksheet #7.7.2a (student copies)
Worksheet #7.7.2b (student copies, optional)
Colonies Genealogies (optional)

Introduction: Recall the causes and effects of the Great Migration. Tell students that today they will be learning more about how this large influx of immigrants affected British North America.

Procedure:


2. If you like, have students make notes in their notebooks, summarizing the impacts of immigration.

   Example:
   Impacts of the Great Migration
   - More farms
   - More British people
   - Some Canadiens adopt British children

3. If possible, relate this History Happens article to the historical fiction novel When Lightning Strikes, by Hugh Smith, or with other Hutterite historical documents.

4. Discuss the relationship of their own ancestors’ immigration with the experiences and circumstances in the textbook.

5. Distribute Worksheet #7.7.2a. Go over the directions.

6. If you wish and if you have the resources, students could do a research project on Hutterite immigration to Canada.

7. Optionally, you could have students complete a family tree using Worksheet #7.7.2b.

Assignments:
- Do Worksheet #7.7.2a.
- Research project on Hutterite immigration to Canada. (optional)
- Complete family tree using Worksheet #7.7.2b. (optional)
Worksheet #7.7.2a Directions: Use pages 202 – 205 of Our Canada to complete the notes.

Identify the group to which someone with this point of view might belong.

The outsiders have cut down many trees and have built homes. We cannot go to that area to trap anymore.

There are so many trees for us to use to make our cabins, and farmland will be cleared for our farms. We will have food again!

See cartoon, page 202, then fill in the blanks.

I think the message is that ________________________________.
It is/isn’t (circle one) realistic because ________________________________.
_____________________ These are facts/opinions (circle one).

HISTORY HAPPENS

Directions: Use the news article from Our Canada, pages 204 and 205 to complete the chart.

Who?

What?

When?

Where?

Why?
Worksheet #7.7.2a Directions: Use pages 202 – 205 of Our Canada to complete the notes.

Identify the group to which someone with this point of view might belong.

Anishinaabe The outsiders have cut down many trees and have built homes. We cannot go to that area to trap anymore.

Immigrants/Settlers There are so many trees for us to use to make our cabins, and farmland will be cleared for our farms. We will have food again!

See cartoon, page 202, then fill in the blanks.

I think the message is that people will prosper; plenty of food; good health, etc. It isn’t (circle one) realistic because many would have difficult lives. These are facts/opinions (circle one).

HISTORY HAPPENS

Directions: Use the news article from Our Canada, pages 204 and 205 to complete the chart.

Who? immigrants from Ireland, Britain

What? immigrant ships terrible conditions on ships

When? 1832 (1830s)

Where? Britain/Europe to British North America

Why? thousands eager to emigrate from Britain to British North America
Worksheet #7.7.2b

My Family Tree

Name: _______________________

Trace back the names further back if you can.

Immigrated to Canada: ____________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
Lesson 7.3 Inquiry Minds Want to Know….Why is Grosse Île Important in Canadian History?

NOTE: This project may take one or up to three days to complete.

Inquiry Project

Resources/Materials: Our Canada, page206
Worksheets #7.7.3a and #7.7.3b (student copies)
Information sheets on Grosse Île (7 pages, student copies)
Handout 7-3 (3 pages) (optional)

Introduction: Introduce the task by reading page 206 in the text.

Procedure:

1. Brainstorm with students where resources for this type of project would be found. (library, encyclopaedias, internet)

2. Tell students that they will be provided with information that would address the question “Why is Grosse Île important in Canadian history?

3. Have students complete the project form and use the information sheets provided to do research. Unfortunately, to save paper the font is small. You could make copies for groups or enlarge the original for everyone to use, depending on the size of your group.

4. Project format: Students should have the chance to be creative here, choosing whatever format they wish form the PRODUCT FORMS alternative; however, if this is to be one day lesson, a paragraph written and shared orally with the class or handed in for marking would also be appropriate. It will help students if you go over some of the alternatives (report, play, poem, illustrations with captions, etc.).

5. Distribute Worksheets #7.7.3a and #7.7.3b to help students plan and evaluate their project. You will most likely need to go over the format of these worksheets with the students.

6. Alternately, distribute Handout 7-3 (3 pages). You will need to go over the sections with students so they know how to use the handout sheets.

Assignment:

Create a project that addresses the question “Why is Grosse Île important in Canadian history?
Gros 

Carved from a marble stele, which is decorated with a cornice and topped with an urn, the monument was built around 1853 by Dr. Douglas, the first superintendent of the quarantine station. The monument bears witness to the tragic events that occurred at Gros 

The Irish Cemetery

The Irish cemetery was laid out in 1832 on a plateau between two crags located southwest of Cholera Bay. Until 1847, individual burials were performed at the cemetery. That year, because of the high rate of mortality from typhus, long trenches were dug to serve as mass graves. According to some accounts, coffins were sometimes stocked three deep in the trenches. The cemetery's relief still shows where these mass graves were dug. In addition, the Irish cemetery holds over 6,000 of Gros 

The Memorial

In August 1998, Parks Canada inaugurated the Gros 

The First-Class Hotel

Built in 1906 under the auspices of the Ancient Order of Hibernians, this cross honours the memory of the Irish immigrants who perished from typhus between 1847-1848. The top part of the monument—a Celtic-style cross with a circle intersecting the four arms—was cut from Irish stone. The cross stands approximately 15 m high. This bilingual monument—French, English, and Gaelic—recalls the tragic destiny of Irish immigrants during the Great Famine.
This new hotel was built in 1912 to accommodate travellers who were placed under medical observation. From the ships, passengers could easily discern the huge white building, its chimneys, and its high gables. This long structure was made of concrete and erected on a headland set back from the quarantine station. Between 1916 and 1917, a dance pavilion was erected by roofing the platform where the water tanks had been.

The Second-Class Hotel

This building was erected in 1893 and was initially used as a first-class hotel. When a new first-class hotel was built in 1912, it was "demolished" to a second-class hotel. The hotel is a huge wooden two-storey building with a front facade stretching for 46.3 m. A perpendicular rear wing served as the kitchen. Originally, the hotel was designed to house 152 first-class travellers, also called cabin passengers on board. Hence the building's prominent location: its elegance and highly finished interior, including a large dining room, a spacious sitting room, water closets and washrooms.

The Second-Class Hotel

The second-class hotel was part of a remarkable complex for healthy immigrants. The first-, second-, and third-class hotels show the metamorphoses of immigration by ship in the second half of the 19th century: there was a structure for the different classes of travel. The hotels were built to respond to the pressure placed by shipping companies on the government to set up detention rooms for immigrants at the quarantine station that were in keeping with the immigrants travel classes.

The Third-Class Hotel

The third-class hotel, built in 1914, is the most recent of the three hotels on Grosse Île. Designed to hold 140 beds divided among 52 rooms, this hotel is also the largest of the island's hotels. With its simple form, this long concrete building was painted on the outside, thus lowering its austere appearance. Inside, the layout was innovative compared with other hotels, as it included kitchens and dining areas in each extremity, and at either end of each floor of the building. The living quarters were located in the centre. The third-class hotel offered limited comfort. The rooms had no washstands, and the partitions did not reach the ceiling. Moreover, each room had either two or four cots used for sleeping. Nevertheless, electricity and central heating were introduced to the building. The construction of the third-class hotel completed the renovations to the buildings intended to accommodate healthy immigrants. Today, the third-class hotel has become the cafeteria that caters to visitors to Grosse Île.

The Old Wash House

This structure was built between 1855 and 1856 near the shoreline. It was used to wash immigrants' clothing—a task that used to be performed by the immigrants themselves in the St. Lawrence River. With its hip roof and dormer windows added on after 1919, this long wooden building exudes an air of harmony and elegance. Inside, three of the four original chimneys have been preserved. One of the chimneys is still flanked by the fireplaces in which cast iron cauldrons were used to wash clothing. The southern facade, dotted with numerous window and door openings, reveals the strong link between the wash house and the river. One of the many temporary buildings that dominated Grosse Île's landscape during the various epidemics, the wash house is the only structure still standing, which testifies to one of the important steps in disinfection as practiced into the mid-19th century.

The Summer Kitchen

A summer kitchen was built in 1933 to complete facilities for second-class passengers. Located near the Old Wash House, it demonstrates the concern for improving the living conditions of immigrants held at the station. The building now houses an exhibition on Canadian immigration—a co-operative effort with the Museum of Civilization.

The Bakery

Located just north of the island's three large hotels near the immigrants' kitchen, the bakery, built between 1902 and 1910, supplied them with bread. Inside the wooden building are the old stove, a long kneading trough and a dough mixer. Almost square, the building has a hip roof with a square skylight in the middle that also has a hip roof and a chimney. This was one of the major renovations to the quarantine station in the early 20th century. The bakery served immigrants and, like the hotels, helped improve the detention conditions on the island.

The Disinfection Building

The disinfection building was constructed at the north end of the western dock in 1852. Its architecture changed several times, taking its current form in 1927. From its beginnings, this building enclosed three disinfection chambers on the main floor and 14 showers on the upper floor. It also housed boilers—the seven or six by the early 20th century—to provide steam for disinfection chambers and hot water for showers. By the early 20th century the number of showers increased as well, to 44. In 1902 a generator room was added. On the main floor three rail tracks allowed disinfection carts carrying baskets to enter the chambers. The disinfection building was restored between 1993 and 1997 and still houses major disinfection and energy production facilities (disinfection chambers, boilers, steam equipment, pumps and generators). Moreover, it now presents displays on the historical
Plumbing and Carpentry Workshop

Located near the disinfection building, this wooden construction, probably built in 1914, served as a workplace for Grose Île's plumber and carpenter. Over the years, other workshops were added and, in 1945, the Canadian army converted it into a laundry facility. The building shows the different trades involved in maintaining the quarantine facilities.

It currently houses Grose Île's reception and information centre.

The Electrician's House

Built before 1850, this wooden house is one of the four oldest buildings still standing on Grose Île. It served as the residence of the quarantine station's medical assistant until 1893. Its location on the island kept the medical assistant close to his work, which was primarily to do health and hygiene inspections on ship's passengers and the ships themselves.

Later, the house lodged electricians, including one who died tragically in the disinfection building's generator room.

Vaccination and Medical Examination Office

Built around 1906-1907 near the guard post, this building, often called the "maternity house" was originally used to accommodate an administrative office, a doctor's office, a vaccination room for immigrants and a waiting room.

The construction of this building, almost square in shape with a gable roof and an enclosed gallery along all four sides, was among the major renovations made to the quarantine station at the beginning of the 20th century. The building provides a glimpse into various activities related to the operation of the quarantine station.

Guard Post

The guard post was built on the isthmus joining the west and centre sections of the island, between 1893 and 1902. A shingled tower with a six-sided sloped turret roof sheltered the guard responsible for preventing the healthy immigrants under observation from coming into contact with the villagers residing in the centre section.

The guard post illustrates how the island was laid out to keep the sick immigrants at a safe distance from the immigrants in preventive detention.

The Medical Assistant's House

The medical assistant's house was specially built for him in 1892-1893. The house is a rectangular, two-storey wooden building with a two-storey kitchen annexed to it. The roof has four sloping sides and a small window that extends around three of the house's outer walls. The building is of a bourgeois style and has kept its original form. Among the surrounding outbuildings, the remains of the wood shed and storage shed have not been located yet; however, the vestiges of the wall and of another building have been found during archaeological probes. This residence occupies a choice location which afforded the health officer an excellent view of the St. Lawrence River, the sector for immigrants under observation and the wharf. This vantage point was important since the officer was responsible for inspecting passengers and ships off the island.

CENTRE SECTOR

The Upper Block (Sailor's Quarters)

Located at the far end of Choliers Bay, this multiple dwelling house was built in 1905. With its four units of two living quarters each, the residence resembles urban row houses erected at the turn of the century. Initially, a long one-storey shed, which included the summer kitchen for each living quarter, was set up five metres behind the building. The upper block housed sailors who worked at the quarantine station as well as their families. These navigators were therefore near the wharf and their work on the quarantined station's boats.

The Central Cemetery

In 1868, a new cemetery covering one and a quarter acres was set up east of Choliers Bay. A little over a hundred people are buried there.
The Anglican Presbytery was built in 1865-1866 and destroyed by fire on February 20, 1943.

The Anglican Chapel

Built in 1877-1878 in the central sector of the island, but away from the village, the Anglican chapel was made of wood and set on masonry pillars. This neo-Gothic-style chapel has a tower in the front part which contains the vestry inside the geometric patterns of the stained-glass windows gave the chapel a natural, yet subdued, lighting. Today, the chapel is still completely furnished and continues to house the pulpit. The Anglican and Catholic chapels reflect community life at the quarantine station. Although immigrants did not have access to the chapels, their presence bears witness to the importance of the spiritual guidance offered to immigrants.

Saint-Luc de Grosse-Île village

Saint-Luc-de-la-Grosse-Île was a village of quarantine station workers, some of whom lived on the island year-round. The village met their needs with a school, post office, bakery, and two chapels - one Catholic and the other Anglican. Unfortunately, many of its buildings no longer exist.

The Superintendent's House

Built in 1872, this magnificent Victorian-style residence was the fourth official quarantine station superintendent's residence. It was destroyed by fire in 1925.

The Battery

Composed of three pieces of artillery, the battery was put into place during the spring of 1832. With the exception of one gun still on its original carriage, these artillery pieces have lost their carriages, and the wooden platforms on which the pieces stood were reconstructed in concrete at the beginning of the 20th century. The role of the guns was to remind ships that they had a mandatory stop to make at Grosse Île; they were therefore major players in the proper running of the quarantine station, most notably during its first few years. Today, this battery is a reminder that from 1832 to 1857, the quarantine station was under military jurisdiction.

The Catholic Chapel

The Catholic chapel, built of wood in 1874, is located in the centre of Grosse Île. The building, which has a small sacristy at the back, was the first building on the island to be built on a solid foundation rather than on pillars. The structure of the chapel has undergone very few changes since it was first erected. However, the inside was built in two phases; the decorative ceiling vault was part of the original construction, whereas the paneling, cornice, and general interior decor were constructed in 1899. All the chapel objects and the furniture have been preserved.

The Catholic Presbytery

The Catholic presbytery was built in 1848, underwent major repairs in 1879, and was renovated in 1913. Originally, the building was a one-story cottage topped with a hip roof. In 1913, a second story was added by lifting the original roof and setting it back in place once the construction was complete. At the end of the 19th century, a barn and stable, a hangar, a shed (now connected to the presbytery), and laundries were built to the north and east of the building. The structure was first used as the residence of the island's military commander (1848-1857). The building was transformed into a presbytery in 1874 when the Catholic chapel was set up nearby. Along with the chapel and statue of the Virgin Mary, the Catholic presbytery vividly reveals not only the presence of a parish and village on Grosse Île but also the role played by the parish priest in the lives of employees and immigrants.

The Marconi Station
Built in 1919, the Marcoci station (or T.S.F.) is a small building with a double-sided roof. It is set back from the road, close to the river and not far from the physicians’ residence. The utilitarian role of the building is reflected in its interior arrangement: the console and its operator were in the western half, and the generator and washroom were in the eastern half. The Marcoci station replaced the old telegraph office between 1885 and 1892. The building shows the technological advancement in communications as well as the daily operations of a human quarantine station such as Grosse Ile.

The Physicians’ Residence

Built in 1912, this brick house includes two floors and habitable attic; its four-sided roof, truncated at the top, counts many dormer windows. This foursquare house, which faces the river, is monumental, symmetrical, and offers maximum space and comfort. The physicians’ residence was built because of the large number of immigrants that arrived in Quebec before 1915. At the time of its construction, the number of hospitalizations on Grosse Ile had quadrupled since the beginning of the century; the hiring of more physicians became essential.

The Laboratory

A bacteriological laboratory was constructed in 1913, comprising an autolytic and bacteriology rooms, a laboratory, and two other rooms. Dr. Haggerty researched a smallpox vaccine in the building and analyzed immigrant blood samples and the chemical and bacteriological content of water and ink for the presence of bacilli and contaminants.

The Nurses’ Residence

Built in 1909, this building served as a school until the 1950s. At first, the teacher’s quarters were on the first floor; however, the attic were soon transformed into bedrooms. An extension at the back served as a porch for the students. The washrooms were also located on the porch. This school, along with the presbytery, Catholic chapel, and the post office, bears witness to the village that occupied this area of the island.

The School

A bakery was built in the heart of the village in 1877. Members of the Masson family occupied the building for 45 years. It was destroyed between 1945 and 1947.

The bakery

Like the physicians’ residence, of which it is a carbon copy, this brick house, built in 1912, is imposing and symmetrical and offers maximum space and comfort. It accommodated the medical bacteriologist who worked in the nearby laboratory. This residence emerged in the context of the pre-1915 surge of immigrants in Quebec. When it was built, hospitalizations on Grosse Ile had quadrupled since the beginning of the century and additional doctors thus had to be hired.

The Marine Hospital Superintendent’s House

The residence was built in 1908-1909 and was closely tied to hospital operations, being located next to the Marine Hospital. The hospital’s superintendent, Jos Brouillette, first inhabited the residence. The house’s location was also important because it marked the division between the village sector of the island (the centre sector) and the east sector (the quarantine sector). The building’s peculiar window arrangements - six on the northeast wall, three on the main-floor and three upstairs - was contrary to popular Quebec architecture of the period, which tended towards windowless walls or at least minimal openings to the outdoors. Mr. Brouillette’s windows looked upon the Marine Hospital, probably in memory of his profession.
STOPOVER AT GROSSE ÎLE

A New Land...

After 1815, in the wake of the Napoleonic Wars, an increasing number of emigrants left the British Isles and, later on, continental Europe to settle themselves in Britain's North American colonies. The movement of these people occurred at a time when great epidemics of infectious diseases were sweeping through Europe. The arrival of all these immigrants at the Port of Quebec brought with them worry about the transmission of these diseases. The colonial authorities decided to set up a quarantine station on Grosse Île because the island had the important geographical advantages of its close proximity to the Port of Quebec, its distance from the local population, and its location along the sea lane.

The First Installations

The first quarantine buildings were hastily erected in 1832. Once the cholera hospital was built, other buildings were erected in its vicinity. The proximity of the living quarters of the sick to those of the healthy, the haphazard way people were accommodated, as well as the lack of scientific knowledge in the treatment of the sick are some of the striking features of the first decades of the quarantine at Grosse Île.

1847: A Year of Tragedy

After many poor potato harvests, Ireland was devastated by the Great Famine between 1845 and 1849, which forced a great part of its population to emigrate. In 1847, an unprecedented number of immigrants, the large majority being Irish, left for Québec. The resulting situation was tragic. The immigrants, weakened by malnutrition and famine, arrived in a deplorable state, many stricken with typhus. This illness quickly took on epidemic proportions. The personnel was overworked and Grosse Île could no longer support everyone. In 1847 alone, thousands died at sea, and were buried at Grosse Île. Thousands more died in Québec, Montreal and Kingston. It was indeed a dark year.

A Divided Island

After the tragedy of 1847, authorities changed the way immigrants were accommodated. From then on, Grosse Île was divided into three sections. The sick were confined to the east section, healthy immigrants to the west, and the administration to the centre. Barriers, checkpoints and guards separated these areas. The immigrants endured the harsh realities of quarantine.
Inspection, Disinfection and Detention

After Confederation in 1867, the Canadian government developed an immigration policy that demanded that quarantine services be effective and efficient. Dr. Frederick Montzambert, then medical superintendent, reorganized the station in accordance with new discoveries in bacteriology. He subjected ships and immigrants to strict and efficient health controls. He then modernized reception facilities and living quarters for immigrants on Grosse Île. Through his actions, Grosse Île came to fulfill the three main roles of a quarantine station: disinfection, ship inspection and the detention of the sick and the healthy.

Another Context

At the beginning of the 20th century, the Great War and the Crash of 1929 led to a considerable drop in immigration, which up until then, had been phenomenal. Furthermore, advances in microbiology and the treatment of infectious diseases made the quarantine station at Grosse Île obsolete. It closed its doors in 1937.

Change in Function

In 1942, during World War II, the Department of National Defence used the site as an experimental research station for bacteriological warfare. In 1956, the Grosse Île installations came under control of Agriculture Canada which established its veterinary pathology division there. In 1965, the Department built a quarantine station for animals. Finally, in 1984, Grosse Île was officially recognized as a National Historic Site.
Worksheet #7.7.3a

INQUIRING MINDS WANT TO KNOW...

Chapter Project

Planning  My topic is ____________________________. I will find my information
_______________________________. I will present it to
_______________________________. Here’s my plan...

Retrieving  Information I found...

                      
                      
                      
                      
                      
                      
                      

Processing

• I have recorded my information.
• I took out information that did not fit.

I noticed something interesting. _____________________________________________


Creating

• I finished my project. It is neat and complete.

Sharing

• I presented my project to ________________________________________________.
Worksheet #7.7.3b

**Evaluating**

My strengths in the project (what I did well).

__________________________________________________________________________

__________________________________________________________________________

My areas of weakness in this project

__________________________________________________________________________

__________________________________________________________________________

Peer or Teacher’s Evaluation

I really enjoyed ___________________________________________________________

__________________________________________________________________________

Next time try _____________________________________________________________

__________________________________________________________________________

Evaluation Rubric

| Information was accurate.       | 1 2 3 4 5 |
| I answered the inquiry question well. | 1 2 3 4 5 |
| My project was need and carefully done. | 1 2 3 4 5 |
|  | 1 2 3 4 5 |
|  | 1 2 3 4 5 |
|  | 1 2 3 4 5 |

Total _____/25 = _____%
Lesson 7.4       Push for Democracy: What Did the Reformers Want?

Specific Outcomes:
- How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada?
- To what extent was Confederation an attempt to provide the population of Québec and Ontario with increased control over their own affairs?

Resources/Materials: Our Canada, pages 207 – 209
- Worksheet #7.7.4a (student copies)
- Worksheet #7.7.4b (optional) What Do You Think?
- Handout 7-4 (student copies) (alternate to Worksheet #7.7.4a)
- Notebook for journal entry

Introduction: Ask students why we sometimes want things to change. Tell students that in any country, there are people that are not always satisfied with the present ways of doing things. In Canada’s history there were many instances where people wanted change.

Procedure:
1. Have students turn to Our Canada pages 207 – 209. With students use the information beside the main text to find the meanings of the words in bold face type. Review the term democracy.

2. Guide the reading of pages 207 – 209, if possible to find out why the reformers wanted change and what changes they wanted.

3. Distribute Worksheet #7.7.4a. Go over the directions.

4. If you like, distribute Worksheet #7.7.4b. It is a What do you think? page. It asks students to give their opinions on justifiable violence. The instructor will have to decide whether his/her students have developed the necessary cognitive skills to address this question.

   The general format for an essay question like this is usually.
   - Describe the issue and state your opinion.
   - State and expand on reasons that support your opinion.
   - Restate opinion and, if possible, give implications for the future.

5. Alternately, distribute Handout 7-4. Go over the directions.

6. If you like, have students make a journal entry. “I think reformers…”

Assignments:
- Read textbook pages 207 – 209
- Do Worksheet #7.7.4a
- Do Worksheet #7.7.4b (optional)
- Do Handout 7-4 (alternate to Worksheet #7.7.4a)
- Make journal entry (optional)
Worksheet #7.7.4a

Directions: Use *Our Canada*, pages 207 – 209 to fill in the chart.

**Comparing Colonial Government to Democratic Government in British North America**

<table>
<thead>
<tr>
<th></th>
<th>Imperial Power</th>
<th>Governor’s Role</th>
<th>Councils</th>
<th>Assembly</th>
<th>Voters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonial Government in British North America</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Democratic Government in British North America</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Match the words with their meanings.

- a. colonial government _______ a system of government that does not have a monarch; (example: The United States of America)
- b. democracy _______ a government established in a colony and controlled by an imperial power; (example: British North America)
- c. republic _______ a person who seeks to change rules and arrangements in society
- d. reformers _______ a system of government in which citizens elect those who rule them; (example: Canada)
Worksheet #7.7.4a

**Directions:** Use *Our Canada*, pages 207 – 209 to fill in the chart.

### Comparing Colonial Government to Democratic Government in British North America

<table>
<thead>
<tr>
<th></th>
<th>Imperial Power</th>
<th>Governor’s Role</th>
<th>Councils</th>
<th>Assembly</th>
<th>Voters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Colonial Government in British North America</strong></td>
<td>Britain</td>
<td>appointed by Britain; appointed councils gave directions to councils</td>
<td>appointed by governor; made decisions about colony’s affairs; advised governor; took advice from assembly</td>
<td>elected by voters; advised councils</td>
<td>male property owners and widows with property; elected the assembly</td>
</tr>
<tr>
<td><strong>Democratic Government in British North America</strong></td>
<td>Britain</td>
<td>appointed by Britain; represented Britain’s responsibility for colonial matters; i.e., defense; could not appoint or overrule councils</td>
<td>membership controlled by assembly; made laws; responsible for all local affairs</td>
<td>elected by voters; elected members to council</td>
<td>male property owners and widows with property; elected the assembly</td>
</tr>
</tbody>
</table>

**Directions:** Match the words with their meanings.

a. colonial government &nbsp;&nbsp; &nbsp;&nbsp; **C** a system of government that does not have a monarch; (example: The United States of America)

b. democracy &nbsp;&nbsp; &nbsp;&nbsp; **a** a government established in a colony and controlled by an imperial power; (example: British North America)

c. republic &nbsp;&nbsp; &nbsp;&nbsp; **d** a person who seeks to change rules and arrangements in society

d. reformers &nbsp;&nbsp; &nbsp;&nbsp; **b** a system of government in which citizens elect those who rule them; (example: Canada)
What Do You Think?

Issue: Are there circumstances that justify (situations which make it alright) violence in support of a cause?
Who Wants Change?

Name __________________________ Date ______________

Complete the checklist and give reasons for your choice.

Who, from the following people or groups, wants British North America (present-day Canada) to have more democratic government?

1. The Governor:  □ wants change  ✔ does not want change

Reasons:

• probably wants to retain power
• in a position to run the colony to suit himself, his friends, family

2. Councils:  □ want change  ✔ do not want change

Reasons:

• can make decisions that best suit themselves and their friends

3. Elected Assembly:  ✔ wants change  □ does not want change

Reasons:

• want more say in how colony is run
• feel that colonial government does not suit the everyday citizen

4. Voters:  ✔ want change  □ do not want change

Reasons:

• feel their needs not being met

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Lesson 7.5 Perspectives on Democracy

Specific Outcomes:
- How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada?
- To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs?

Resources/Materials: Our Canada, pages 210 and 211
Worksheet #7.7.5 (student copies)

Introduction: Ask students to think about this situation: “It is just about dinner time and your five year old brother sees a large chocolate bar on the table. He eyes it hungrily. Your mother notices this and puts it away.” Discuss the two perspectives or points of view. Conclude that our perspective on a situation depend on our own situations.

Procedure:

1. Ask students to recall how democracy in Ancient Athens and the Iroquois Confederacy differed. Explain that people had different ideas about what democracy should be like in Upper Canada and Lower Canada.

2. Guide reading of textbook pages 210 and 211 to find out about three different ideas of democracy.

3. Distribute Worksheet #7.7.5. If necessary, go over how a three-circle Venn diagram works. Students are to label the circles with the last names of the men on pages 210 and 211.

4. At the bottom of Worksheet #7.7.5 students are to indicate as true or false the list of responsibilities of voters.

5. Alternately, have students make point-form notes about the perspectives on democracy of Thomas Jefferson, John Stuart Mill, and Alexis de Tocqueville.

6. Journal starter: “When people vote for colony leaders, they should…”

Assignments:
- Read textbook, pages 210 and 211.
- Do Worksheet #7.7.5 OR make point-form notes.
- Make journal entry (optional)
Worksheet #7.7.5

Directions: Complete the three-circle Venn Diagram using the information about the leaders on pages 210 and 211 of Our Canada.

The above indicate facts / opinions. (Circle one.)

Indicate as T (true) or F (false) for each responsibility of voters.

______ Vote in elections for representatives.
______ Run (be a candidate) for the election.
______ Be informed about the candidates.
______ Know the issues involved in the election.
______ Tell others about the candidate for whom you voted.
Worksheet #7.7.5

Directions: Complete the three-circle Venn Diagram using the information about the leaders on pages 210 and 211 of Our Canada.

The above indicate facts / opinions. (Circle one.)

Indicate as T (true) or F (false) for each responsibility of voters.

- T Vote in elections for representatives.
- F Run (be a candidate) for the election.
- T Be informed about the candidates.
- T Know the issues involved in the election.
- F Tell others about the candidate for whom you voted.
Lesson 7.6  The Rebellions of 1837 and 1838, Part I

Specific Outcome: Assess, critically, how political, economic, and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:

- How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada?

Resources/Materials: Our Canada, pages 212 – 215
Worksheet # 7.7.6 (student copies)
Handout 7-5 (student copies, optional)

Introduction: Review the idea of rebellion by relating an event in your own life where you felt the status quo was unfair to you. (Alternately, you might ask students if they have ever felt that way.) Explain to students that in much of Canada’s history, groups of people were dissatisfied to the point where they rebelled against the ways things were done.

Procedure:

1. Review that Lower Canada and Upper Canada had similar government structures:
   - Council – appointed by the governor (who was appointed by the King)
   - Assembly – elected by the voters; only advised the Council, but Council had the ultimate say

2. Have students turn to textbook, pages 212. With students go over the “Get Ready” section.

3. If at all possible, guide the reading of textbook, pages 212 – 215, as the reading is quite difficult. NOTE: If you are having the students read these pages independently, you may want to distribute Worksheet #7.7.6 at this time. Tell students to fill in the blanks as they go progress through the reading.

4. Conclude that the lack of power of the Assembly was at the heart of the Rebellions of 1837 and 1838.

5. If you guided the reading, have students to Worksheet #7.7.6 independently.

6. Optionally, you may want the students to do Handout 7-5.

7. Journal starter: “If I needed to be heard on an issue, I would…”

Assignments:

- Read textbook, pages 212 – 215.
- Do Worksheet 7.7.6.
- Do Handout 7-5 (optional)
Worksheet #7.7.6

**Directions:** Use *Our Canada*, pages 212 – 215 to help you fill in the spaces.

**Lower Canada**

Anglophone (English) Protestants controlled the Council, while ____________________ Catholic Canadiens made up most of the Assembly. The governor always appointed English ____________________ from the “Château Clique” The Parti canadien and the Parti partiote was the majority in the ____________________.

Canadien and English voters ____________________.
5000 people died in a ____________________ epidemic and this spread resentment against immigration from ____________________.
1837 crop ____________________ created starvation for many Canadiens.

__________________________

Louis Joseph ____________________ spoke against the government for not protecting the ____________________ majority.
In Papineau’s speeches, he encouraged the ____________________ of British goods but discouraged the use of ____________________ (weapons). Patriotes fought against the ____________________ but were defeated.

**Upper Canada**

The ____________________ and ____________________ were in a power struggle here as well.
The governor always appointed the ____________________ English families from the “Family Compact”. The Reform party is the ____________________ in the assembly, supported by settlers from ____________________ who might seek to join the United States.
In 1836 the ____________________ made sure the Reform party did not have a majority in the election.

1837 ____________________ failures created starvation for many English.
William Lyon ____________________ spoke against the government because it was controlled by the rich elite, saying ____________________ should have power.
Mackenzie’s rebels were defeated by ____________________ loyal to Britain

Joseph Howe was from ____________________, and wanted the elected ____________________ to have more power.
Lower Canada

Anglophone (English) Protestants controlled the Council, while French were most of the Catholic Canadiens made up most of the Assembly. The governor always appointed English merchants from the "Château Clique". The Parti canadien and the Parti partiote was the majority in the assembly.

Canadien and English voters fought (disagreed) 5000 people died in a cholera epidemic and this spread resentment against immigration from Britain/Ireland. 1837 crop failures created starvation for many Canadiens.

Louis Joseph Papineau spoke against the government for not protecting the Canadian (French) majority. In Papineau's speeches, he encouraged the boycott of British goods but discouraged the use of arms (weapons). Patriote fought against the British but were defeated.

Upper Canada

The council and assembly were in a power struggle here as well. The governor always appointed the wealthy English families from the "Family Compact". The Reform party is the majority in the assembly, supported by settlers from America who might seek to join the United States. In 1836 the governor made sure the Reform party did not have a majority in the election.

1837 crop failures created starvation for many English. William Lyon Mackenzie spoke against the government because it was controlled by the rich elite, saying ordinary people should have power. Mackenzie's rebels were defeated by volunteers loyal to Britain.

Joseph Howe was from Nova Scotia and wanted the elected assembly to have more power.
Democratically Speaking

Use pages 210 and 211 of the textbook to complete the speech bubbles of Thomas Jefferson, John Stuart Mill and Alexis de Tocqueville, below.

To answer in writing, add “because” at the end of each statement and an explanation. To respond with illustrations, show a situation that the person speaking envisions.

The majority must make the rules because only this would make rules and decisions fair.

People who disagree with the majority need protection because an elected majority might only look after the needs of those that elected them. Just because you are not part of the majority does not mean you do not have legitimate needs and points of view.

It concerns me that voters may not stay informed because in order to make good decisions, you must know the issues thoroughly. If voters are not informed, they may vote based on criteria other than the issues.
Lesson 7.7  The Rebellions of 1837 and 1838, Part II

Specific Outcome: Assess, critically, how political, economic, and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:

- How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada?

Resources/Materials: Our Canada, pages 216 – 219
Worksheet #7.7.7 (student copies)

Introduction: Recall that the rebellions in Upper Canada and Lower Canada basically came about because the Councils did not always do what was best for the voters. Tell students that today they will read about a story of a meeting where the Patriotes are having a meeting to discuss their situation. They will then read a newspaper article about the outcomes of the rebellions.

Procedure:

1. Have students turn to textbook, pages 216 and 217. Explain that these pages are an account of a public meeting in Lower Canada where people have gathered to talk about how they can bring about change.

2. Guide the reading of the pages, if you have the time; otherwise, students can read them independently.

3. Have students turn to textbook, pages 218 and 219. With students, identify this as a news article. Again, guide the reading if you have the time.

4. Distribute Worksheet #7.7.7. Go over the instructions.

5. Instead of Worksheet #7.7.7, you might want the students to write a news article about the meeting of the people of Lower Canada (pages 216 and 217).

Assignments:

- Do Worksheet #7.7.7
  AND/OR
- Write a news article about the meeting as described on textbook, pages 216 and 217.

Worksheet #7.7.7

Directions: Using pages 216 and 217 of Our Canada, tell who might have said each of the following:

<table>
<thead>
<tr>
<th>Jean-Charles</th>
<th>Dr. Wolfred Nelson</th>
<th>Louis-Joseph Papineau</th>
<th>Jean-Charles’ Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I have never seen so many people in one place at one time. They all seem so angry. I wish I were taller so I can see better.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I am English and I believe that now is the time for the people of Lower Canada to rise up. The time for talk has finished. It is time to use guns to show them we mean business.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Your mother and I have heard that in Deux-Montagnes the people have elected their own officials and rejected those appointed by the government.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“We must make our voices heard. We cannot suffer much longer. We must continue our boycott against British goods. It is not yet time for us to use guns.”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Directions: Use Our Canada, pages 218 and 219 to do the questions.

1. The news article says “Elations turned to despair for the Partiotes yesterday.” Use a dictionary to find the meanings of the words “elation” and “despair”. The tell how elation turned to despair for the Patriotes.

2. Why did the rebellion in York, Upper Canada fail?
Worksheet #7.7.7

**Directions:** Using pages 216 and 217 of *Our Canada*, tell who might have said each of the following:

<table>
<thead>
<tr>
<th>Jean-Charles</th>
<th>Dr. Wolfred Nelson</th>
<th>Louis-Joseph Papineau</th>
<th>Jean-Charles' Father</th>
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</thead>
<tbody>
<tr>
<td>Jean-Charles</td>
<td>“I have never seen so many people in one place at one time. They all seem so angry. I wish I were taller so I can see better.”</td>
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<tr>
<td>Dr. Wolfred Nelson</td>
<td>“I am English and I believe that now is the time for the people of Lower Canada to rise up. The time for talk has finished. It is time to use guns to show them we mean business.”</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Use *Our Canada*, pages 218 and 219 to do the questions.

1. The news article says “Elations turned to despair for the Partiotes yesterday.” Use a dictionary to find the meanings of the words “elation” and “despair”. The tell how elation turned to despair for the Partiotes.

<table>
<thead>
<tr>
<th>Elation: Partiotes triumphed at battle of Saint-Denis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Despair: Partiotes defeated by Colonel Wetherall at Saint-Charles and Saint-Eustache</td>
</tr>
</tbody>
</table>

2. Why did the rebellion in York, Upper Canada fail?

   - disorganized militia
   - poorly trained volunteers
   - those loyal to Britain fought the rebels
Lesson 7.8  The Chain of Events

Specific Outcome: Assess, critically, how political, economic, and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:

- How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada?

Resources/Materials: Our Canada, pages 220 and 221
Worksheet #7.7.8 (student copies)
OR Handout 7-6 (student copies)

Introduction: Explain that timelines can help us to see a situation more clearly. The rebellions in Upper Canada and Lower Canada took place over a number of months. Tell students they will be examining two time lines, summarizing the events that took place with regard to the rebellions.

Procedure:

1. Have students turn to textbook pages 220 and 221. With students read the opening paragraph on page 220 and then show them how the timeline relates to the listing of the actual events.

2. Guide the reading of pages 220 and 221 or have students read them independently.

3. Discuss how it might have been difficult for Britain to push back rebellions in both Upper Canada and Lower Canada at the same time.

4. Distribute Worksheet #7.7.8. Have students complete the POV (point of view) perspectives matching activity.

5. Alternately, distribute Handout 7-6. Go over the directions.

6. Optionally, have the class work on a giant flow chart showing the chain of events. Each panel could describe the event and include an illustration. You could then post the flow chart.

7. Journal entry starter: “If I could change these events…”

Assignments:

- Read textbook, pages 220 and 221.
- Do Worksheet #7.7.8 OR Handout 7-6.
Worksheet #7.7.8

Directions: Match the point of view with appropriate group.

a. Upper Canadian British Loyalist
   _____ Papineau organized rallies for us!

b. Upper Canadian reformer
   _____ We must fight against Mackenzie’s group in York! (Toronto)

c. Lower Canadian British Loyalist
   _____ We will loot and burn in the Canadien settlements to stop the reformers.

d. Canadien reformer
   _____ The Republic of Upper Canada can be a reality. We will raid and capture Navy Island.

Define *exile*.

Who was exiled and to where?

Why was Britain offering a reward for the capture of Papineau and Mackenzie?

Define *amnesty*.

Who was given amnesty?

Who returned to Canada?
Worksheet #7.7.8

Directions: Match the point of view with appropriate group.

a. Upper Canadian British Loyalist
   d. Papineau organized rallies for us!

b. Upper Canadian reformer
   a. We must fight against Mackenzie’s group in York! (Toronto)

c. Lower Canadian British Loyalist
   c. We will loot and burn in the Canadien settlements to stop the reformers.

d. Canadien reformer
   b. The Republic of Upper Canada can be a reality. We will raid and capture Navy Island.

Define exile: being sent out of a homeland/country as punishment

Who was exiled and to where?
   Papineau - to the United States and France
   (Mackenzie fled to U.S.)

Why was Britain offering a reward for the capture of Papineau and Mackenzie?
   <Answers may vary> They continued to organize rebellions against the British.

Define amnesty: a pardon

Who was given amnesty? Papineau and Mackenzie

Who returned to Canada? Papineau and Mackenzie
Lesson 7.9  Britain’s Response to the Rebellions/The Act of Union

NOTE: This lesson involves concepts that may be difficult for many students. If at all possible, guide the reading of the text pages involved.

Specific Outcome: Assess, critically, how political, economic, and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:
- How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada?

Resources/Materials: Our Canada, pages 222 – 225
- Worksheets #7.7.9a and #7.7.9b (student copies)
- AND/OR
- Handout 7-8 (student copies)

Introduction: Ask students to think about a situation where it was taking the colony too long to harvest the crops in late summer and fall. What would the colony do? Lead the discussion to the idea that they would most likely go through a process – investigate the problem, make recommendations as to how it can be addressed, take action.

Discuss the idea that Britain went through the same process when dealing with the rebellions. Today’s lesson tells more.

Procedure:

1. Have students turn to textbook, page 222. With students read the “Get Ready” section. Then guide the reading of pages 222 and 223. (Identify the steps – investigate; make recommendations)

2. Tell students that the Act of Union (the third step) resulted from Lord Durham’s recommendations. Guide the reading of pages 224 and 225. Conclude that the follow the Act of Union was the “take action” step.

3. Discuss that when issues are addressed there are most often positive and negative consequences, depending on who you are. The Act of Union was no different. If you have time, discuss some of these consequences.

4. Distribute Worksheets #7.7.9a and #7.7.9b. Go over the directions.

5. Alternately, have students do Handout 7-8.

Assignments:
- Read textbook, pages 222 – 225.
- Do Worksheets #7.7.9a and 7.7.9b
- AND/OR
- Do Handout 7-8.
### P M I  Plusses, Minuses, and Interesting/Implications

**Directions:** Rewrite the recommendations of Lord Durham into the **Plus, Minus, Interesting** columns for English and French groups. The first topic is done for you as an example.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Plusses</th>
<th>Minuses</th>
<th>Interesting/Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Effects of the Durham Report – on those who wanted a more democratic government</td>
<td><em>Britain will have less power to make decisions.</em></td>
<td><em>The English majority will rule.</em></td>
<td><em>Upper and Lower Canada will unite.</em></td>
</tr>
<tr>
<td>The Effects of the Durham Report – on English Speaking Canadians</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Effects of the Durham Report – on French Speaking Canadiens</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**PMI:** Plusses, Minuses, and Interesting/Implications

**Directions:** Rewrite the recommendations of Lord Durham into the **Plus, Minus, Interesting** columns for English and French groups. The first topic is done for you as an example.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Plusses</th>
<th>Minuses</th>
<th>Interesting/Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Effects of the Durham Report – on those who wanted a more democratic government</td>
<td>Britain will have less power to make decisions.</td>
<td>The English majority will rule. French is considered inferior and should become English</td>
<td>Upper and Lower Canada will unite.</td>
</tr>
</tbody>
</table>
| The Effects of the Durham Report – on English Speaking Canadians | • Britain will have less power to make decisions  
• The English majority will rule.  
• French seen as inferior and should become "English" |  | • Upper and Lower Canada will unite. |
| The Effects of the Durham Report – on French Speaking Canadiens | • Britain will have less power to make decisions | • The English majority will rule  
• French made to feel inferior  
• French must become more "English" | • Upper and Lower Canada will unite. |
Worksheet #7.7.9b

Directions: Use Our Canada, pages 222 – 225 to help you with decide which of the following are true statements (facts). Put a check (✓) in front of them.

_____ The Act of Union united Upper Canada and Lower Canada to form the Province of Canada.

_____ French and English would be the official languages with the Act.

_____ The Assembly had power over the Council.

_____ Lower Canada is now called Canada East, and Upper Canada is now called Canada West.

_____ Rupert's Land joined Upper and Lower Canada to form the Province of Canada.

_____ Canada East and Canada West each had 42 seats in the Elected Assembly.

_____ The Legislative Council was no longer appointed by the Governor.

Directions: Examine the maps on page 25 of Our Canada. They show British North America before and after the Act of Union. Describe at least four of these changes.
Worksheet #7.7.9b

**Directions:** Use Our Canada, pages 222 - 225 to help you with decide which of the following are true statements (facts). Put a check (✓) in front of them.

✓ The Act of Union united Upper Canada and Lower Canada to form the Province of Canada.

___ French and English would be the official languages with the Act.

___ The Assembly had power over the Council.

✓ Lower Canada is now called Canada East, and Upper Canada is now called Canada West.

___ Rupert's Land joined Upper and Lower Canada to form the Province of Canada.

✓ Canada East and Canada West each had 42 seats in the Elected Assembly.

___ The Legislative Council was no longer appointed by the Governor.

**Directions:** Examine the maps on page 25 of Our Canada. They show British North America before and after the Act of Union. Describe at least four of these changes.

- Lower Canada became Canada East
- Upper Canada became Canada West
- Canada East and West became United Province of Canada
- Newfoundland took over part of Lower Canada (Canada East)
- St. John Island renamed PEI
- Cape Breton part of Nova Scotia
- Rupert's Land took over part of Lower Canada (Canada East)
- United States annexed part of Rupert's Land
Goals of the Act of Union

Use the chart to analyze the idea of citizenship that shaped the Act of Union. You can communicate your conclusions in writing or with illustrations.

<table>
<thead>
<tr>
<th>Belonged: British</th>
<th>Didn’t Belong - Canadians; First Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point in the Act of Union</td>
<td></td>
</tr>
</tbody>
</table>
| Council appointed by British governor | British - continued to have councils advocating for British laws, traditions.  
Canadian - not represented in council or by governor  
First Nations - not represented at all |
| Equal representation for Canada East and West in the assembly | British - had equal representation even though they had fewer citizens  
Canadian - had same representation despite having more citizens  
First Nations - no representation |
| English as the official language | British - people could carry on, as usual  
Canadian - had to conduct government business in a foreign language  
First Nations - had to conduct government business in a foreign language |
Lesson 7.10  First Nations Perspectives

Specific Outcome: Assess, critically, how political, economic, and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:

- To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs?
- What were the First Nations perspectives’ on the Act of Union?

Resources/Materials: Our Canada, pages 226 – 227
Worksheets #7.7.10 (student copies)
OR 11” X 17” sheets of paper

Introduction: Ask students to imagine the scenario where two outside groups decided to take over their colony’s land. The two groups fought over the land, completely ignoring the wishes and well being of the colony citizens. Discuss how they would feel.

Tell students that this was, for the large part, the situations of the First Nations peoples. This lesson is about the perspectives of the First Nations.

Procedure:

1. Have students turn to textbook, page 226. Guide the reading, if there is time.
2. Then guide the reading of page 227. Discuss.
3. Distribute Worksheet #7.7.10. Go over the directions.
4. Alternately, have students illustrate the plight of the First Nations.
5. Journal entry starter: “One thing I can learn from the First Nations people is…”

Assignments:

- Read textbook, pages 226 and 227.
- Do Worksheet #7.7.10.
OR
- Illustrate the plight of the First Nations
Worksheet #7.7.10

The First Nations Perspectives

**Directions:** Read page 226 of *Our Canada*. For each cause given, write a consequence for the Mississauga Nation.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>British settlers had moved onto Mississauga lands.</td>
<td></td>
</tr>
<tr>
<td>The Mississauga people wanted to remain on the permanent settlement</td>
<td></td>
</tr>
<tr>
<td>they had established. Britain wanted the land for its own settlers.</td>
<td></td>
</tr>
<tr>
<td>The Haudenosaunee offered land to the Mississauga.</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Read *Our Canada*, page 227. Pretend you are Queen Victoria. Write short letter back to Pasamayji’j Pimina’uwit.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
# The First Nations Perspectives

**Directions:** Read page 226 of *Our Canada*. For each cause given, write a consequence for the Mississauga Nation.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>British settlers had moved onto Mississauga lands.</td>
<td>Mississauga people could no longer move through their lands from summer to winter in traditional way</td>
</tr>
<tr>
<td>The Mississauga people wanted to remain on the permanent settlement they had established. Britain wanted the land for its own settlers.</td>
<td>Mississauga petitioned Britain for right to own their settlement and forms under British law. Britain wanted them to relocate to Manitoulin Island.</td>
</tr>
<tr>
<td>The Haudenosaunee offered land to the Mississauga.</td>
<td>Mississauga people decided to move to the land offered to them by the Haudenosaunee</td>
</tr>
</tbody>
</table>

**Directions:** Read *Our Canada*, page 227. Pretend you are Queen Victoria. Write short letter back to Pasamayji'j Pimina'uwit.

__________

__________

__________

__________

__________

__________

__________

__________

__________

__________

__________
Lesson 7.11  Pressures, Alliances, and Changing Demographics

Specific Outcome: Assess, critically, how political, economic, and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:

- To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs?

Resources/Materials: Our Canada, pages 228 – 231
Worksheets #7.7.11a and #7.7.11b (student copies)
AND/OR Handout 7-9 (student copies)

Introduction: Recall with students that the Act of Union was Britain’s attempt to get control over the situations in British North America. Britain wanted to make its colonies more “English” and wanted to keep firm control in Canada East and Canada West. HOWEVER, this backfired.

Procedure:

1. Have students turn to textbook, pages 228 and 229. Guide the reading of these pages. It is possible that many students will have difficulty with the content, so reading independently may be too challenging.

2. Point out that the Rebellion Losses Bill was significant because the wishes ordinary voters were granted. This was important in the development of the democratic system of government we have today.

3. Quickly make a chart like the one below on the board and fill information about those the instructional group, class, or school. Include yourself in the group.

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>German speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ages 6 - 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ages 9 - 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ages 13 +</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Explain to students that this chart shows the demographics of the group. Demographics can influence the laws and lifestyle of a place. The history of our country had a lot to do with demographics.

5. Have students turn to textbook, pages 230 and 231. Guide the reading, if possible.

6. Distribute Worksheets #7.7.11a and #7.7.11b AND/OR Handout 7-9. Go over the directions.

Assignments:
- Read textbook, pages 228 – 231.
- Do Worksheets #7.7.11a and #7.7.11b
  AND/OR Handout 7-9.
Chapter 7 Crossword Puzzle – Review of Terms

ACROSS
2 Different groups forming an alliance (friendship)
4 Challenge of the authority of a government
5 System of government in which citizens elect those in power
7 People who wanted to change rules of society
9 Government that does not answer to an Imperial power
10 Refuse to purchase goods
11 French-speaking
12 First Nations' people in Nova Scotia who lost hunting grounds to the European - white people
14 First Nations' people who considered relocating to Manitoulin Island as their lands were taken over by British settlers
15 A pardon - forgiveness from a country
16 To become part of a different cultural group; what Durham wanted Canadians to do - become English

DOWN
1 English-speaking
3 Governor of British North America in 1838, wrote a report of recommendations for Upper and Lower Canada
6 Information about numbers, ages, and languages of people
8 System of government without a monarch, usually a democracy
13 Weapons
-Coalition
- Anglo
- Rebellion
- Democracy
- Reformers
- Self government
- Uppers
- Francophone
- Anishinabe
- Assimilate
- Boycott
- Mikmaq
- Amnesty
Worksheet #7.7.11b
Pressures, Alliances, and Changing Demographics

**Directions:** Fill in missing information of **Cause**, **Event**, and **Effect** for each group.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Event</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Fontaine and Baldwin formed a coalition.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause</th>
<th>Event</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Durham Report</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Use *Our Canada*, pages 230 and 231. Answer T for true and F for false for these statements about how the Great Migration changed the demographics of British North America.

- [ ] The population of British North America increased.
- [ ] After the Great Migration Lower Canada had a greater population than Upper Canada.
- [ ] Nova Scotia’s population actually decreased.
- [ ] New Brunswick’s population more than doubled.
- [ ] Newfoundland’s population became greater than Nova Scotia’s.
- [ ] Upper Canada’s population increased more than any of the other colonies.
- [ ] Rupert’s Land was settled mostly by First Nations, Métis, and Inuit peoples.
**Pressures, Alliances, and Changing Demographics**

**Directions:** Fill in missing information of **Cause**, **Event**, and **Effect** for each group.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Event</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reformers wanted a more</td>
<td>La Fontaine and Baldwin</td>
<td>Through their leadership, Province of Canada got self-government in 1848</td>
</tr>
<tr>
<td>democratic government</td>
<td>formed a coalition.</td>
<td>Rebellion Losses Bill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause</th>
<th>Event</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Durham Report</td>
<td>The Act of Union</td>
<td>British North America’s colonies, Upper and Lower Canada were united to form the Province of Canada</td>
</tr>
</tbody>
</table>

**Directions:** Use *Our Canada*, pages 230 and 231. Answer T for true and F for false for these statements about how the Great Migration changed the demographics of British North America.

- F The population of British North America increased.
- F After the Great Migration Lower Canada had a greater population than Upper Canada.
- F Nova Scotia’s population actually decreased.
- T New Brunswick’s population more than doubled.
- F Newfoundland’s population became greater than Nova Scotia’s.
- T Upper Canada’s population increased more than any of the other colonies.
- T Rupert’s Land was settled mostly by First Nations, Mètis, and Inuit peoples.
Demographic Data Decoder

Name ___________________________ Date ___________________

Use the information from the map and graphs on pages 230 and 231 of the textbook to answer the questions below.

1. What was the population of Upper Canada in 1820? In 1850? ________________
   1820: 150 000 1850: 950 000

2. What area of British North America had a majority French-speaking, Catholic population?
   Lower Canada

3. What was the population of Lower Canada in 1820? In 1850?
   1820: 500 000 1850: 900 000

4. What was the total population of British North America in 1820? In 1850?
   1820: 900 000 1850: 2 486 000

5. Which areas of British North America had a population whose majority spoke English and were Protestant?
   Upper Canada, Newfoundland, Prince Edward Island, New Brunswick, Nova Scotia

6. In 1841, Upper Canada became _______ Canada West _______

7. In 1841, Lower Canada became _______ Canada East _______

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Lesson 7.12  Perspectives on the Act of Union

Specific Outcome: Assess, critically, how political, economic, and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:

- How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada?
- Critical thinking – perspectives and bias

Resources/Materials: Our Canada, pages 232 and 233
Worksheet #7.7.12a (student copies OR transparency, if appropriate)
Worksheet #7.7.12b (student copies)

Introduction: Briefly, discuss democracy in a colony. (e.g., When the men vote, is the result of the vote acted upon, or is it subject to approval by a council?) Contrast that with government in British North America in the mid-1800s.

Discuss with students that Britain wanted to maintain control of British North America, but at the same time it did not want to upset the French or English settlers too much, lest they decide to break away like the Thirteen Colonies.

Procedure:

1. Put a transparency of Worksheet #7.7.12 on the overhead, or distribute copies. Review the events of Chapter 7 using the worksheet.

2. Have students turn to textbook, pages 232 and 233. Review the term perspective as the views of a group of people. Each of the historians’ remarks represents the perspective of a group. Challenge students to figure out which historian represents which group.


4. You may want to have students examine the painting on textbook, page 233 and write a few sentences in dialogue which they can imagine being spoken in this elected assembly of the new Province of Canada.

5. Journal entry starter: “If I had been at the speech of the governor…”

Assignments:

- Read textbook, pages 232 and 233.
- Do Worksheet #7.7.12.
- Optionally, write dialogue about the proceedings of the painting on textbook, page 233.
<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Migration</td>
<td>• Land cleared for farms</td>
</tr>
<tr>
<td></td>
<td>• Increased British population</td>
</tr>
<tr>
<td></td>
<td>• First Nations livelihood threatened</td>
</tr>
<tr>
<td>Rebellions of 1837 (Lower Canada)</td>
<td>• Tension between Canadiens and British</td>
</tr>
<tr>
<td></td>
<td>• Canadiens of Lower Canada wanted to govern themselves</td>
</tr>
<tr>
<td>Rebellions of 1838 (Upper Canada)</td>
<td>• Britain keeps strong control of Upper Canada</td>
</tr>
<tr>
<td></td>
<td>• Ideas of self-government are put down</td>
</tr>
<tr>
<td>Lord Durham’ Report</td>
<td>• Britain decided that British North America should be an “English” colony.</td>
</tr>
<tr>
<td>Act of Union</td>
<td>• Aimed to assimilate the Canadiens, but this backfired</td>
</tr>
<tr>
<td>La Fontaine-Baldwin Alliance</td>
<td>• Peaceful achievement of self-government</td>
</tr>
<tr>
<td></td>
<td>• Lessened the power of the Act of Union to force the assimilation of Canadiens</td>
</tr>
<tr>
<td>Lord Elgin</td>
<td>• Peaceful achievement of self-government</td>
</tr>
</tbody>
</table>
Worksheet #7.7.12b  Perspectives on The Act of Union

Directions: Use Our Canada, pages 232 and 233 to decide which historian’s perspective each of the following statements most likely represents. Write the number in the space.

_____ I am from Canada East.

_____ The Act of Union was one of the best things that ever happened because the Canadiens and English-speaking people cooperated.

_____ The Act of Union did not really do what it was supposed to.

_____ The Act of Union was not fair to the people of Canada East at first because there were more people living in Canada East than Canada West; yet they had the same number of representatives in the Assembly.

_____ The Canadiens were an oppressed people.

_____ The Act of Union really backfired on the British government.

_____ The Act of Union created a situation where the Canadien and English-speaking politicians had to work together.

_____ The Act of Union made the Canadiens more determined than ever to keep their rights to speak French, worship in the Catholic church, and use French laws.

_____ Basically, the British government wanted the Canadiens to become English.

What do you think? Do you think the Act of Union was good or bad for the people of Canada? Tell why.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Worksheet #7.7.12b Perspectives on The Act of Union

Directions: Use Our Canada, pages 232 and 233 to decide which historian’s perspective each of the following statements most likely represents. Write the number in the space.

1. I am from Canada East.

2. The Act of Union was one of the best things that ever happened because the Canadiens and English-speaking people cooperated.

3. The Act of Union did not really do what it was supposed to.

3. The Act of Union was not fair to the people of Canada East at first because there were more people living in Canada East than Canada West; yet they had the same number of representatives in the Assembly.

1. The Canadiens were an oppressed people.

3. The Act of Union really backfired on the British government.

2. The Act of Union created a situation where the Canadien and English-speaking politicians had to work together.

3. The Act of Union made the Canadiens more determined than ever to keep their rights to speak French, worship in the Catholic church, and use French laws.

1. Basically, the British government wanted the Canadiens to become English.

What do you think? Do you think the Act of Union was good or bad for the people of Canada? Tell why.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Lesson 7.13  Chapter Task: Reimagine the Past and Present

Resources/Materials: Our Canada, Chapter 7
Worksheet #7.13 (student copies)

Introduction: This is the Chapter Task for Chapter 7.

Procedure:

1. Have students reread page 200 and discuss possible choices of events or people who fundamentally shaped the future of Canada.

2. For this activity students must use factual information to make informal judgements about how our country would be different now if this event or person had not been included in our history. It is a high level thinking task which requires that students analyze and synthesize information.

Some possibilities (We are to focus on the years 1815 – 1850):

Events
- The Great Migration
- The Rebellions of 1837 and 1838
- The Act of Union

People
- Louis-Joseph Papineau
- William Lyon Mackenzie
- Lord Durham (governor)
- Louis Hippolyte La Fontaine (reformer)
- Robert Baldwin (reformer)

3. Have students read pertinent information in the text (and do other research, if you wish) on this event or person and complete Worksheet #7.7.13

4. Journal starter: “To be an important part of colony history, I will…”

Assignments:

- Do Chapter 7 Task
- Complete Worksheet #7.7.13.
CHAPTER TASK

Reimagining the Past and Present

The key event or person which I chose to be important during the years 1835 to 1850 is _____________________________. It is significant because _____________________________.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

POSSIBILITIES:

If this had not happened, Canada…

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The Province of Alberta…

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

My colony…

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I…

________________________________________________________________________
Lesson 7.14 Review and Study Sheets

Preparation for the chapter test can be done in several ways:

1. Provide the students with the review sheets. Have them use the text and marked worksheets to complete the study sheets for next day’s test.

2. With the class or independently, have students complete some or all of the Chapter 7 Review on page 234 of Our Canada.

3. Do a combination of #1 and #2.
1. On the map above label:
   - Upper Canada (Canada West)
   - Lower Canada (Canada East)

   Then outline the area which, around 1820, had the greater population, in green. Outline the area which, around 1841, had the greater population, in red.

2. Match the following terms about British North America with their meanings.

<table>
<thead>
<tr>
<th>a. tyranny</th>
<th>b. oppression</th>
<th>c. conquest</th>
<th>d. coexistence</th>
<th>e. voters</th>
<th>f. republic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male property owners and widows with property</td>
<td>a government with no monarch, usually democratic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>unfair/unjust use of power</td>
<td>living together in peace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a country taking over land, such as Britain and New France</td>
<td>one person or group holds power, and uses the power for his/her own interests</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Fill in the blanks. Use Our Canada, pages 201 – 206 to help you. The first letter of each word is given to help you.

E____________from Britain left for economic reasons after the
I_____________Revolution had created job shortages in Britain. In British
North America this new wave of colonists set up many more f__________. It also meant
that the number of British people in the colony i_______________. The ships that
took the emigrants to British North America were c______________ and dirty.
Many became very ill and some d__________. G__________ l__________ was the
place where they landed before entering British North America.

4. Use Our Canada, pages 208 – 209 to fill these blanks.

The colonial government structure was, in order of power: g______________ who
was appointed by the King; L_____________ C______________ which was
appointed by the governor; A______________ which was elected; and the
v__________.

The leaders in both Upper Canada and Lower Canada wanted a more
d______________ form of government.

Use the following to fill the spaces in the next paragraph.

voters would be uninformed
tyranny of the majority
equality for all

Not everyone had the same idea about democracy. John Stuart Mill, a British politician,
believed the problem with a democratic government was the
_______________________________. Thomas Jefferson, an American
statesman, believed in _____________________, so all issues should be voted on
democratically. Alexis de Tocqueville feared
______________________________. 
5. Use Our Canada, pages 212 – 219 to help you fill the blanks.

In the 1820s, the ________________ C ______________ controlled seats in Upper Canada, while the ________________ C ______________ controlled seats in Lower Canada. Both held the power in the Councils appointed by the governor. The everyday people had little power in the Colonial Government.

6. Match these leaders, who wanted reform in the 1830s, with their beliefs.

<table>
<thead>
<tr>
<th>Louis-Joseph Papineau</th>
<th>William Lyon Mackenzie</th>
<th>Joseph Howe</th>
</tr>
</thead>
</table>

______________ The people in British North America should have the same rights as the people in Britain.

______________ People should elect their governments. If a government does not do a good job, the people can elect a new government.

______________ The Canadiens form the majority of people in Lower Canada, yet the government looks mostly after the interests of the English minority.

7. Which of the following best tell the outcomes of the rebellions in 1837 and 1838. (You may choose more than one.)

a. The reformers won over the British soldiers and volunteers.
b. The rebellion in Lower Canada failed when British troops defeated the Patriotes at Saint Eustache.
c. In Upper Canada volunteers who were loyal to Britain defeated the reformers.
d. Britain was worried about the rebellions and sent Lord Durham to Canada to investigate.

8. In the Durham Report, Lord Durham made three recommendations. What were they? Give at least one consequence for each.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. List some key points of the Act of Union.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________


10. The official language used in government would be ________________, resulting in resentment for ________________-speaking members of the Assembly.

11. What do you think were the perspectives of each of these groups with respect to living in the Province of Canada following the Act of Union?

<table>
<thead>
<tr>
<th>English Settlers</th>
<th>Canadiens</th>
<th>First Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. On the map above label:
   - Upper Canada (Canada West)
   - Lower Canada (Canada East)

   Then outline the area which, around 1820, had the greater population, in green. Outline the area which, around 1841, had the greater population, in red.

2. Match the following terms about British North America with their meanings.

   a. tyranny  b. oppression  c. conquest  d. coexistence  e. voters  f. republic

   - Male property owners and widows with property
   - unfair/unjust use of power
   - a country taking over land, such as Britain and New France
   - a government with no monarch, usually democratic
   - living together in peace
   - one person or group holds power, and uses the power for his/her own interests
3. Fill in the blanks. Use Our Canada, pages 201 – 206 to help you. The first letter of each word is given to help you.

**Emigrants**____________ from Britain left for economic reasons after the
**Industrial**____________ Revolution had created job shortages in Britain. In British
North America this new wave of colonists set up many more **farms**. It also meant
that the number of British people in the colony **increased**. The ships that
took the emigrants to British North America were **crowded** and dirty.
Many became very ill and some **died**. **Grass** ____________ **isle** was the
place where they landed before entering British North America.

4. Use Our Canada, pages 208 – 209 to fill these blanks.

The colonial government structure was, in order of power: **governor**____________ who
was appointed by the King; **Legislative**____________ **Council**____________ which was
appointed by the governor; **Assembly**____________ which was elected; and the
**voters**____________.

The leaders in both Upper Canada and Lower Canada wanted a more
**democratic**____________ form of government.

Use the following to fill the spaces in the next paragraph.

- voters would be uninformed
- tyranny of the majority
- equality for all

Not everyone had the same idea about democracy. John Stuart Mill, a British politician,
believed the problem with a democratic government was the
**tyranny of the majority**____________. Thomas Jefferson, an American
statesman, believed in **equality for all**____________, so all issues should be voted on
democratically. Alexis de Tocqueville feared
**voters would be uninformed**____________.
5. Use Our Canada, pages 212 – 219 to help you fill the blanks.

In the 1820s, the Family Compact controlled seats in Upper Canada, while the Château Clique controlled seats in Lower Canada. Both held the power in the Councils appointed by the governor. The everyday people had little power in the Colonial Government.

6. Match these leaders, who wanted reform in the 1830s, with their beliefs.

<table>
<thead>
<tr>
<th>Louis-Joseph Papineau</th>
<th>William Lyon Mackenzie</th>
<th>Joseph Howe</th>
</tr>
</thead>
</table>

Joseph Howe: The people in British North America should have the same rights as the people in Britain.

William Lyon Mackenzie: People should elect their governments. If a government does not do a good job, the people can elect a new government.

Louis-Joseph Papineau: The Canadians form the majority of people in Lower Canada, yet the government looks mostly after the interests of the English minority.

7. Which of the following best tell the outcomes of the rebellions in 1837 and 1838. (You may choose more than one.)

a. The reformers won over the British soldiers and volunteers.

[b] The rebellion in Lower Canada failed when British troops defeated the Patriots at Saint Eustache.

[c] In Upper Canada volunteers who were loyal to Britain defeated the reformers.

[d] Britain was worried about the rebellions and sent Lord Durham to Canada to investigate.

8. In the Durham Report, Lord Durham made three recommendations. What were they? Give at least one consequence for each.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Consequence</th>
</tr>
</thead>
</table>
| Union of Lower and Upper Canada       | * Canadians have low power  
* Canadians’ identity threatened  
* English gain power |
| More democratic government            | * Colonists have more say in own affairs  
* Colonists behave more responsibly |
| Assimilation of the Canadians         | * English feel superior  
* Canadians feel inferior  
* Canadians way of life threatened |
9. List some key points of the Act of Union.
   - Combined Lower and Upper Canada into The Province of Canada
   - Created a legislative council appointed by governor
   - Created an assembly with equal number of elected members from Canada East and Canada West
   - Made English official language

10. The official language used in government would be English, resulting in resentment for French-speaking members of the Assembly.

11. What do you think were the perspectives of each of these groups with respect to living in the Province of Canada following the Act of Union?

<table>
<thead>
<tr>
<th>English Settlers</th>
<th>Canadiens</th>
<th>First Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>mostly positive</td>
<td>upset</td>
<td>upset</td>
</tr>
<tr>
<td>like having more democratic-style government</td>
<td>lose language/laws</td>
<td>feel like non-persons</td>
</tr>
<tr>
<td>able to keep language/laws</td>
<td>perhaps like more democratic government</td>
<td>lifestyle threatened</td>
</tr>
</tbody>
</table>
12. On your test you will be asked to answer one of the short answer and one of the essay questions below.

**Short Answer Questions**

a. How did the Great Migration affect the Canadiens living in Lower Canada?

b. Why did Britain want the Canadiens to assimilate?

c. How did the settlement of British North America affect the First Nations?

**Essay Questions**

a. Do you think the reformers should have used more peaceful or more violent ways to get what they wanted? Give reasons for your opinion.

b. Compare and contrast a Hutterite government with a colonial government.
Lesson 7.15  Chapter 7 Test

The attached test may be modified as desired. You may omit questions if you feel they are not appropriate in your situation.

The answers for the first section of the test are designed to be recorded on the Answer Sheet.

The second section involves essay and short answer questions. Most teachers will find it better to either assign questions to students or, for example, choose one essay and one short answer question.
Directions: Write all your answers on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True or False?
Indicate whether the sentence or statement is true or false.

1. Between the years 1815 and 1850, few immigrants from Britain arrived in British North America.

2. The ocean voyage between Britain and British North America was usually crowded, dangerous, and long.

3. British North America had a colonial government. That is, Britain had the power to appoint people who made decisions for the colonies.

4. In British North America, reformers wanted voters to have more power.

5. In Lower Canada the Château Clique held power in the councils appointed by the British governor.

6. Louis-Joseph Papineau was a reformer from Upper Canada.

7. The reformers won a few battles, but in the end British soldiers and volunteers loyal to Britain won out over the reformers.

8. Lord Durham was sent to British North America to investigate why the rebellions had taken place.


10. The Rebellion Losses Bill was important because it was one of the first times that the wishes of the elected assembly were respected.

Multiple Choice
Identify the letter of the choice that best completes the statement or answers the question.

11. A person who intends to establish a home and citizenship in a country that is not their native country is called a(n)

   a. native.
   b. immigrant.
   c. colonist.
   d. visitor.
12. Which of the following is **NOT** a cause of the Great Migration?

a. The Industrial Revolution left many without jobs. The jobs they once did were now being done by machines.
b. Large landowners bought the land of smaller farmers, leaving them without work.
c. In Ireland the potato crops were so good that people sold all their extra potatoes to buy a ticket to British North America.
d. Britain encouraged people to emigrate from Britain to its colonies.

13. Which of the following describes an impact that the Great Migration had on Upper Canada and Lower Canada?

a. The First Nations people had more land on which to farm.
b. Colonists established more and more farms and First Nations people were being pushed off their own lands.
c. The number of Canadiens in Upper Canada was now far greater than the number of English-speaking colonists.
d. The government of Britain decided to let the colonists govern themselves.

*Use the information in the box to answer question 14.*

**Grosse Île** is connected to the Great Migration as a place of hope and tragedy.

14. Which of the following best explains the statement in the box?

a. Emigrants from Britain first landed at Grosse Île. They wanted to start a new and better life; however, many died because of disease, starvation, and hard work.
b. Emigrants from Britain went to Grosse Île as a vacation spot. There they hoped to relax, but many died from swimming accidents.
c. Emigrants from Britain first landed at Grosse Île. They looked forward to a better life in the United States.
d. Emigrants from Britain first landed at Grosse Île. Many died on the voyage, and those who survived died in their first year in British North America.

15. What type of government did British North America have?

a. democratic  
b. colonial  
c. republican  
d. majority

16. The group of wealthy English Canadian families that held power in the councils in Upper Canada were known as

a. Canadiens.  
b. Loyalists.  
c. Château Clique.  
d. Family Compact.
17. Which of the following best tells the cause of the rebellions of 1837 and 1838?

a. The citizens of Upper Canada and Lower Canada wanted the elected Assembly to have more say in the decisions made by the government.
b. Lower Canada had experienced a cholera epidemic in 1832.
c. In 1837 there were widespread crop failures in Upper Canada.
d. The governors of Upper Canada and Lower Canada supported the reformers.

Use the information in the box to answer question 18.

People should elect their governments. Then, if the people do not elect good governments, it will be their own fault. But if they elect good ones, everyone benefits.

- William Lyon Mackenzie

18. From the statements above, you can infer that William Lyon Mackenzie

a. does not feel that everyday citizens should elect their own government.
b. feels that governments should be appointed, not elected.
c. feels that when governments are elected and not appointed, there is a greater chance that government decisions will benefit all the people.
d. citizens should elect governments and that there should be no such person as a king or queen.

19. Louis-Joseph Papineau felt that in Lower Canada

a. the members of the English minority did not represent the views of the Canadiens.
b. there should be only Canadiens on the Council, and that there was no need for an elected assembly.
c. all people should be required to learn the English language and practice English traditions.
d. the seigneurial system should be done away with.

20. Louis-Joseph Papineau stated “We must speak with one voice.” Which of the following was he?

a. farmer
b. governor
c. reformer
d. council member
Use the following information to answer question 21.

| Papineau: | The way we can get the British to listen to us is for us to boycott British goods. No one should buy British goods. There is still much to be won. England will learn about the people’s will. But now is not the time for arms. |
| Nelson:   | We must melt our bowls and spoons into bullets. |

21. From the information in the box you can infer that
   a. Papineau is a friend of the British, while Nelson is an enemy.
   b. Papineau prefers a more peaceful way of changing the situation while Nelson feels that only violence will change the situation.
   c. Both Papineau and Nelson prefer more peaceful ways to change the situation in British North America.
   d. Both Papineau and Nelson feel that only a violent rebellion with change the situation.

22. Which of the following was NOT one of Lord Durham’s recommendations?
   a. Lower Canada and Upper Canada should be united into one province.
   b. The colonists should have more power to govern themselves.
   c. The Canadiens should be assimilated into the English way of life.
   d. Only Canadiens should be allowed to live in Lower Canada and only English-speakers should be allowed to live in Upper Canada.

23. The Act of Union combined Upper Canada and Lower Canada into a single province. This province was to be called
   a. Canada.
   b. Ontario.
   c. Québec.
   d. Rupert’s Land.

24. The Mississauga First Nation decided to move because
   a. they were no longer happy living on a lake shore and wanted to live on an island.
   b. British settlers had moved onto much of their land.
   c. they wanted to be closer to the Haudenosaunee First Nations.
   d. it was part of their culture to move every few years.

25. The Rebellion Losses Bill was important in the development of democracy in Canada because
   a. it meant that even traitors were considered to be “good” people.
   b. it was one of the first times that a governor went along with what the elected assembly wanted.
   c. it showed that violence is a good way to get the governor to like you.
   d. it meant that even women and children could vote.
Matching

Write the letter of the word that fills each blank.

<table>
<thead>
<tr>
<th>a. oppression</th>
<th>b. coexistence</th>
<th>c. republic</th>
</tr>
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<tbody>
<tr>
<td>d. tyranny</td>
<td>e. demographic change</td>
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</table>

26. The Act of Union was an act of _____ because it was an unjust use of power.

27. A large number of people moved to British North America from Britain, causing a _____.

28. John Stuart Mill was a British philosopher who was concerned that a democratic government was the _______ of the majority.

29. The Great Migration created challenges of _______ for Canadiens, First Nations peoples, British, and Irish.

31. The United States’ government had no king or queen and was democratic. This is called a _____.

Write the answers to the short answer and essay questions on a separate sheet.

32. Short Answer
   
   a. How did the Great Migration affect the Canadiens living in Lower Canada?
   
   b. Why did Britain want the Canadiens to assimilate?
   
   c. How did the settlement of British North America affect the First Nations?

33. Essay
   
   a. Do you think the reformers should have used more peaceful or more violent ways to get what they wanted? Give reasons for your opinion.
   
   b. Compare and contrast a Hutterite government with a colonial government.
Chapter Seven
The Great Migration and the Push for Democracy
Test

Answer Sheet

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Chapter 7

32. Short Answer Questions – Main Ideas

a. Effects of Great Migration on Canadians
   - More English-speakers in Lower Canada
   - English-speaking minority maintained control
   - Immigrants from Britain brought cholera – led to cholera epidemic

b. Britain’s desire to assimilate Canadians
   - In Lower Canada Canadians rebelled against the colonial government
   - Lord Durham felt that the Canadians did not have culture worth protecting
   - Thought it would be easier to control and govern the colonies if the people were more homogeneous

c. Effects of settlement on First Nations
   - Brought European diseases which proved fatal to many
   - British settlers moved onto First Nations lands
   - Disrupted First Nations traditional ways of life and beliefs
   - Decisions made without consulting First Nations

33. Essay Questions - Main Ideas

a. Reformers: should they use peaceful or violent ways?
   - Answers will vary.
   - Look for opinions that are supported

b. Hutterite Government Vs. Colonial Government

   Hutterite Government
   - Head of colony is minister; supported by department heads
   - Colony has a group of elders who advise minister
   - Positions are elected by men of colony
   - Elders are given position based on the fact they are older
   - Ministers are elected by men of colony along with men from other colonies

   Colonial Government
   - Governor appointed by the home country
   - Council – appointed by governor
   - Assembly – elected by citizens; role is to advise council
Chapter Eight

Confederation

ADVANCE PREPARATION: Teachers may want to copy the focus questions from Chapter 8 on chart paper and post them in the classroom prior to beginning the chapter.

- What issues shaped Confederation?
- What ideas of citizenship shaped Confederation?
- What factors led to other provinces joining Confederation?
Our Canada

Grade 7 Social Studies
Chapter 8

Confederation

Table of Contents

Lesson 1:  Chapter Introduction and the Chapter Challenge 3
Lesson 2:  Confederation Issues, Part I 4
Lesson 3:  Confederation Issues, Part II 5
Lesson 4:  The Confederation Deal 6
Lesson 5:  Maritime Provinces and First Nations Peoples 7
Lesson 6:  Inquiring Minds Want to Know…
What does Canada’s National Anthem Say about Canada? 8
Lesson 7:  Whose POV and Where It’s At, Timeline 9
Lesson 8:  British Columbia and Prince Edward Island 10
Lesson 9:  Newfoundland 11
Lesson 10:  Chapter Task – Confederation Symbol Project 12
Lesson 11:  Review and Study Sheets 13
Lesson 12:  Chapter Test 14
Lesson 8.1  Chapter Introduction and the Chapter Challenge

Specific Outcomes: Assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and events:

- To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs?
- To what extent was Confederation an attempt to strengthen the maritime colonies?

Resources/Materials: Our Canada, pages 235 and 236
Worksheet #7.8.1a (student copies)
AND/OR Worksheet #7.8.1b

Introduction: Discuss with students the relationship among Hutterite colonies:

- Are there meetings where representative from each colony get together to make decisions?
- Do Dariusleut and Lehrerleut groups ever meet to make decisions?
- Do colonies help ever help each other?
- Are there sometimes disagreements between colonies?
- Do colonies ever compete in any way? (e.g., try to buy the latest or best machinery)

Conclude that even though different groups of people may have their differences, they often unite for the benefit of everyone.

Procedure:

1. Explain that Britain’s provinces in British North America did not always see eye-to-eye, but they did see advantages in uniting to form one country. This union was known as Confederation. Confederation did not just happen, it was the result of lengthy discussion and negotiation.

2. Have student turn to textbook, pages 235 and 236. Guide the reading of page 235 so that students understand the focus of Chapter 8.

3. If you will be having the students do the Chapter Challenge, guide the reading of textbook, page 236.

4. Distribute Worksheet #7.8.1a. Tell students they will have to search through Chapter 8 to find the words. They will then have to match them with their meanings.

5. If you like, distribute Worksheet #7.8.1b. Go over the directions.

Assignment:

- Do Worksheet #7.8.1a AND/OR Worksheet #7.8.1b
Worksheet #7.8.1a

**Vocabulary**

**Directions:** Use Chapter 8 of *Our Canada* to help you match the words in the box with their meanings.

<table>
<thead>
<tr>
<th>annexation</th>
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<th>constitution</th>
<th>Great Depression</th>
<th>guarantee</th>
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<td>mercantilism</td>
<td>political deadlock</td>
<td>public school</td>
<td>secure</td>
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<tr>
<td>tariff</td>
<td>World War II</td>
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1. ___________________ an agreement among some of the colonies of British North America to join together.

2. ___________________ a promise with legal backing

3. ___________________ to get; to make sure of

4. ___________________ the official set of rules about how a country is governed

5. ___________________ the inability to decide on a course of action because of disagreement among equally powerful decision makers

6. ___________________ takeover of a territory by another country

7. ___________________ a regulated economic system that made a country rich from its colonies

8. ___________________ an extra charge

9. ___________________ a school whose funds come from “public money” (taxes paid to a government.

10. ___________________ the global economic slowdown that occurred between 1929 and 1939

11. ___________________ a global war that took place between 1939 and 1945
**Worksheet #7.8.1a**

**Vocabulary**

**Directions:** Use Chapter 8 of *Our Canada* to help you match the words in the box with their meanings.

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1. **Confederation** — agreement among some of the colonies of British North America to join together.

2. **guarantee** — a promise with legal backing

3. **secure** — to get; to make sure of

4. **constitution** — the official set of rules about how a country is governed

5. **political deadlock** — the inability to decide on a course of action because of disagreement among equally powerful decision makers

6. **annexation** — takeover of a territory by another country

7. **mercantilism** — a regulated economic system that made a country rich from its colonies

8. **tariff** — an extra charge

9. **public school** — a school whose funds come from “public money” (taxes paid to a government.

10. **Great Depression** — the global economic slowdown that occurred between 1929 and 1939

11. **World War II** — a global war that took place between 1939 and 1945
Worksheet #7.8.1b  

**Picture Reading**

**Directions:** To help you get acquainted with some of the ideas that will be covered in this chapter, you will be examining some pictures found throughout Chapter 8. For each picture, read the caption and then answer the question. There are no right or wrong answers – just your opinions.

1. Page 237. What differences might there be if such a photograph was taken today?

2. Page 244. The cartoon suggests that Confederation would be like a marriage. Do you agree? Tell why or why not.

3. Page 245. What difference might there be if such a photograph was taken today?

4. Page 252. The railway turned out to be one of the most important factors in united the provinces in Canada. Why do you suppose this is?
Picture Reading

Directions: To help you get acquainted with some of the ideas that will be covered in this chapter, you will be examining some pictures found throughout Chapter 8. For each picture, read the caption and then answer the question. There are no right or wrong answers — just your opinions.

Possible Responses:

1. Page 237. What differences might there be if such a photograph was taken today?
   - women
   - representation from more cultural and ethnic groups
   - clothing style

2. Page 244. The cartoon suggests that Confederation would be like a marriage. Do you agree? Tell why or why not.
   - need for cooperation, compromise, acceptance of differences

3. Page 245. What difference might there be if such a photograph was taken today?
   - power tools
   - heavy machinery
   - perhaps evidence of clear cutting

4. Page 252. The railway turned out to be one of the most important factors in united the provinces in Canada. Why do you suppose this is?
   - people could move from place to place more easily → get to know each other
   - easier for representatives to get to Ottawa
   - easier for people to share ideas
Lesson 8.2 Confederation Issues, Part I

**Specific Outcomes:** Assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and events:

- To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs?
- To what extent was Confederation an attempt to strengthen the maritime colonies?

**Resources/Materials:** Our Canada, pages 237 – 239
Worksheets #7.8.2a and #7.8.2b (student copies), optional

**Introduction:** With the class review the concept of Confederation. Explain that each province in British North America had to decide if it wanted to join Confederation. Discuss why kinds of things each province would consider when deciding whether or not to join. (e.g., amount of say it would have in decision making; economic benefits; which powers would be federal and which would be provincial; etc.)

**Procedure:**

1. Have students turn to textbook, page 237 and guide the reading, if you can. You might want to set up the graphic organizer as recommended.

2. Explain that there were four leaders who proved to be key figures when it came to establishing confederation. Have students turn to textbook, pages 238 and 239. Students can read the pages independently, but if you have the time, it is better to guide the reading.

3. Distribute Worksheets #7.8.2a and #7.8.2b. Go over the directions.

4. Alternately, have students choose one of the leaders and rewrite the information in autobiography form. For example, for John A. Macdonald, it might start out...

   “My name is John A. Macdonald. I was born in Scotland, but immigrated to Upper Canada with my parents in 1820....”

**Assignment:**

- Do Worksheets #7.8.2a and #7.8.2b.
AND/OR
- Rewrite one of the biographical passages in autobiography form.
Worksheet #7.8.2a   

Key Confederation Leaders

Directions: Use Our Canada, pages 237 – 239 to answer the questions.

1. When and where was the first Confederation conference?

2. Sir John A. Macdonald was an immigrant from Scotland during the Great Migration. He came from Canada ___________. How was he involved in Confederation?

3. George-Étienne Cartier fought with the Patriots in the rebellions of 1837. He came from Canada ___________. How was he involved in Confederation?

4. George Brown came from Canada ___________. How were he and John A. Macdonald alike?

What did he want for the assembly, instead of Confederation?

What did he later want for Rupert’s Land?
5. Étienne-Paschal Taché came from Canada _________. What was the “Great Coalition”?

6. Explain political deadlock and why it was a problem for the Provinces of Canada.

7. What did Cartier and Taché believe about guaranteed rights for French-speaking Canadiens?

8. How did Dorian, leader of Parti Rouge, disagree?

9. About what issue were the English in Canada East concerned?
Worksheet #7.8.2a  

**Key Confederation Leaders**

**Directions:** Use *Our Canada*, pages 237 – 239 to answer the questions.

1. When and where was the first Confederation conference?

   1864  Charlottetown, Prince Edward Island

2. Sir John A. Macdonald was an immigrant from Scotland during the Great Migration. He came from Canada West. How was he involved in Confederation?

   - wanted to create a nation “from sea to sea” that would maintain ties with Britain
   - believed in accommodating people to achieve agreement
   - wanted provinces to have power to control own affairs
   - first prime minister

3. George-Étienne Cartier fought with the Patriotes in the rebellions of 1837. He came from Canada East. How was he involved in Confederation?

   - worked with Macdonald
   - did not want a republic
   - wanted provincial power to protect French language and Catholic religion

4. George Brown came from Canada West. How were he and John A. Macdonald alike?

   - both originally from Scotland
   - immigrated during Great Migration

   What did he want for the assembly, instead of Confederation?

   - representation by population; would have given English-speaking Canadians a majority in the legislature

   What did he later want for Rupert’s Land?

   - Britain’s colonies to control Rupert’s Land to protect it from the United States
5. Étienne-Paschal Taché came from Canada East. What was the “Great Coalition”?
   - alliance of Taché and Macdonald as leaders of east and west; central to success of Confederation

6. Explain political deadlock and why it was a problem for the Provinces of Canada.
   - disagreement among equally powerful decision makers resulting in no action taken; Canada East and Canada West had equal representation in the assembly; they represented Francophone Canadians and Anglophone Canadians - each with different priorities and concerns

7. What did Cartier and Taché believe about guaranteed rights for French-speaking Canadiens?
   - saw Confederation as opportunity for Canadians to secure rights needed to keep their distinct identity, and to make those rights law under a new constitution

8. How did Dorian, leader of Parti Rouge, disagree?
   - worried Confederation would give federal government too much power - could override rights and best interests of Canadiens

9. About what issue were the English in Canada East concerned?
   - wanted to ensure they would have school to serve their communities
Lesson 8.3  Confederation Issues, Part II

Specific Outcomes: Assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and events:

- To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs?
- To what extent was Confederation an attempt to strengthen the maritime colonies?

Resources/Materials: Our Canada, pages 240 – 246
Worksheet #7.8.3 (student copies)

Introduction: Discuss the concept of “issue” as a problem to which there seems to be no clear solution for all parties involved. Explain that setting up Confederation involved addressing several issues.

Procedure:

1. Have students turn to textbook, pages 240 – 246. Guide the reading of textbook, page 240. With students try to come up the main idea of the section on “The Problem of Political Deadlock”. (Political deadlock developed between the representatives of Canada East and those from Canada West because each had different concerns and priorities.)

2. Tell students to read about other issues on the next few pages. Guide the reading if you have the time; otherwise, direct the students to read the pages independently. In each case they are to try to come up with a main idea that summarizes the issue.

3. Distribute Worksheet #7.8.3. Go over the directions.

4. Alternately, if you have enough students, divide the students into six groups. Give each group or student a sheet of chart paper. Assign each group one of the issues. Have each group write the concern at the top of the chart paper, and then make point form notes about the issue. Post the notes for the others to copy into their notebooks.

5. Journal entry starter: “I hadn’t known that…”

Assignments:

- Read textbook, pages 240 – 246.
- Do Worksheet #7.8.3.
  OR
- Divide class into six groups and have each group make point form notes on chart paper on one of the issues. When finished, post the charts and have students copy notes into notebooks.
Our Canada Teacher’s Resource
Grade 7 Social Studies

Worksheet #7.8.3  

Key Confederation Issues

Directions: Read Our Canada, pages 240 – 246. Write the notes at the bottom of the page under the correct issue.

<table>
<thead>
<tr>
<th>Political Deadlock</th>
<th>Rights for Canadiens</th>
<th>Independence for Regions</th>
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<th>Risk of American Annexation</th>
<th>Western Expansion</th>
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</table>

- British North America feared being taken over by the United States.
- Some Canadien leaders worried they would lose language and religious rights.
- Canada East and Canada West often could not agree.
- NS, NB, NL, and PE worried they would lose too much of their power
- End of mercantilism meant colonies no longer could count on selling resources to Britain. Individual colonies worried they would be annexed by the Americans.
- George Brown thought colonists should settle Rupert’s Land before Americans claimed it.

Examine the map on page 246. Why do you suppose the leaders of Nova Scotia and New Brunswick wanted a railway to connect them to Canada East and Canada West?
### Key Confederation Issues

**Directions:** Read *Our Canada*, pages 240 – 246. Write the notes at the bottom of the page under the correct issue.

<table>
<thead>
<tr>
<th>Political Deadlock</th>
<th>Rights for Canadiens</th>
<th>Independence for Regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada East and Canada West often could not agree</td>
<td>Some Canadian leaders worried they would lose language and religious rights</td>
<td>NS, NB, NL, and PE worried they would lose too much of their power</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Risk of American Annexation</th>
<th>Western Expansion</th>
<th>Trade Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain North America feared being taken over by the United States</td>
<td>George Brown thought colonists should settle Rupert’s Land before Americans claimed it</td>
<td>End of mercantilism meant colonies no longer could count on selling resources to Britain. Individual colonies worried they would be annexed by Americans</td>
</tr>
</tbody>
</table>

- British North America feared being taken over by the United States.
- Some Canadian leaders worried they would lose language and religious rights.
- Canada East and Canada West often could not agree.
- NS, NB, NL, and PE worried they would lose too much of their power.
- End of mercantilism meant colonies no longer could count on selling resources to Britain. Individual colonies worried they would be annexed by Americans.
- George Brown thought colonists should settle Rupert’s Land before Americans claimed it.

Examine the map on page 246. Why do you suppose the leaders of Nova Scotia and New Brunswick wanted a railway to connect them to Canada East and Canada West?

- would provide better transportation link
Lesson 8.4  

The Confederation Deal

Specific Outcomes: Assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and events:

- To what extent was Confederation an attempt to provide the populations of Quebec and Ontario with increased control over their own affairs?
- To what extent was Confederation an attempt to strengthen the maritime colonies?

Resources/Materials: Our Canada, Pages 247 – 251

Worksheets #7.8.4a and #7.8.4b (student copies)

Introduction: Explain to students that the Maritime Provinces (PEI, NS, and NB) had been planning to meet to discuss common issues and possibly uniting. This meeting was known as the Charlottetown Conference. Leaders from the Province of Canada heard about the conference and asked if they could attend as well. The Charlottetown Conference was an important step in Confederation.

Procedure:

1. Tell students to turn to the History Happens news article on textbook, pages 247 and 248. Explain that it reports on the events of the Charlottetown Conference. Direct students to read the news article.

2. Have students turn to textbook, pages 250 and 251. On page 250 point out the photo of John A. Macdonald. Explain that it was he and George-Étienne Cartier who actually wrote the British North America Act. This act is the document that actually established Confederation and created the Dominion of Canada.

3. Guide the reading of textbook, pages 250 and 251, if at all possible.

4. Distribute Worksheets #7.8.4a and #7.8.4b. Go over the directions.

5. Journal entry starter: “I think Sir John A. Macdonald must have felt…”

Assignments:

- Read textbook, pages 247 – 251.
- Do Worksheets #7.8.4a and #7.8.4b.
Worksheet #7.8.4a  

**The Charlottetown Conference**

**Directions:** Read the *History Happens* news article on pages 247 and 248 of *Our Canada*. Then unscramble the words to make phrases or sentences that answer the 5 Ws and the H of news articles.

**HISTORY HAPPENS**

**Who?** representatives from New Nova of Scotia, Prince Brunswick Edward and the Island Province of Canada

**What?** to discuss met unifying legislature into one colony with one

**When?** September 10 Saturday 1864

**Where?** Island Prince Charlottetown Edward

**Why?** benefits thought there would be They to forming a Confederation.

**How?** The representatives meetings discuss the held details of Confederation to.

**The Confederation Deal**

**Directions:** Use *Our Canada*, pages 249 – 251 to answer the questions.

1. The colonies involved in the Confederation negotiations wanted to protect _______________ rights rather than a powerful _______________ government.

2. What four provinces do you see joining to form Canada in 1867? (map, page 249)
Worksheet 7.8.4b

3. Both Canada East and the maritime provinces were concerned that their
   __________________ would be __________________, or threatened by Confederation.

4. What was the main issue that kept Prince Edward Island and Newfoundland from joining?
   ________________________________________________________________

5. What was the BNA Act?
   ________________________________________________________________

6. Complete the chart to summarize the British North America Act.

<table>
<thead>
<tr>
<th>Languages</th>
<th>Schools</th>
<th>Religious Rights</th>
<th>House of Commons</th>
<th>Railway</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Through the division of ____________________ and ____________________ powers, the
   provinces were responsible for local ____________________, civil ____________, health,
   and ____________________, education, and natural ____________________.

   The Federal government was responsible for peace, order and good government, public
   ____________________, ________________, regulation of trade, the ____________
   office, ____________________ people, criminal ________________, fisheries, navigation,
   and ____________________.

   They would share the following responsibilities: ____________________,
   ____________________, and ____________________.

8. What do you think Québec may have liked in this arrangement?
   ________________________________________________________________
   ________________________________________________________________
**The Charlottetown Conference**

**Directions:** Read the *History Happens* news article on pages 247 and 248 of Our Canada. Then unscramble the words to make phrases or sentences that answer the 5 Ws and the H of news articles.

**HISTORY HAPPENS**

**Who?** representatives from New Nova of Scotia, Prince Brunswick Edward and the Island Province of Canada

**What?** to discuss met uniting legislature into one colony with one

**When?** September 10 Saturday 1864

**Where?** Island Prince Charlottetown Edward

**Why?** benefits thought there would be They to forming a Confederation.

**How?** The representatives meetings discuss the held details of Confederation to.

---

**The Confederation Deal**

**Directions:** Use *Our Canada*, pages 249 – 251 to answer the questions.

1. The colonies involved in the Confederation negotiations wanted to protect __regional__ rights rather than a powerful __central__

   government.

2. What four provinces do you see joining to form Canada in 1867? (map, page 249)

   __Ontario, Québec, New Brunswick, Nova Scotia__
3. Both Canada East and the maritime provinces were concerned that their individuality would be jeopardized, or threatened by Confederation.

4. What was the main issue that kept Prince Edward Island and Newfoundland from joining? 
   · fear of increased taxation

5. What was the BNA Act?
   · establish Confederation
   · divided powers/responsibilities between federal and provincial governments

6. Complete the chart to summarize the British North America Act.

<table>
<thead>
<tr>
<th>Languages</th>
<th>Schools</th>
<th>Religious Rights</th>
<th>House of Commons</th>
<th>Railway</th>
</tr>
</thead>
<tbody>
<tr>
<td>French and English official in Parliament</td>
<td>Public schools for English in Québec and French minorities in rest of Canada</td>
<td>Protection rights of Catholic or Protestant minorities in any province</td>
<td>Representation by population</td>
<td>Government to pay for railway linking Maritimes to central Canada</td>
</tr>
</tbody>
</table>

7. Through the division of federal and provincial powers, the provinces were responsible for local affairs, civil laws, health, and welfare, education, and natural resources.

The Federal government was responsible for peace, order and good government, public property, defence, regulation of trade, the post office, Aboriginal people, criminal law, fisheries, navigation, and banks.

They would share the following responsibilities: agriculture, immigration, and taxation.

8. What do you think Québec may have liked in this arrangement?
   Possible answer: It gave Québec powers over their laws and over education
Lesson 8.5  Maritime Provinces and First Nations Peoples

Specific Outcomes: Assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:

- To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs?
- To what extent was Confederation an attempt to strengthen the maritime colonies?
- The student appreciates Aboriginal perspectives.

Resources/Materials: Our Canada, pages 252, 254, 255  
Worksheet #7.8.5a (student copies)  
AND/OR Worksheet #7.8.5b  
Globe or wall map of world

Introduction: Ask students to imagine that their colony set up several other colonies and that the purpose of these colonies was to provide resources to their colony. What would it be like? What would it be like living in those other colonies. Remind students that this practice is called **mercantilism.**

Remind students that European countries, including Britain set up colonies in order to get resources from those colonies. Point out the Caribbean British colonies on the map. Explain that the maritime colonies and Britain’s Caribbean colonies traded back and forth. However, the maritime colonies and Canada East and Canada West traded little.

Procedure:

1. Have students turn to textbook, page 252. Guide the reading to find out how Canada attempted to strengthen the Maritimes. Refer back to the map on textbook, page 246 to point out that a railway connecting the Maritimes and Canada did not exist before Confederation.

2. Then have students turn to textbook, pages 254 and 255. Discuss the photos on page 254 and discuss how, in 1867, First Nations peoples had to give up their Indian status in order to vote, and how Canada did not allow status Indians to vote until 1960.

3. If there is time, guide the reading of textbook, pages 254 and 255.

4. Distribute Worksheet #7.8.5a. Go over the directions. This worksheet asks students to do more factual questions  
AND/OR  
Distribute Worksheet #7.8.5b. Go over the directions. This worksheet asks students to do more synthesis and evaluation.

Assignments:

- Read textbook, pages 252 – 255.
- Do Worksheet #7.8.5a AND/OR Worksheet #7.8.5b.
Worksheet #7.8.5a  **Maritime Provinces and First Nations Peoples**

**Directions:** Use pages 252, 254, and 255 of *Our Canada* to do the questions.

Read the information in the box. Then answer the question.

The leaders of Canada East and Canada West wanted the maritime colonies to be part of Confederation. They offered a railway link to Canada and promised money for roads and bridges. Charles Tupper, the leader of Nova Scotia’s assembly decided that Nova Scotia should join. Many, like Joseph Howe were against this decision because they thought Nova Scotia would lose its identity.

In the elections following Confederation, anti-Confederation candidates won 36 of 38 seats in the Nova Scotia legislature, and 18 of 19 of Nova Scotia’s seat in Canada’s parliament.

1. Who was right about Nova Scotia joining Confederation, Charles Tupper or Joseph Howe. Tell why you think so.

2. During the Confederation negotiations, the colonies of British North America did not consult any First Nations for their views. In 1982, when the Meech Lake Accord was being negotiated, First Nations, again, were not consulted. Why do you think this occurred?

3. If you had been prime minister, what would you have done? Tell why.
Worksheet #7.8.5b  Maritime Provinces and First Nations Peoples

Directions: Use pages 252, 254, and 255 of Our Canada to answer the questions.

1. What kind of benefits did Canada East and Canada West offer to the Maritimes?
   __________________________________________________________
   __________________________________________________________

2. How did many people of Nova Scotia react to the idea of joining Confederation?
   __________________________________________________________
   __________________________________________________________

3. Joseph Howe was concerned Nova Scotians would lose their ________________.

4. Summarize the examples of the view that citizenship should not include First Nations people.
   a. _______________________________________________________
   _______________________________________________________
   b. _______________________________________________________
   _______________________________________________________
   c. _______________________________________________________
   _______________________________________________________

5. Define constitution.
   _______________________________________________________
   _______________________________________________________

6. How did the change in the constitution in 1982 affect First Nations rights and identity in Canada?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
Worksheet #7.8.5a  
**Maritime Provinces and First Nations Peoples**

**Directions:** Use pages 252, 254, and 255 of *Our Canada* to do the questions.

Read the information in the box. Then answer the question.

The leaders of Canada East and Canada West wanted the maritime colonies to be part of Confederation. They offered a railway link to Canada and promised money for roads and bridges. Charles Tupper, the leader of Nova Scotia’s assembly decided that Nova Scotia should join. Many, like Joseph Howe were against this decision because they thought Nova Scotia would lose its identity.

In the elections following Confederation, anti-Confederation candidates won 36 of 38 seats in the Nova Scotia legislature, and 18 of 19 of Nova Scotia’s seat in Canada’s parliament.

1. Who was right about Nova Scotia joining Confederation, Charles Tupper or Joseph Howe. Tell why you think so.
   
   **Possible Answers:**
   - Joseph Howe: anti-Confederation candidates won most of the seats in the years immediately following.
   - Charles Tupper: later Nova Scotia did benefit from rest of Canada’s help when NS economy began to falter.

2. During the Confederation negotiations, the colonies of British North America did not consult any First Nations for their views. In 1982, when the Meech Lake Accord was being negotiated, First Nations, again, were not consulted. Why do you think this occurred?
   
   **Possible Answers:**
   - Old prejudicial and discriminatory practices still existed.
   - First Nations not viewed separately from other cultural ethnic minorities.

3. If you had been prime minister, what would you have done? Tell why.
Worksheet #7.8.5b  **Maritime Provinces and First Nations Peoples**

**Directions:** Use pages 252, 254, and 255 of *Our Canada* to answer the questions.

1. What kind of benefits did Canada East and Canada West offer to the Maritimes?
   - railway link from Maritimes to interior
   - money for roads, bridges, and other development

2. How did many people of Nova Scotia react to the idea of joining Confederation?
   - against joining

3. Joseph Howe was concerned Nova Scotians would lose their identity.

4. Summarize the examples of the view that citizenship should not include First Nations people.
   a. The 1857 Act required they give up their way of life in order to vote
   b. They were the federal government's responsibility
   c. They did not have legal status to vote until 1960

5. Define *constitution*.
   - official set of rules about how a country is governed

6. How did the change in the constitution in 1982 affect First Nations rights and identity in Canada?
   - successfully lobbied to have their rights and identity recognized
Lesson 8.6  Inquiring Minds Want to Know…
What does Canada’s national anthem say about Canada?

Specific Outcomes:
- The student honours and values traditions and symbols of Canada
- The student appreciates Francophone perspectives
- The student generates possibilities using creative thinking.

Resources/Materials:  Our Canada, page 253
      Worksheets #7.8.6c, #7.8.6d, #7.8.6e, #7.8.6f
      Worksheets #7.8.6a and #7.8.6b (student copies)
      OR
      Handout 8-3, 4 pages (student copies)

NOTE: There are a variety of ways to address this lesson, depending on your personal preferences and your students.

Introduction: If you are able, sing “O Canada” in French (words on Worksheet #7.8.5e). Otherwise, introduce the activity by reading the words, as best you can, in French. If it was read, ask the students to identify what you were reading. Introduce the inquiry project, which has two parts, from textbook, page 253. The second part is optional and will take at least one extra class period.

Procedure:

1. Complete the Inquiring Minds Want to Know… worksheets (#7.8.6a and #7.8.6b).
   NOTE: Information for this project is included in Worksheets #7.8.6c - #7.8.6f; however, you may choose to do additional research for the students.

2. Alternately, distribute the pages of Handout 8-4 and use them to complete the Inquiry Activity.

3. Optionally, have students write, as a group or individually, the German words to “O Canada”. They may wish to directly translate one of the verses from the supplementary information included in the worksheets or come up with their own words which are closer to the meaning and rhyme, if possible.

Assignment:

- Complete Worksheets #7.8.6a and #7.8.6b.
  OR
  Handout 8-4.
Worksheet #7.8.6a  \textbf{INQUIRING MINDS WANT TO KNOW...}

\textbf{Chapter Project}

\textbf{Planning:} My topic is _________________________. I will find information _________________________. I will present it to _________________________. Here is my plan...

\textbf{Retrieving:} Information I found...

\begin{tabular}{|p{\textwidth}|}
\hline
\hline
\hline
\hline
\hline
\hline
\hline
\hline
\hline
\hline
\hline
\hline
\end{tabular}

\textbf{Processing:}

- I have recorded by information
- I took out information that did not fit.
  I noticed something interesting:
    
    \begin{tabular}{|p{\textwidth}|}
    \hline
    \hline
    \hline
    \hline
    \hline
    \hline
    \hline
    \hline
    \hline
    \end{tabular}

\textbf{Creating:}

- I finished my project. It is neat and complete.

\textbf{Sharing:}

- I presented my project to _________________________.

Our Canada Teacher’s Resource
Grade 7 Social Studies
Worksheet #7.8.6b

**Evaluating:**

My strengths in the project (what I did well).

________________________________________________________________________

________________________________________________________________________

My areas of weakness in this project (what I could have done better).

________________________________________________________________________

________________________________________________________________________

**Peer or Teacher Evaluation:**

I really enjoyed ___________________________________________________________

________________________________________________________________________

________________________________________________________________________

Next time, try _____________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Evaluation Rubric:**

Information was accurate. 1 2 3 4 5

I answered the inquiry question well. 1 2 3 4 5

My project was neat and carefully done. 1 2 3 4 5

________________________________________________________________________ 1 2 3 4 5

________________________________________________________________________ 1 2 3 4 5

Total: _____/25 = _____%
Worksheet #7.8.6c

1. Read the Official lyrics in English and French, and the translation.
2. Highlight three specific words or phrases that stand out in each version.
3. Read the history of the national anthem.
4. Use the information for your inquiry project.

<table>
<thead>
<tr>
<th>Official (English)</th>
<th>Official (French)</th>
<th>Translation of French lyrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>O Canada! Our home and native land!</td>
<td>Ô Canada! Terre de nos aîeux,</td>
<td>O Canada! Land of our forefathers</td>
</tr>
<tr>
<td>True patriot love in all thy sons command.</td>
<td>Ton front est ceint de fleurons glorieux!</td>
<td>Your brow is wreathed with glorious garlands!</td>
</tr>
<tr>
<td>With glowing hearts we see thee rise,</td>
<td>Car ton bras sait porter l’épée,</td>
<td>Those your arm knows how to bear the sword,</td>
</tr>
<tr>
<td>The True North strong and free!</td>
<td>Il sait porter la croix!</td>
<td>It knows how to bear the cross!</td>
</tr>
<tr>
<td>From far and wide, O Canada,</td>
<td>Ton histoire est une epopée</td>
<td>Your history is an epic</td>
</tr>
<tr>
<td>We stand on guard for thee.</td>
<td>Des plus brillants exploits.</td>
<td>Of the most brilliant feats.</td>
</tr>
<tr>
<td>God keep our land glorious and free!</td>
<td>Et ta valeur, de foi trempée,</td>
<td>And your valour, in faith is steeped,</td>
</tr>
<tr>
<td>O Canada, we stand on guard for thee.</td>
<td>Protégera nos foyers et nos droits.</td>
<td>Will protect our homes and our rights;</td>
</tr>
<tr>
<td>O Canada, we stand on guard for thee.</td>
<td>Protégera nos foyers et nos droits.</td>
<td>Will protect our homes and rights.</td>
</tr>
</tbody>
</table>
Worksheet #7.8.6d

Original Poem by Weir

Originally, “O Canada” was a patriotic poem by Sir Adolphe-Basile Routhier, a Québec judge. Calixa Lavallée, the well-known Canadian composer, was commissioned to set it to music, and it was first sung in 1880 during a national convention of French Canadians in Québec City. Many English versions have appeared, but the one which was widely accepted was written in 1908 by another judge, R. Stanley Weir, in honour of the 300th anniversary of the founding of Québec City. It was amended in 1913, 1914 and 1916 and published in an official form at the time of the Diamond Jubilee of Confederation in 1927 and during the Royal Visit of 1939. A slightly modified version of the first verse of Weir’s poem was proclaimed as Canada’s national anthem in 1980. The original poem of 1908 by Stanley Weir read as follows:

O Canada! Our home and native land! True patriot love thou dost in us command. We see thee rising fair, dear land, The True North, strong and free; And stand on guard, O Canada, We stand on guard for thee.

Refrain
O Canada! O Canada!
O Canada! We stand on guard for thee.
O Canada! We stand on guard for thee.

O Canada! Where pines and maples grow. Great prairies spread and lordly rivers flow. How dear to us thy broad domain, From East to Western Sea, Thou land of hope for all who toil! Thou True North strong and free!

Refrain
O Canada! O Canada! etc.

O Canada! Beneath thy shining skies May stalwart sons and gentle maidens rise, To keep thee steadfast through the years From East to Western Sea, Our own beloved native land! Our True North, strong and free!

Refrain
O Canada! O Canada! etc.

Ruler supreme, who hearest humble prayer, Hold our dominion within thy loving care; Help us to find, O God, in thee A lasting, rich reward, As waiting for the Better Day, We ever stand on guard.

Refrain
O Canada! O Canada! etc.

The History of the National Anthem

Summary

“O Canada” was proclaimed Canada’s national anthem on July 1, 1980, 100 years after it was first sung on June 24, 1880. The music was composed by Calixa Lavallée, a well-known composer; French lyrics to accompany the music were written by Sir Adolphe-Basile Routhier. The song gained steadily in popularity. Many English versions have appeared over the years. The version on which the official English lyrics are based was written in 1908 by Mr. Justice Robert Stanley Weir. The official English version includes changed recommended in 1968 by a Special Joint Committee of the Senate and the House of Commons. The French lyrics remain unaltered.
Worksheet #7.8.6e

**Full History of “O Canada”**

Many people think of Calixa Lavallée as an obscure music teacher who dashed off a patriotic song in a moment of inspiration. The truth is quite different. Lavallée was, in fact, known as “Canada’s national musician”, and it was on this account that he was asked to compose the music for a poem written by Judge Adolphe-Basile Routhier.

The occasion was the “Congrèsssss national des Canadiens-Français” in 1880, which was being held at the same time as the St. Jean-Baptiste Day celebrations.

There had been some thought of holding a competition for a national hymn to have its first performance on St. Jean-Baptiste Day, June 24, but by January the committee in charge decided there was not enough time, so the Lieutenant Governor of Québec, the Honourable Théodore Robitaille, commissioned Judge Routhier to write a hymn and Lavallée to compose the tune. Lavallée made a number of drafts before the tune we know was greeted with enthusiasm by his musical friends. It is said that in the excitement of success Lavallée rushed to show his music to the Lieutenant Governor without even stopping to sign the manuscript.

The first performance took place on June 24, 1880 at a banquet in the “Pavillon des Patineurs” in Québec City as the climax of a “Mosaïque sur des airs populaires canadiens” arranged by Joseph Vézina, a prominent composer and bandmaster.

Although this first performance of “O Canada” with Routhier’s French words was well received on the evening, it does not seem to have made a lasting impression at that time. Arthur Lavigne, a Québec musician and music dealer, published it without copyright but there was no rush to reprint. Lavallée’s obituary in 1891 does not mention it among his accomplishments, nor does a biography of Judge Routhier published in 1898. French Canada is represented in the 1887 edition of the University of Toronto song book by “Vive la canadienne”, “A la claire fontaine” and “Un canadien errant”.

English Canada, in general, probably first heard “O Canada” when school children sang it when the Duke and Duchess of Cornwall (later King George V and Queen Mary) toured Canada in 1901. Five years later Whaley and Royce in Toronto published the music with the French text and a translation into English made by Dr. Thomas Bedford Richardson, a Toronto doctor. The Mendelssohn Choir used the Richardson lyrics in one of their performances about this time and Judge Routhier and the French press complimented the author.

**Richardson version:**

O Canada! Our fathers’ land of old
Thy brow is crown’d with leaves of red and gold.

Beneath the shade of the Holy Cross
Thy children own their birth
No stains thy glorious annals gloss
Since valour shield thy hearth.

Almighty God! On thee we call
Defend our rights, forfend this nation’s thrall,
Defend our rights, forfend this nation’s thrall.
Worksheet #7.8.6f

In 1908 Collier’s Weekly inaugurated its Canadian edition with a competition for an English text to Lavallée’s music. It was won by Mercy E. Powell McCullough, but her version did not take.

McCullough version:

O Canada! In praise of thee we sing;  
From echoing hills our anthems proudly ring.  
With fertile plains and mountains grand  
With lake and rivers clear,  
Eternal beauty, thos dost stand  
Throughout the changing year.  
Lord God of Hosts! We now implore  
Bless our dear land this day and evermore,  
Bless our dear land this day and evermore.

Since then many English versions have been written for “O Canada”. Poet Wilfred Campbell wrote one. So did Augustus Bridle, a Toronto critic. Some were written for the 1908 tercentenary of Québec City. One version became popular in British Columbia…

Buchan version:

O Canada, our heritage, our love  
Thy worth we praise all other lands above.  
From sea to sea throughout their length  
From Pole to borderland,  
At Britain’s side, whate’er betide  
Unflinchingly we’ll stand  
With hearts we sing, “God save the King”,  
Guide them one Empire wide, we do implore,  
And prosper Canada from shore to shore.
Lesson 8.7  Whose POV and Where It’s At, Timeline

Specific Outcome: The student will appreciate Francophone and Aboriginal perspectives, and the significance of historical values in interpretation of events.

Resources/Materials: Our Canada, Pages 256 – 259
Worksheets #7.8.7a and #7.8.7b (student copies)
Handout 8-4 (student copies), optional

Introduction: Discuss with students that we can categorize minority groups in different ways: gender, culture, ethnicity, religion, language, and so on. Discuss in which minority groups that Hutterites would fit. Explain that a characteristic of democracy in modern-day Canada is that we are always striving to have all groups represented in government. But it was not always that way.

Procedure:

1. Have students turn to textbook, page 256. With students examine the painting of “The Fathers of Confederation”. If you have the time, guide the reading of the page and do the “Respond” questions as a group.

2. Next explain that although Ontario, Québec, New Brunswick, and Nova Scotia were the original four provinces of Canada, gradually other provinces joined for various reasons. Direct students to turn to textbook, page 257. Examine the map. Then read the “Get Ready” section.

3. Have students read textbook, pages 258 and 259 independently.

4. Distribute Worksheets #7.8.7a and #7.8.7b. Go over the directions.

5. If you like, distribute Handout 8-4. Have students use the map on textbook, page 257 to guide them in colouring the map. BE SURE TO DIRECT THEM TO MAKE A LEGEND.

Assignments:

- Read textbook, pages 256 – 259.
- Do Worksheets #7.8.7a and #7.8.7b.
- Optionally, colour the map on Handout 8-4.
Worksheet #7.8.7a  The Fathers of Confederation

Directions: Examine the photo on page 256 of Our Canada; then answer the questions.

1. Who might have said each of the following?

_________________________________ “I do not see any of my leaders represented in this photo, and yet we have lived on this land for generations.”

_________________________________ “I do not see any of my gender (men, women) represented in this photo, because we were not political leaders at this time in history.”

_________________________________ “I see myself, standing with documents of Confederation. I will be the first prime minister of this new country.”

_________________________________ “We are equal partners in this new country. I stand with documents of Confederation as well.”

2. Examine the map on page 257 of Our Canada. Explain some of the geographic challenges there might be in convincing some of the other British colonies and territories to join Confederation.

_________________________________

_________________________________

_________________________________

3. Read the backgrounder on page 258 of Our Canada. Explain the difference between how colonies joined Canada and how territories joined Canada.

_________________________________

_________________________________

_________________________________

4. Examine the flag on page 259 of Our Canada. Then answer the question.

Why do you think Canada’s flag, adopted in ________, did not have symbols reflecting its “two founding nations”? 

_________________________________
The Fathers of Confederation

Directions: Examine the photo on page 256 of Our Canada; then answer the questions.

1. Who might have said each of the following?

   **First Nations**  “I do not see any of my leaders represented in this photo, and yet we have lived on this land for generations.”

   **Women**  “I do not see any of my gender (men, women) represented in this photo, because we were not political leaders at this time in history.”

   **John A. Macdonald**  “I see myself, standing with documents of Confederation. I will be the first prime minister of this new country.”

   **Charles Tupper**  “We are equal partners in this new country. I stand with documents of Confederation as well.”

2. Examine the map on page 257 of Our Canada. Explain some of the geographic challenges there might be in convincing some of the other British colonies and territories to join Confederation.

   Great distances between British Columbia and the other provinces

3. Read the backgrounder on page 258 of Our Canada. Explain the difference between how colonies joined Canada and how territories joined Canada.

   Colonies joined through agreements among the colonies, Britain and Canada

   Territories transferred to Canada through an agreement between Britain and Canada

4. Examine the flag on page 259 of Our Canada. Then answer the question.

   Why do you think Canada’s flag, adopted in **1965**, did not have symbols reflecting its “two founding nations”?

   Possible Answers:  
   . Would be difficult to balance and please French and English
   . In 1965 Canada was a nation of many cultural and ethnic groups, not just the two “founding nations.”
A Confederation Timeline

**Directions:** Reproduce the timeline on *Our Canada*, page 259 in the space below. Write the dates and an explanation for each date on the timeline. (To make your timeline less crowded, write some explanations upon the line and others below the line.)
Worksheet #7.8.7b

A Confederation Timeline

Directions: Reproduce the timeline on Our Canada, page 259 in the space below. Write the dates and an explanation for each date on the timeline. (To make your timeline less crowded, write some explanations upon the line and others below the line.)

1867: Ontario, Quebec, New Brunswick, and Nova Scotia join to form Canada.

1871: British Columbia joins.

1873: Prince Edward Island joins.

1870: Manitoba demanded to join as a province.

1905: Alberta and Saskatchewan join.

1949: Newfoundland joins.

1960
Lesson 8.8  British Columbia and Prince Edward Island

Specific Outcomes: Assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:
- To what extent was Confederation an attempt to strengthen the maritime colonies?

Students will evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:
- What factors led to British Columbia’s joining Confederation?
- What factors led to Prince Edward Island’s joining Confederation?

Resources/Materials: Our Canada, pages 259 – 264
Worksheet #7.8.8 (student copies)

Introduction: Refer students to the timeline on textbook, page 259. Establish the original four provinces; then note that Manitoba joined Confederation in 1870, followed by British Columbia in 1871 and Prince Edward Island in 1873. Today’s lesson focuses on the reasons why BC and PEI joined Confederation.

Procedure:
1. Distribute Worksheet #7.8.8. Explain that, in general, provinces had to consider three main types of issues when deciding whether or not they would join Confederation. On this worksheet students can summarize some of these reasons.

2. Have students turn to textbook, page 260. First note the map. “Why might there be talk that the United States might want to annex British Columbia?”

3. Guide the reading of pages 260 and 261, if possible; otherwise students can read the pages independently. Fill out the British Columbia sections on Worksheet 7.8.8.

4. Similarly, have students turn to textbook, pages 263 and 264, read the pages, and fill out the Prince Edward Island sections on the worksheet.

5. Finally, remind students that in Canada East and Canada West, the First Nations were never consulted. The same is true in British Columbia. Have students read textbook, page 262 and then complete the bottom of Worksheet #7.8.8.

6. If you prefer, divide the class into three groups: British Columbia, First Nations in British Columbia, Prince Edward Island. Each group is to come up with a short skit where the characters debate the relevant issues involved in the decision to join Confederation.

Assignments:
- Read textbook, pages 269 – 264.
- Do Worksheet #7.8.8.
- OR Write and perform skits that demonstrate the issues involved in decided whether or not to join Confederation.
Worksheet #7.8.8  **The Challenges and Pressures: Joining in Confederation**

**Directions:** Use *Our Canada*, pages 260, 261, 263, and 264 to fill in the chart about the challenges and pressures involved in the decisions to join Confederation.

<table>
<thead>
<tr>
<th>ISSUES:</th>
<th>Identity</th>
<th>Economics</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Use *Our Canada*, page 262 to do the following question.

Which of the following can you *infer* about the First Nations and British Columbia’s decision to join Confederation? (Underline all the answers.)

The First Nations did not know that British Columbia was considering joining Confederation.

British Columbia did not feel that the First Nations needed to be consulted about joining Confederation.

It took more than a hundred years for the Nisga’a to be free and equal participants in this country.

Today the Nisga’a are more wealthy than anyone else in British Columbia.
Worksheet #7.8.8  **The Challenges and Pressures: Joining in Confederation**

**Directions:** Use *Our Canada*, pages 260, 261, 263, and 264 to fill in the chart about the challenges and pressures involved in the decisions to join Confederation.

<table>
<thead>
<tr>
<th>ISSUES:</th>
<th>Identity</th>
<th>Economics</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>• Feared annexation by United States</td>
<td>• Borrowed money to build roads and railways</td>
<td>• Long distance between BC to central Canada</td>
</tr>
<tr>
<td></td>
<td>• Had identity as a British colony</td>
<td>• End of gold rush meant could not repay loans</td>
<td>• Canada agreed to build railway linking BC to other provinces</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>• Feared would lose identity if it joined Confederation</td>
<td>• Borrowed money to build railway</td>
<td>• Only access to mainland was by boat; needed ferry service</td>
</tr>
<tr>
<td></td>
<td>• Had identity as a British colony</td>
<td>• Many farmers rented their land from British owners</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Canada agreed to pay for railway, buy farmland (and provide year-round ferry service to mainland)</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Use *Our Canada*, page 262 to do the following question.

Which of the following can you infer about the First Nations and British Columbia's decision to join Confederation? (Underline all the answers.)

The First Nations did not know that British Columbia was considering joining Confederation.

British Columbia did not feel that the First Nations needed to be consulted about joining Confederation.

It took more than a hundred years for the Nisga'a to be free and equal participants in this country.

Today the Nisga'a are more wealthy than anyone else in British Columbia.
Lesson 8.9  Newfoundland

Specific Outcomes:
Assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:

- To what extent was Confederation an attempt to strengthen the maritime colonies?

Students will evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:

- What were the reasons for, and the consequences of, Newfoundland’s joining Confederation?
- How did joining Confederation impact the citizens of Newfoundland?

Resources/Materials:  
Our Canada, pages 259, 265 – 267
Worksheet #7.8.9 (student copies)
AND/OR Handout 8-7 (student copies)
Wall map of Canada

Introduction:  Have students turn to the timeline on textbook, page 259. Note that Newfoundland was the last province to join Confederation. Note how geographically close it is to the rest of Canada. “Why did Newfoundland wait so long to join?”

Procedure:

1. Have students turn to textbook, page 263. Discuss the painting and the question in the margin.

2. Explain that today there are many Newfoundlanders who feel it was a mistake to join Confederation in 1949. Guide the reading of pages 265 – 267, with idea of finding out why. (There were many pros and many cons; one did not significantly outweigh the other.)

3. Distribute Worksheet #7.8.9. Go over the directions.

4. If you like, have students do Handout 8-7. You may have to review the idea of “pull” and “push” factors.

5. At this point, optionally, you might want the class to design an extra large graphic that shows when and why each of the ten provinces joined Confederation. Students may want to add provincial flags to make the graphic into a colourful wall display.

6. Journal entry starter: “The decision would have been hard because…”

Assignments:

- Read textbook, pages 267 – 269.
- Do Worksheet #7.8.9.
- Optionally, do Handout 8-7.
**Newfoundland**

**Directions:** Use *Our Canada*, pages 265 – 267 to fill in the chart below. (You do not have to fill in every square.)

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Advantages of Joining Confederation</th>
<th>Disadvantages of Joining Confederation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1867 – 1929</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The 1930s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During World War II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1945 – 1949 (after WW II)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Newfoundland**

**Directions:** Use *Our Canada*, pages 265 – 267 to fill in the chart below. (You do not have to fill in every square.)

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Advantages of Joining Confederation</th>
<th>Disadvantages of Joining Confederation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1867 – 1929</td>
<td></td>
<td>• would lose identity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• were doing well economically, so did not see any advantages to joining Canada</td>
</tr>
<tr>
<td>The 1930s</td>
<td>• Canada could help its economy and help pay for services</td>
<td></td>
</tr>
<tr>
<td>During World War II</td>
<td></td>
<td>• World War II boosted economy</td>
</tr>
<tr>
<td>1945 – 1949 (after WW II)</td>
<td>• Britain could no longer assist Newfoundland if it had difficulty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• if it joined, then U.S. could not annex</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• cost of living will decrease</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• standard of living may increase</td>
<td></td>
</tr>
</tbody>
</table>
Expanding Confederation: Factors

Name _______________________ Date ______________

Use this graphic organizer to evaluate the factors that led other colonies to join Confederation.

For each type of factor, use arrows to indicate whether it pushed the colony towards Confederation, or pulled the colony away.

→ **Push towards** Confederation  **Pull away»**

Sum up the most important (#1) factor for each type of factor (geographic, identity, economic).

<table>
<thead>
<tr>
<th></th>
<th><strong>BC</strong></th>
<th><strong>PEI</strong></th>
<th><strong>Newfoundland</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geographic Factors</strong></td>
<td>#1 factor:</td>
<td>#1 factor:</td>
<td>#1 factor:</td>
</tr>
<tr>
<td></td>
<td><strong>distance</strong></td>
<td><strong>island-needed ferry service</strong></td>
<td><strong>distance/island-needed ferry service</strong></td>
</tr>
<tr>
<td></td>
<td>Pushed or pulled?</td>
<td>Pushed or pulled?</td>
<td>Pushed or pulled?</td>
</tr>
<tr>
<td><strong>Factors of Identity</strong></td>
<td>#1 factor:</td>
<td>#1 factor:</td>
<td>#1 factor:</td>
</tr>
<tr>
<td></td>
<td>fear of annexation by US</td>
<td>fear of annexation by US</td>
<td>didn't want to lose identity, but feared annexation by US</td>
</tr>
<tr>
<td></td>
<td>Pushed or pulled?</td>
<td>Pushed or pulled?</td>
<td>Pushed or pulled?</td>
</tr>
<tr>
<td><strong>Economic Factors</strong></td>
<td>#1 factor:</td>
<td>#1 factor:</td>
<td>#1 factor:</td>
</tr>
<tr>
<td></td>
<td>debt paid off</td>
<td>debt paid off</td>
<td>fear of hard times, returning</td>
</tr>
<tr>
<td></td>
<td>Pushed or pulled?</td>
<td>Pushed or pulled?</td>
<td>Pushed or pulled?</td>
</tr>
</tbody>
</table>

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1. Which Canadian flag is this? Unscramble the words to find out!

   EUCEBO

   CAKTSWNAHSAE

   OTINORA

2. What colours are these Canadian flags? Look them up in an atlas or an encyclopedia and colour them in.

   BTLEAR

   RHBTISI CABUIOML

   ICPENR WEDDRA LNIASA

   EWN SKBCNIUWR

   ANVO OTSIAC

   HNSREOTTW RITSTROEERI

   IMBAONAT

   UEDLNAWNOND

   OYKNU
Lesson 8.10  Chapter Task – Confederation Symbol Project

Outcomes:
- The student honours and values traditions and symbols of Canada
- The student appreciates multicultural perspectives
- The student generates possibilities using creative thinking

Resources/Materials:  Our Canada, page 236
Worksheet #7.8.10a (student copies)
Worksheet #7.8.10b (student copies)

Introduction:  Review the idea of “symbol”.  With students think of symbols they encounter in their own lives (e.g., black/dark clothing – humbleness; beard for men – full adulthood?; flag – our country; etc.) Tell students that today they will have the opportunity to design a confederation symbol.

Procedure:

1. Have students turn to textbook, page 236.  Guide the reading.  Encourage students to choose the medallion option, but if they wish to write an “oath of citizenship”, this can be done if extra research material is provided on the oath of citizenship for the teacher’s reference in guiding the task.

   Encourage, also the use of other symbols rather than people, so as not to copy the medallion.

   Some ideas include: pictures of items (tools, etc.) words, etc, and to consider French/English aas official languages, economic help for provinces in need, a how the identities of Canadians would be affected.

2. Distribute Worksheet #7.8.10a.  This will help them with their project by analyzing the medallion of 1867.

3. Distribute Worksheet #7.8.10b.  They can draw and write about their medallion.

4. If you like, have the students refine their medallions (with your suggestions, if appropriate); then have them trace over their drawings, if necessary.  You can then enlarge them and mount them on construction paper.  Display for all to see.

Assignments:

- Do Worksheet #7.8.10a.
- Do Worksheet #7.8.10b.
Worksheet #7.8.10a  **Symbols on the Confederation Medallion**

**Directions:** Examine the medallion below. The fill in the blanks. (*Our Canada*, page 236 will help you.)

________________________ is the woman sitting on the left with a scroll in her hand that says
________________________.

British ______________________ is symbolized by the lion.

The four __________________ each symbolize a province which originally joined Confederation.

I think the woman with the ________ represents ____________________________.

I think the woman with the ________ represents ____________________________.

I think the woman with the ________ represents ____________________________.

I think the woman with the ________ represents ____________________________. 
Worksheet #7.8.10a  **Symbols on the Confederation Medallion**

**Directions:** Examine the medallion below. The fill in the blanks. (Our Canada, page 236 will help you.)

Britain is the woman sitting on the left with a scroll in her hand that says Confederation.

British imperialism is symbolized by the lion.

The four women each symbolize a province which originally joined Confederation.

I think the woman with the axe represents New Brunswick.
I think the woman with the paddle represents Quebec.
I think the woman with the wheat represents Ontario.
I think the woman with the spade represents Nova Scotia.

**Suggestions:**
CHAPTER TASK

Confederation Symbol Project

The symbols on my project and what they represent:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Lesson 8.11  
Review and Study Sheets

Resources/Materials: Our Canada, Chapter 8  
Review Sheets

Introduction: With students review the concept of Confederation. Note that the responsibilities of the provinces and federal government today are essentially the same as were outlined by the British North America Act in 1867. (See textbook, page 251) Note also that generally, First Nations people today feel marginalized and this feeling has its roots in colonial times in our country.

Finally, review that colonies who decided to join Confederation felt that the reasons for joining outweighed those for remaining colonies. In general, there was the feeling that there would be strength in numbers.

Procedure:

1. Distribute the review sheets.

2. Encourage students to use their textbooks to find answers or to check information about which they are unsure.

3. If students kept journal, this is a good time to remind them to make a final check of them and turn them in for assessment.

Assignments:

- Hand in journals, if applicable.
- Do review sheets.
A. Languages

Most people in Canada West were ____________________-speaking, while most in Canada East spoke ____________________.

B. Leaders

Match each Father of Confederation with his description.

| a. George-Étienne Cartier | b. John A. Macdonald |
| c. Charles Tupper         | d. George Brown      |
| e. Étienne-Paschal Taché  |

1. ________ at first opposed Confederation because he felt representation by population was more important, but changed his mind as he wanted Britain’s colonies to control Rupert’s Land.

2. ________ formed the “Great Coalition with Macdonald.

3. ________ wanted to grant powers to the provinces over their own affairs, separate politically, and still create a nation “from sea to sea”.

4. ________ decided Nova Scotia should join Confederation due to the economic help promised to Nova Scotia.

5. ________ from Canada East, with a view that powers for provinces in Confederation guarantee French language and Catholic religion.

C. Provinces

The four provinces that originally formed Canada:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Use the words in the box to fill the blanks.

<table>
<thead>
<tr>
<th>1873</th>
<th>British Columbia</th>
<th>economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>identity</td>
<td>mercantilism</td>
<td>taxation</td>
</tr>
</tbody>
</table>

The end ____________________ affected the maritime provinces' decision to join Canada. However, they feared losing their ________________ and higher ________________.

Although Prince Edward Island considered joining, they did not until __________ when Canada promised a ferry, debts paid, and that the people of PEI would own their farmland.

____________________________ joined because they were in economic trouble after the gold rush, when it borrowed money to build roads and railways to mining centres.

Newfoundland decided to join mainly because cutbacks in trade hurt its ________________.

D. First Nations Peoples

Answer true or false.

1. _________ First Nations leaders were involved in Confederation discussions, especially in the years 1864 – 1867.

2. _________ In 1864 – 1867, the Canadiens in Canada East did not consider First Nations' settlements when Confederation was proposed.

3. _________ In 1987, the Meech Lake Accord, aiming to change Canada's constitution, did not consult with First Nations. For this reason it was defeated, in part, by Elijah Harper.

4. _________ In 1998, 111 years after they were barred from the legislature in British Columbia, the Nisga'a Treaty allowed First Nations people in this province to be full and equal participants in the social, economic, and political life of British Columbia and Canada.

5. _________ In 1982, First Nations peoples lobbied to give up their rights and identity.
E. United States

The Reciprocity Treaty was a trade agreement between ______________ and the United States.

The threat of ______________ by the United States was felt during this time period.

F. The British North America Act 1867

This act guaranteed that a ______________ would be built joining the Martimes with central Canada. It also guaranteed publicly funded ______________ and divided responsibilities between the federal and ______________ governments.

G. Making Inferences

Examine the political cartoon which appeared in a Canada East newspaper. Then answer the question.

1. Which statement best tells about the view of the person who created this political cartoon?

   a. Confederation would be good for the people of Canada East.
   b. In Canada East too many people make up stories about things that could never happen.
   c. Confederation threatens the way of life of the people of Canada East.
   d. Confederation will happen one way or this other, so we may as well support it.

Examine the photos of a boy named Thomas Moore, before and after his entrance into the Regina Residential School in 1897.

2. From the photos you can infer that

   a. The residential school tried to help First Nations people assimilate into the English culture.
   b. Traditional First Nations clothes were uncomfortable.
   c. Thomas Moore was happy to be at residential school.
   d. There was furniture at residential school that Thomas Moore did not use.
Examine the chart below. Then answer questions 3, 4, and 5.

<table>
<thead>
<tr>
<th>Issues About Joining Confederation</th>
<th>Nova Scotia</th>
<th>New Brunswick</th>
<th>Prince Edward Island</th>
<th>Newfoundland</th>
<th>British Columbia</th>
<th>First Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada West</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Political deadlock</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Trade challenges</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>• Western expansion</td>
<td></td>
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<td></td>
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<tr>
<td>Canada East</td>
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<tr>
<td>• Political deadlock</td>
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<td>• Trade challenges</td>
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<td>• Canadien rights and rights for</td>
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<td></td>
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<tr>
<td>the Protestant minority in Quebec</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Concerns about republicanism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nova Scotia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Independent identity</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Trade challenges</td>
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<tr>
<td>• American annexation</td>
<td></td>
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<td></td>
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<tr>
<td>• Lack of transportation links to</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Central Canada</td>
<td></td>
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<tr>
<td>• Concerns about the cost of</td>
<td></td>
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<tr>
<td>government</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Needed ferry service to the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mainland</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Brunswick</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Independent identity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Trade challenges</td>
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3. From the information in the chart you can infer that
   a. all colonies were concerned about possible American annexation.
   b. none of the colonies wanted to stay tied to Britain.
   c. colonies were concerned about their economic situations.
   d. most colonies wanted a government similar to that of the United States.

4. From the information in the chart you can infer that
   a. colonies outside Central Canada were concerned about how they would travel to other parts of the country.
   b. political deadlocks were preventing governments from making decisions in all colonies.
   c. many settlers had established friendships with First Nations peoples.
   d. trade with Britain's Caribbean colonies was threatened.

5. From the information in the chart you can infer that
   a. Newfoundland was the only colony that had actually made peace agreements with First Nations.
   b. the First Nations were surviving because they decided to assimilate into the English lifestyle.
   c. the Europeans treated the First Nations well because the First Nations had welcomed the European explorers and colonists when they had first arrived.
   d. the colonists felt they were superior to the First Nations.
On your test you will be asked to answer one of the following short answer questions and one of the following essay questions.

**Short Answer Questions**

a. How did the building of a railway influence some colonies’ decision to join Confederation?

b. How did fear of annexation by the Americans influence some colonies’ decision to join Confederation?

c. What role did the Charlottetown Conference play in the development of Confederation?

**Essay Questions**

a. The British North America acknowledged two founding nations: the English and the French. How does this affect Canada in modern times?

b. The First Nations were not consulted when the British North America Act was created. How does this affect the lives of First Nations people today?
Chapter 8
Confederation
Review

A. Languages

Most people in Canada West were ___________ -speaking, while most in
Canada East spoke ________________.

B. Leaders

Match each Father of Confederation with his description.

| a. George-Étienne Cartier | b. John A. Macdonald |
| c. Charles Tupper         | d. George Brown      |
| e. Étienne-Paschal Taché  |                        |

1. ______ at first opposed Confederation because he felt representation by population
   was more important, but changed his mind as he wanted Britain’s colonies to
   control Rupert’s Land.

2. ______ formed the “Great Coalition with Macdonald.

3. ______ wanted to grant powers to the provinces over their own affairs, separate
   politically, and still create a nation “from sea to sea”.

4. ______ decided Nova Scotia should join Confederation due to the economic help
   promised to Nova Scotia

5. ______ from Canada East, with a view that powers for provinces in Confederation
   guarantee French language and Catholic religion

C. Provinces

The four provinces that originally formed Canada:

______________________________  __________________________
Ontario  (Canada West)          Québec  (Canada East)
______________________________  __________________________
New Brunswick                   Nova Scotia
Use the words in the box to fill the blanks.

<table>
<thead>
<tr>
<th>1873</th>
<th>British Columbia</th>
<th>economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>identity</td>
<td>mercantilism</td>
<td>taxation</td>
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</tbody>
</table>

The end **mercantilism** affected the maritime provinces’ decision to join Canada. However, they feared losing their **identity** and higher **taxation**.

Although Prince Edward Island considered joining, they did not until **1873** when Canada promised a ferry, debts paid, and that the people of PEI would own their farmland.

**British Columbia** joined because they were in economic trouble after the gold rush, when it borrowed money to build roads and railways to mining centres.

Newfoundland decided to join mainly because cutbacks in trade hurt its **economy**.

D. **First Nations Peoples**

Answer true or false.

1. **false** First Nations leaders were involved in Confederation discussions, especially in the years 1864 – 1867.

2. **true** In 1864 – 1867, the Canadiens in Canada East did not consider First Nations’ settlements when Confederation was proposed.

3. **true** In 1987, the Meech Lake Accord, aiming to change Canada’s constitution, did not consult with First Nations. For this reason it was defeated, in part, by Elijah Harper.

4. **true** In 1998, 111 years after they were barred from the legislature in British Columbia, the Nisga’a Treaty allowed First Nations people in this province to be full and equal participants in the social, economic, and political like of British Columbia and Canada.

5. **false** In 1982, First Nations peoples lobbied to give up their rights and identity.
E. United States

The Reciprocity Treaty was a trade agreement between Canada and the United States.

The threat of annexation by the United States was felt during this time period.

F. The British North America Act 1867

This act guaranteed that a railway would be built joining the Maritimes with central Canada. It also guaranteed publicly funded education and divided responsibilities between the federal and provincial governments.

G. Making Inferences

Examine the political cartoon which appeared in a Canada East newspaper. Then answer the question.

1. Which statement best tells about the view of the person who created this political cartoon?
   a. Confederation would be good for the people of Canada East.
   b. In Canada East too many people make up stories about things that could never happen.
   c. Confederation threatens the way of life of the people of Canada East.
   d. Confederation will happen one way or this other, so we may as well support it.

Examine the photos of a boy named Thomas Moore, before and after his entrance into the Regina Residential School in 1897.

2. From the photos you can infer that
   a. The residential school tried to help First Nations people assimilate into the English culture.
   b. Traditional First Nations clothes were uncomfortable.
   c. Thomas Moore was happy to be at residential school.
   d. There was furniture at residential school that Thomas Moore did not use.
Examine the chart below. Then answer questions 3, 4, and 5.

<table>
<thead>
<tr>
<th>Issues About Joining Confederation</th>
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<tr>
<td><strong>Canada West</strong></td>
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<tr>
<td>• Political deadlock</td>
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<td>• Trade challenges</td>
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<td>• Western expansion</td>
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<td><strong>New Brunswick</strong></td>
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<td>• Independent identity</td>
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<td>• Trade challenges</td>
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<td>• American annexation</td>
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<td>• Lack of transportation links to Central Canada</td>
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3. From the information in the chart you can infer that
   a. all colonies were concerned about possible American annexation.
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   c. colonies were concerned about their economic situations.
   d. most colonies wanted a government similar to that of the United States.

4. From the information in the chart you can infer that
   a. colonies outside Central Canada were concerned about how they would travel to other parts of the country.
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   a. Newfoundland was the only colony that had actually made peace agreements with First Nations.
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   c. the Europeans treated the First Nations well because the First Nations had welcomed the European explorers and colonists when they had first arrived.
   d. the colonists felt they were superior to the First Nations.
Lesson 8.12

Chapter Test

The test is in two parts:

Part I is multiple choice, fill in the blank, and true false. The answers to Part I may be done on the separate answer sheet.

Part II is short answer and essay. Teachers can direct students to do one or more of each of the short answer and/or essay questions. It is probably not necessary for students to do all of the short answer and essay questions.
Chapter Eight
Confederation
Test

Directions: Write all of your answers on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

Answer T for true or F for false.

1. _____ The four original provinces that joined together to form Confederation were Québec, New Brunswick, Newfoundland, and Ontario.

2. _____ John A. Macdonald was Canada’s first prime minister.

3. _____ A political deadlock occurs when there is a disagreement among equally powerful decision makers.

4. _____ Canadien leaders such as George-Étienne Cartier and Étienne-Paschal Taché believed Confederation was a way to secure the rights they needed to keep their distinct identity.

5. _____ The Maritime colonies feared they would lose their identities if they joined Confederation.

6. _____ Instead of forming Confederation, most colonies hoped for annexation by the Americans.

7. _____ It was at the Charlottetown Conference in 1864 that the British North America Act was written and adopted.

8. _____ The British North America Act gave certain responsibilities to the federal government and other to the provincial governments.

9. _____ Unlike in many of Britain’s colonies, the First Nations of British North America were consulted during the Confederation negotiations.

10. _____ One of the main reasons that colonies decided to join Confederation was because it would help them economically.

For each question write the letter of the best answer.

11. Which of the following groups were not part of the Confederation negotiations?

   a. leaders from Nova Scotia
   b. women and First Nations peoples
   c. leaders from Canada East
   d. leaders from Canada West
12. Confederation is important because

   a. it established a central government.
   b. it established bilingualism and biculturalism.
   c. it provided people with a national identity.
   d. all of the above.

13. Four key Confederation leaders were

   b. Étienne-Paschal Taché, George-Étienne Cartier, Chief Tecumseh, and John A. Macdonald.
   c. John A. Macdonald, George-Étienne Cartier, Martin Brodeur, and Étienne-Paschal Taché.
   d. Étienne-Paschal Taché, Charles Tupper, Vivian Foxe, and John A. Macdonald.

*Use the following information to answer question 14.*

![Venn Diagram]

14. From the information above you can conclude that

   a. the federal government’s responsibilities were much more important than those of the provincial governments.
   b. the federal and provincial governments did not share any responsibilities.
   c. the Canadians and English-speaking peoples were both allowed to keep their cultures.
   d. there are some responsibilities that were shared by the federal and provincial governments.

15. Many in the Maritime provinces did not want to join Confederation because they

   a. did not want to lose their independence.
   b. felt Canada was giving their land to the First Nations.
   c. knew their taxes would increase.
   d. did not need a railway or money to build better roads.
Use the following information to answer questions 16 and 17.

Edward: If we don’t join Canada, the United States might annex us. I want to stay loyal to Britain.

Martin: Now that the Yukon gold rush is over, we have no way to repay the loans we took out to build roads.

Henry: What about the First Nations? They were part of this land long before we came. Shouldn’t consult with them?

Joseph: I have heard that the Canadian government will pay off all our loans and build a railway to link us to the four province in the east.

16. These men are most likely from
   a. Newfoundland.
   b. New Brunswick.
   c. Manitoba.
   d. British Columbia.

17. From the information you can infer that
   a. Edward favours annexation by the United States.
   b. Martin is concerned about the economy.
   c. Henry feels that the English are superior to the First Nations.
   d. Joseph feels that a transportation link with the rest of the country will destroy the colony’s identity.

18. Which of the following is NOT a reason why Prince Edward Island decided to join Confederation in 1873?
   a. Canada promised to build a railway joining Prince Edward Island to the rest of Canada.
   b. Canada agreed to provide year-round ferry service between the island and the mainland.
   c. Canada agreed to pay for the colony’s railway.
   d. Canada agreed to buy the island’s farmland from its British owners.

19. In what year did Newfoundland join Confederation?
   a. 1867
   b. 1929
   c. 1905
   d. 1949

20. Confederation originally acknowledge two founding nations:
   a. the British and the American
   b. the English and the French
   c. the British and the American
   d. the First Nations and the English
Use the words in the box to fill the blanks. Write the correct letter on the answer sheet.

<table>
<thead>
<tr>
<th>a. Confederation</th>
<th>b. Anglphone</th>
<th>c. Dominion Day</th>
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<tbody>
<tr>
<td>d. territories</td>
<td>e. Charlottetown Conference</td>
<td>f. annexation</td>
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<td>g. constitution</td>
<td>h. John A. Macdonald</td>
<td>i. First Nations</td>
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<td>j. British North America Act</td>
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21. It was at the ________ that it was first proposed that the colonies of British North America unite into one political unit.

22. On ______ in 1873 Prince Edward Island joined Confederation.

23. The official set of rules about how a country is to be governed is called its ______.

24. An English-speaking person is referred to as an ______.

25. _____ wanted to create a nation that stretched “from sea to sea”.

26. The _____ created the Dominion of Canada, formed from the former colonies of Canada East, Canada West, Nova Scotia, and New Brunswick.

27. _____ had few settlers and no elected assemblies.

28. _____ was an agreement among some of the colonies of British North America to join together.

29. Many colonies joined Confederation because they feared _____ by the United States.

30. Elijah Harper worked to ensure that ________ peoples were recognized as equal to other Canadians under the law.
31. **Short Answer**

a. How did the building of a railway influence some colonies’ decision to join Confederation?

b. How did fear of annexation by the Americans influence some colonies’ decision to join Confederation?

c. What role did the Charlottetown Conference play in the development of Confederation?

32. **Essay**

a. The British North America acknowledged two founding nations: the English and the French. How does this affect Canada in modern times?

b. The First Nations were not consulted when the British North America Act was created. How does this affect the lives of First Nations people today?
Chapter Eight
Confederation
Test

Answer Sheet

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| 3 | T |   | 13 | a |   | 23 | g |
| 4 | T |   | 14 | d |   | 24 | b |
| 5 | T |   | 15 | a |   | 25 | h |
| 6 | F |   | 16 | d |   | 26 |   |
| 7 | F |   | 17 | b |   | 27 | d |
| 8 | T |   | 18 | a |   | 28 | u |
| 9 | F |   | 19 | d |   | 29 | f |
|10 | T |   | 20 | b |   | 30 | i |
31. Short Answer Questions – Main Ideas

a. Railway’s influence on colonies’ decision to join Confederation
   - Colonies outside Central Canada wanted railway in order to feel connected to Central Canada, which was the centre of power
   - Colonies saw railway as way to improve trade among provinces and economies, in general
   - Could be open year round as opposed to waterways which could not be used in winter

b. Fear of annexation by United States
   - Majority of colonists were loyal to Britain
   - United States was looking to expand
   - Many recall that in War of 1812 United States tried to invade “Canada”
   - Was genuine fear that colonies bordering the United States would be takeover targets unless Canada had a strong country of united colonies

c. Role of Charlottetown Conference
   - First meeting of leaders of British North America colonies to decide future of the colonies
   - Originally supposed to be meeting of the maritime provinces, but leaders from central Canada invited at last minute

32. Essay Questions – Main Ideas

a. BNA Act – Two Founding Nations: Affect on Canada today
   - Have two official languages
   - French culture, in general, very prevalent in Québec and in French-speaking communities throughout the country.
   - French is the most commonly taught second language outside Québec
   - Québécois very aware and vigilant about their traditional language and culture being overtaken by the English culture

b. First Nations were marginalized by Britain – modern day effects
   - Britain viewed First Nations as inferior and did not feel it was wrong to assume control of their traditional lands.
   - First Nations not consulted in Confederation discussions
   - Placed on reservations so settlers could have their traditional lands
   - Today many First Nations feel marginalized
   - Many First Nations citizens unsure of how they “fit” into the fabric of Canada
   - More recently First Nations leaders have begun to defend their rights as free and equal citizens
   - Only allowed to vote in general elections in 1960
Unit 3

After Confederation

Chapter 9: The Métis Uprising
Chapter 10: Western Expansion and the National Policy
Chapter 11: Citizenship in an Evolving Society
Chapter Nine

The Métis Rise Up

ADVANCE PREPARATION: Teachers may want to copy the focus questions for Chapter 8 on chart paper and post them in the classroom prior to beginning the chapter.

- What issues did the Métis uprisings in the west raise for Canada?
- In what way did different ideas of citizenship shape events?
- What consequences did Canada’s response to the uprisings have for Canadian society?
Our Canada

Grade 7 Social Studies
Chapter 9

The Métis Rise Up

Table of Contents

Lesson 1: Chapter Introduction; Chapter Task 3
Lesson 2: The Red River Resistance 4
Lesson 5: The Manitoba Act 7
Lesson 6: Inquiry Minds Want to Know: Should Canada Have a Louis Riel Day? 8
Lesson 7: After the Red River Resistance 9
Lesson 8: The Second Métis Uprising 10
Lesson 9: Canada’s Response/Views of Louis Riel 11
Lesson 10: After the Uprisings 12
Lesson 11: A Hutterite Colony and A Métis Community 13
Lesson 12: Chapter Task – Present an Informed Opinion 14
Lesson 13: Review and Study Sheets 15
Lesson 14: Chapter 9 Test 16
Lesson 9.1

Chapter Introduction
The Chapter Task

Specific Outcome: Assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:
• What factors led to Louis Riel’s emergence as the leader of the Métis?

Resources/Materials: Our Canada, pages 269 – 272
Handouts 9-2 and 9-3 (4 pages) (student copies) – optional
Worksheets #7.9.1a and #7.9.1b (student copies) - optional

Introduction: Briefly review with students that Confederation occurred July 1, 1867 when four provinces united to form the Dominion of Canada. John A. Macdonald was the first prime minister. Following Confederation, other colonies decided to join. The next unit of three chapters is about some of the circumstances and issues surrounding the expansion of Canada and how Canada continues to evolve and change today.

Procedure:

1. Have students turn to textbook, pages 269 and 270. With students read the pages so they get an idea of the unit contents.

2. Briefly discuss the term Métis (usually the descendants of Canadien fathers and First Nations mothers).

3. Then guide the reading of textbook, page 271.

4. If you plan to have students do the chapter task, have them turn to textbook, page 272. Go over the chapter task with them. Distribute Handouts 9-2 and 9-3 to give students ideas on how they will be assessed and how to plan for the task.

5. If you would like students to have a little more background information about the Métis, distribute Worksheet #7.9.1a; then have them do the activities on Worksheet #7.9.1b.

Assignments:

• Read Our Canada, pages 269 – 272.
• Do Worksheets #7.9.1a and #7.9.1b (optional)
The Métis

Who Are the Métis?
The Métis are the descendants of marriages between First Nations mothers and French or Scottish fathers. They were sometimes, though not always, accepted by First Nations communities, and were almost never accepted by French or British communities. For this reason, they tended to form their own communities and developed their own distinct culture.

In the 1800s there were Métis settlements in many parts of Canada including Québec, Ontario, Manitoba, Saskatchewan, and Alberta.

Their Work
The Métis played an important role in Canada’s fur trade. They acted as trappers, guides, interpreters, factors, dock and warehouse workers, voyageurs, coureurs des bois, canoe and York boat paddlers, and Red River cart drivers.

Before cattle were abundant enough to become a food source, Métis hunted buffalo to make pemmican to prove a meat source to feed outlying communities and trading posts. They gathered wild berries and wild vegetable and sold them along with the pemmican.

Métis people assisted new settlers adapting to the harsh conditions of this country. They also worked as farm labourers, clearing land and planting crops. Métis women shown European settlers how to prepare and preserve wild game and other foods needed to survive the long harsh winters.

The York boat was invented by the Métis. It was used on large bodies of water to carry loads too big for freighter canoes. The Métis also invented the Red River cart which was used to transport goods over both land and shallow bodies of water.

Clothing and Shelter

Men often wore a short shirt, red woollen cap, deerskin pants, moccasins and a long hooded coat called a “capot”. They also wore a colourful sash around their waist. It was a very practical piece of clothing. It could be used as a rope, bandage, washcloth, towel or emergency saddle blanket. Women dressed in simple dresses with high necklines, shawls over their heads, and moccasins on their feet.

The Métis often lived in square log cabins. Floors were sometimes made of wood, but usually they were dirt. They heated their homes with iron stoves or mud ovens.

Settlements

Many Métis set up settlements where farming was the main activity. Most were found in Manitoba, Saskatchewan, and Alberta. In Canada’s history, the Red River settlement, which is located in much of the area around the present-day city of Winnipeg, was important because it showed how the Canadian government did not recognize the Métis as citizens rights equal to those of other Canadians.
The Métis

Directions: Unscramble the letters in parentheses to make words that go in the spaces.

1. The Métis are the ___________________ (acddeensst) of marriages between First Nations mothers and French or Scottish fathers.

2. Because they were often not accepted by Aboriginal or European ___________________ (ceiimmnostu), they set up their own settlements and developed a distinct culture.

3. The Métis set up settlements in many parts of ___________________ (aaacdn).

4. The Métis played important roles in Canada’s fur trade. They acted as ___________________ (acforst), interpreters, trappers, guides, dock workers, voyageurs, coureurs des bois, can and York boat paddlers and Red River cart drivers.

5. Métis people hunted buffalo to make ___________________ (aceimmnp).

6. Métis women showed European ___________________ (eelrsstt) how to survive in the harsh weather conditions of the country.

7. To make transporting larger loads on bigger bodies of water, the Métis ___________________ (deeinntv) the York boat.

8. Another Métis invention was the Red River cart. It could ___________________ (anoprrsstt) goods over land and over shallow bodies of water.

9. Both men and women usually wore ___________________ (accimnoss) on their feet.

10. The Métis ___________ (ahss) was worn by men and was useful in many ways for survival while out in the wilderness.

11. Women wore dresses with high necklines and ___________________ (ahlssw) over their heads.

12. Shelter was often in the form of ___________________ (aeqrsu) log cabins. They were heated by iron stoves or mud ovens.

13. The Métis set up _____________ (armf) communities.

14. It was when the Government of Canada ___________________ (cdddeei) it could give land settled by Métis people to other settlers, that the Métis knew for sure that they were not considered to be equal to other residents of Canada.
The Métis

Directions: Unscramble the letters in parentheses to make words that go in the spaces.

1. The Métis are the __descendants____ (acddeensnst) of marriages between First Nations mothers and French or Scottish fathers.

2. Because they were often not accepted by Aboriginal or European __communities____ (ceiimmnrostu), they set up their own settlements and developed a distinct culture.

3. The Métis set up settlements in many parts of __Canada____ (aaacdn).

4. The Métis played important roles in Canada’s fur trade. They acted as __factors____ (acforst), interpreters, trappers, guides, dock workers, voyageurs, coureurs des bois, can and York boat paddlers and Red River cart drivers.

5. Métis people hunted buffalo to make __ pemmican____ (aceimmnnp)

6. Métis women showed European __settlers____ (eelrsstt) how to survive in the harsh weather conditions of the country.

7. To make transporting larger loads on bigger bodies of water, the Métis __invented____ (deeinntv) the York boat.

8. Another Métis invention was the Red River cart. It could __transport____ (anoprrsstt) goods over land and over shallow bodies of water.

9. Both men and women usually wore __moccasins____ (accimnoss) on their feet.

10. The Métis __sash____ (ahss) was worn by men and was useful in many ways for survival while out in the wilderness.

11. Women wore dresses with high necklines and __shawls____ (ahlssw) over their heads.

12. Shelter was often in the form of __square____ (aeqrsu) log cabins. They were heated by iron stoves or mud ovens.

13. The Métis set up __farm____ (armf) communities.

14. It was when the Government of Canada __decided____ (cdddeei) it could give land settled by Métis people to other settlers, that the Métis knew for sure that they were not considered to be equal to other residents of Canada.
Louis Riel

Louis Riel, a leader of his people in their resistance against the Canadian government in the Canadian Northwest, is perhaps the most controversial figure in Canadian historiography. His life and deeds have spawned a massive and diverse literature.

He was born in the Red River Settlement (in what is now Manitoba) in 1844. A promising student, he was sent to Montreal to train for the priesthood, but he never graduated. An attempt at training as a lawyer ended similarly, and by 1868 Riel was back in the Red River area. Ambitious, well educated and bilingual, Riel quickly emerged as a leader among the Métis of the Red River. In 1869-1870 he headed a provisional government, which would eventually negotiate the Manitoba Act with the Canadian government. The Act established Manitoba as a province and provided some protection for French language rights.

Riel's leadership in the agitation, especially his decision to execute a Canadian named Thomas Scott, enraged anti-Catholic and anti-French sentiment in Ontario. Although chosen for a seat in the House of Commons on three occasions, he was unable to take his seat in the house. In 1875, Riel's role in the death of Scott resulted in his exile from Canada. These years in exile would include stays in two Quebec asylums and the growing belief in Riel that he had a religious mission to lead the Métis people of the Canadian northwest.

In 1884, while teaching in Montana at a Jesuit mission, Riel was asked by a delegation from the community of Métis from the south branch of the Saskatchewan river to present their grievances to the Canadian government. Despite Riel's assistance, the federal government ignored Métis concerns. By March of 1885, Métis patience was exhausted and a provisional government was declared.

Riel was the undisputed spiritual and political head of the short-lived 1885 Rebellion. He never carried arms and hindered the work of his military head, Gabriel Dumont. Riel was increasingly influenced by his belief that he was chosen to lead the Métis people. On May 15, shortly after the fall of Batoche, Riel surrendered to Canadian forces and was taken to Regina to stand trial for treason.

At his trial, Riel gave two long speeches which demonstrated his powerful rhetorical abilities. He personally rejected attempts by his defence counsel to prove he was not guilty by reason of insanity. On 1 August 1885, a jury of six English-speaking Protestants found Riel guilty but recommended mercy. Judge Hugh Richardson sentenced him to death. Attempted appeals were dismissed and a special re-examination of Riel's mental state by government appointed doctors found him sane. He was hanged in Regina on 16 November, 1885. His execution was widely opposed in Quebec and had lasting political ramifications.

Photo courtesy Saskatchewan Archives Board.
Louis Riel

(October 22, 1844 - November 16, 1885)

The hanging of Louis Riel on November 16, 1885, created a controversy that has lasted over 100 years. Viewed by some as a saviour, and by some as a traitor, Riel nevertheless became the voice of the Métis people during a turbulent time in Canadian history, and was largely responsible for the entrance of the province of Manitoba into Confederation.

Louis Riel was born on the Red River Settlement, Manitoba. It was said that he had one eighth Indian blood, as his maternal grandmother was a Franco-Chipewyan Métis. He completed his studies in St. Boniface, Manitoba. At that time, Riel was noticed by Bishop Alexandre-Antonin Taché who wanted him to become a priest, but, following the death of his father, Riel abandoned that idea and in 1865, he became a law-office clerk in order to provide for his family.

On his return to Red River in July 1866 from Montréal, Riel entered into the political arena. Charles Mair, a friend of Lieutenant-Governor McDougall, was sent to Red River to begin surveying for the construction of a road linking Upper Fort Garry (Winnipeg) to Lake of the Woods. In January 1869, he published a series of articles openly criticizing the Métis. The following month, Riel wrote a reply in the Le nouveau monde magazine of Montréal, in which he defended the Métis.

The Red River Settlement land-surveying episode set in motion the irrevocable rise in tensions between the Métis and the federal authorities. The need for the Métis to organize themselves became obvious and Riel assumed the leadership of the movement. In August 1869, from the top of the steps in front of St. Boniface Cathedral, he declared that surveying the Settlement's land was a threat to its very existence. With the support of Father Noël-Joseph Ritchot, the Comité national was organized.
The political organization of the Métis continued as a convention of representatives from the Métis and Anglophone population was set up. Four "Lists of Rights" were drafted. These constituted the basis of the negotiations leading to the entry of Manitoba into Canadian confederation.

Riel established a provisional government on December 8, 1869. The provisional government’s goal was to manage the settlers’ lives and protect their material goods. The Conservative government of John A. Macdonald sent a goodwill delegation composed of Father Jean-Baptiste Thibault and Charles-René-Léonidas d'Irumberry of Salaberry to explain the reasons behind the federal government's actions and to reassure the Métis population. But following the failure of that mission, Donald A. Smith, special representative for the Hudson's Bay Company, arrived at the Red River Settlement at the end of December 1869. Smith's arrival on the scene hastened the events. A new convention grouping 40 Métis and Anglophone representatives met and on January 26, 1870, drafted a second List of Rights. On February 7, the convention discussed the list with the support of Smith, Thibault and Salaberry. Although Riel maintained that those three men held no real authority, Smith's announcement that Ottawa was ready to welcome a delegation sent by the provisional government motivated him to review the List of Rights and draft a third version. On March 22, 1870, a fourth and final version of the List of Rights was drafted and sent to Ottawa by the trio of Ritchot, Black and Alfred H. Scott, all chosen by the committee to represent the provisional government.

At that time, Riel played a more secondary role in the events that were taking place in Ottawa. He was devoted above all to the affairs of the Red River Settlement. He put the focus on the governance of the Hudson's Bay Company in order to allow trading to resume and took care of maintaining peace in the settlement. When Ritchot returned to the settlement to report on the negotiations with Ottawa, he met Riel who seemed very satisfied with the results and who henceforth believed he was protected by an indemnity promised to the participants in the "rebellion." The provisional government ratified the agreement leading to the Manitoba Act on June 24, 1870. The future seemed promising for Riel.

The execution of Thomas Scott by the provisional government the winter before, would prove to have serious repercussions. Ottawa, bowing to pressure from the Orangemen in Ontario, sent a military expedition to Red River. Its official mission was peaceful, but Riel feared, with reason, the influence that the young Orangemen from Ontario had over all the troops. Riel learned that the soldiers intended to lynch him. On August 24, 1870, he left Upper Fort Garry, convinced that the federal government would not in fact grant him any indemnity. He went into exile in Dakota, approximately 15 kilometres south of the Canadian border.

In 1871 Adams George Archibald, the new lieutenant-governor of Manitoba, recruited men in order to form an army of volunteers to guard against the threat of Fenian raids from the U.S. Riel registered and became the leader of a cavalry company. When Archibald returned to St. Boniface to inspect his troops, he had to shake the hands of each of the leaders, including Louis Riel. That gesture outraged many people, including Charles Mair. In the eyes of Prime Minister Macdonald, such an ideological confrontation between French and English Canada had to be avoided at all costs, especially during that election year. Fearing for his life, Riel went into exile in the United States. Still trying to obtain amnesty, he was elected without contest in a by-election in October 1873 and in the February 1874 election (following the resignation of the Macdonald government), but he never returned to Ottawa, still fearing for his life.
Following many years of incessant stress, Riel suffered mental exhaustion, which in 1876, forced him to be admitted to a psychiatric hospital in Montréal, then in Beauport, close to Québec. From 1877 to 1884, he stayed in the United States, between Keeseville, N.Y. (close to Montréal) and Montana, and obtained American citizenship in 1883.

On returning to Saskatchewan in 1884, he found that the Métis and the First Nations in southern Saskatchewan had a number of grievances. At that time, Riel started to mix his political ideals with a theology that distanced him from the Catholic clergy, who had supported him in the past. After many attempts to vindicate what the federal government, according to him, owed the First Nations and Métis, Riel, convinced that many hundreds of men in the North West Mounted Police were advancing towards them, formed a provisional government in Batoche, Saskatchewan.

Those actions angered English Canada, which, not willing to understand the validity of the Métis’ and First Nations’ claims, called on the Macdonald government to act. It sent the Canadian militia to Batoche, Calgary and Battleford, Saskatchewan. The Indian and Métis resistance could not survive against the strength of the Canadian militia. On May 12, 1885, the rebellion ended. Riel gave himself up to the North West Mounted Police. Accused of treason, he was tried in Regina where he was found guilty and sentenced to death.

Louis Riel was hanged on November 16, 1885, in the North West Mounted Police quarters in Regina.
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Thank you to Elder Paul Fortney for your gift of prayer on this special day.

A warm welcome and congratulations to the newly elected President of the Métis Nation of Alberta Zone 3, Marlene Lanz. And newly elected Vice President Joe Chodzicki.

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It is important for Calgarians and other Canadians to understand that the Métis people live and experience a distinct and rich cultural context from that of the other two constitutionally affirmed Aboriginal groups, First Nations and the Inuit. The Métis people are distinguished by clothing, flag, origins, cultural and spiritual practices as well as social and political organizations and representation.

The Métis have a unique relationship and history with Canada. They represent the coming together of two distinct cultures to create a new cultural context combining the values and traditions of First Nations and European newcomers. The Métis played an integral role in the development of the fur trade and other economic developments through acting as guides and interpreters. It was the Métis knowledge of the land and necessary survival skills that assisted the newcomers in adjusting to an often harsh and unforgiving environment.

In the modern context the Métis people have worked diligently to support the social and economic health of its people. Through social and political organizations the Métis people enjoy a wide variety of opportunities to participate in and generate social and economic capital. The future aspirations of the Métis people are to realize their full constitutional identity as affirmed by the recent Polley decision.

I encourage the citizens of Calgary to learn more about the Métis people both historically and in the modern context and to celebrate a people who have often not experience the full embrace of an inclusive community. A people who none the less have taken charge of their destiny and inherent right to full participation in all spheres of life.
National Celebration to Mark Louis Riel Day

Ottawa, Ontario
Tuesday, November 16, 1999.

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You all know, I am sure, the story of Riel’s life: a Métis, born in the Red River settlement, the son of a Métis leader and a French Canadian mother. He was the leader in 1869 during the Red River Resistance, going so far as to establish a provisional government, and ending up exiled to the United States. He returned to Canada to take part in the Northwest Rebellion, and was hanged for treason in 1885.

So I guess it’s logical to wonder why we are here in this spot today to commemorate this man, on Louis Riel Day, during the first “Métis Week” in Ottawa. But this man, Louis Riel, was a founder of the province of Manitoba, and played a key typical role in opening up Canada’s west. The greatest story that W.L. Morton wrote was that the “Métis were... the one distinctively Western people.” In writing about the furious sense of Western alienation, Morton described Louis Riel as a leader of the first of a line of Western reform movements. And Louis Riel, in the process of working for western rights and the rights of his people, helped to lay the framework for minority rights – and as a result for cultural cooperation – in this country.

In some ways, it is hard for us, at the end of this century, to imagine what life was like while Louis Riel was alive. It is hard to imagine the difficulties of the frontier, the pressures of building new settlements. And yet, looking at his role in our history, there are many parallels between the conflicts he faced, and the challenges we still deal with today.

When Riel was leading the Métis, there were about 12,000 people living in the area: 6,000 spoke French, 4,000 spoke English, and 2,000 spoke other languages. And along with the language differences came cultural and religious divides as well. It is no great surprise that tensions were sometimes high, and that conflicts erupted.

When Riel was only 25, he and his supporters seized Fort Garry and established a provisional government. They drew up a list of rights, which they sent to Sir John A. Macdonald. It is important to emphasize that these rights protected not only the Métis members of the community, but all the settlers in the Northwest Territory.

Their demands included an elected legislature, representation in the federal Parliament, official status for both English and French and an economic plan for the Métis. These became the basis for the Manitoba Act of 1870, which brought that province into Confederation, and provided language, religious and schooling rights.

Historian G.F.G. Stanley called this “a national achievement of the new nation and the personal victory of Louis Riel.”
As so often happens, Louis Riel’s role in building this country was not recognized during his lifetime. And so it is only recently that we have begun to recognize his contributions, and to come together, as we are doing today, to pay tribute to Riel, and to the Métis people, who learned to live together in a bilingual, multicultural society – and to take inspiration from this diversity.

In 1880, Sir Wilfrid Laurier gave a courageous defence of Louis Riel, saying, "What is hateful is not rebellion but the despotism which induces that rebellion... If the Government had been loyal to the Métis, no such trouble would have occurred. But the Government has not been loyal to the laws. If only the Government had taken as much pain to do right, as they have taken to punish wrong. Our prisons are full of men who, despairing ever to get justice by peace, sought to obtain it by war, who despairing of ever being treated like freemen, took their lives in their hands, rather than be treated as slaves."

We have taken a lot of steps since Louis Riel’s time, to ensure that everyone in this country – Métis, Native, English, French, Chinese, German, Polish – I could go on – is treated fairly and equally. But – and this is the importance of marking Louis Riel Day and Louis Riel himself – we are not entirely there yet. So we all have a responsibility to remember the legacy of Louis Riel, and to continue to strive towards a nation that is built on tolerance, fairness, cooperation, sharing and generosity to all peoples.

Thank you.
House of Commons of Canada

BILL C-411
An Act respecting Louis Riel  
Her Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:

SHORT TITLE
Short title
1. This Act may be cited as the *Louis Riel Act*.

PURPOSE
Purpose
2. The purpose of this Act is to reverse the conviction of Louis Riel for high treason and to formally recognize and commemorate his role in the advancement of Canadian Confederation and the rights and interests of the Metis people and the people of Western Canada, in recognition that

(a) beginning in 1670, under charter from King Charles II of England, the Hudson’s Bay Company governed the territory known as Rupert’s Land;
(b) Canada negotiated the purchase of the Hudson’s Bay Company’s rights in the territory without consulting the inhabitants of the said territory;
(c) the people of the territory led by Louis Riel refused to allow Canada to acquire jurisdiction over the territory without recognition of their rights;
(d) in 1869, after the Hudson’s Bay Company ceased to govern the territory and before Canada acquired jurisdiction, the people of the portion of the territory known as Red River established a Provisional Government based upon principles of tolerance and equality of representation between the Metis majority and the French, English, and First Nations minority populations;
(e) the Provisional Government elected Louis Riel as its President;
(f) as a condition of its acceptance of that territory’s acquisition by Canada, the Provisional Government drafted and unanimously adopted a *List of Rights* for the governance of the territory;
(g) the *List of Rights* was accepted by the Government of Canada as the basis for the entry of the territory into the Canadian Confederation and for the passage of the *Manitoba Act*;
(h) the rights of the Hudson’s Bay Company to such lands were transferred to Canada on the 15th day of July 1870, whereupon Manitoba became the fifth province to join Confederation and the first province from Western Canada;
(i) the name “Manitoba” was submitted by Louis Riel and chosen by the Parliament of Canada as the name of the province;
(j) Louis Riel is recognized as the Founder of the Province of Manitoba;
(k) in 1871, Louis Riel, at the request of Adam G. Archibald, the Lieutenant-Governor of Manitoba, organized the Metis to repel the Fenian threat to Canada for which he was publicly commended by the then Lieutenant-Governor;
(l) Louis Riel was elected three times to the House of Commons of Canada, on October 13, 1873, January 13, 1874, and September 3, 1874, but as a result of political pressure, was never allowed to take his seat;
(m) as a further result of the same political pressure, Louis Riel was forced to leave Canada;
(n) by the 1880s, the people living in the Northwest Territories had become increasingly concerned about the lack of respect by the Government of Canada for their rights;
(o) in 1884, they called on Louis Riel to return to Canada to assist them in negotiating once more with the Government of Canada in respect of their land claims and the very survival of the Metis people;
(p) all of the petitions sent by the Metis to the Government of Canada requesting a redress of the people’s grievances and the recognition of their rights were ignored;
(q) the Government of Canada responded by sending troops against the Metis at Batoche;
(r) the Metis, under the leadership of Louis Riel and Gabriel Dumont, defended their homes;
(s) the First Nations joined the Metis in the defense of their lives, families, rights and territories;
(t) as a result of the events in the Northwest Territories in 1885, Louis Riel was wrongfully tried, convicted and executed for high treason by the Government of Canada on November 16, 1885:
(u) in March of 1992, the House of Commons and the Senate of Canada unanimously adopted resolutions recognizing the various and significant contributions of Louis Riel to Canada and to the Metis people and, in particular, recognizing his unique and historic role as a founder of Manitoba;
(v) in May of 1992, the Legislative Assembly of Manitoba unanimously passed a resolution recognizing “the unique and historic role of Louis Riel as a founder of Manitoba and his contribution in the development of the Canadian Confederation”; and
(w) it is consistent with history, justice and with the recognition of the unique and important contributions of Louis Riel to Canada and to the Metis people that the conviction of Louis Riel for high treason be reversed and that his historic role be formally recognized and commemorated.

CONVICTION OF LOUIS RIEL REVERSED

Conviction of Louis Riel reversed
3. Louis Riel is hereby deemed to be innocent of the charge of high treason. His conviction for high treason is hereby reversed.
Existing rights maintained
4. Nothing in this Act abrogates or derogates from any right, including any right of action, or remedy a person had on the coming into force of this Act or confers on a person any right, including any right of action, or remedy.
Saving provision
5. Nothing in this Act shall be construed as limiting or affecting in any manner Her Majesty's royal prerogative of mercy or the Letters Patent Constituting the Office of Governor General of Canada relating to pardons.

RECOGNITION OF HISTORIC ROLE OF LOUIS RIEL

Recognition of Louis Riel's place in history

6. Louis Riel is hereby recognized as a Father of Confederation and the Founder of the Province of Manitoba.

Louis Riel Day

7. (1) Throughout Canada, in each and every year, the 15th day of July shall be known as "Louis Riel Day".

Not a legal holiday

(2) For greater certainty, Louis Riel Day is not a legal holiday or a non-juridical day.

POWERS OF THE MINISTER OF CANADIAN HERITAGE

The powers of the Minister of Canadian Heritage

8. The Minister of Canadian Heritage may

(a) mark or commemorate by means of historical plaques, monuments, or in any other suitable manner, the places and buildings where events of historical significance in the life of Louis Riel took place;

(b) authorize the placing of a statue of Louis Riel on Parliament Hill;

(c) undertake, pursue or sponsor research relating to these historical events and take appropriate steps to respect the historic record;

(d) take appropriate action for the preservation of the Metis culture, languages and history; and

(e) establish a scholarship program for Metis students in Louis Riel's name.
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Thank you.
Lesson 9.2  The Red River Resistance

Specific Outcome: Assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:

- What factors led to Louis Riel’s emergence as the leader of the Métis?

Resources/Materials: Our Canada, pages 273 – 276
Handout 9-4 (student copies)
AND/OR  Worksheets #7.9.2a and #7.9.2b (student copies)
Wall Map of Canada

Introduction: Ask students to speculate how it would feel if government officials came onto their colony lands and told them they would be giving it to a group of people who had just arrived from another country. This is what happened to the Métis who lived a settlement called Red River. Point out Red River on the wall map.

Procedure:

1. Explain that when government surveyors showed up to begin divided the land up, the Métis were very upset and decided to protest. This was called the Red River Resistance. (Resist means to take a stand and take action so something won’t happen.)

2. If you like, distribute Handout 9-4. Go over the format of the handout so that students know what kinds of information to look for.

3. Have students turn to textbook, pages 273 and 274. If you can, guide the reading.

4. Have students turn to textbook, pages 275 and 276. Have them read the news article to find out more about Métis life.

5. If you like, distribute Worksheets #7.9.2a and #7.9.2b.

6. Optionally, using the map on textbook, page 274, have students draw a map that would show the division of the land abutting the rivers into Métis farms.

7. Journal entry starter: “The Métis people are…”

Assignments:

- Read textbook, pages 273 – 276.
- Complete Handout 9-4 AND/OR Worksheets #7.9.2a and #7.9.2b.
Mapping the Controversy at Red River

Name ___________________________ Date ________________

**Issues**
What touched people in a personal way?
- Métis and First Nations wanted say in their future
- Government of Canada wanted to exercise control

**Perspectives**
Who had a stake in resolving the issue?
- Métis
- Ontarians
- First Nations
- B.C. (wanted connection to Canada)

**Choices**
What were the possible outcomes?
- Canada would do as it saw fit
- Métis and First Nations could be given right to own land

Red River Resistance
Worksheet #7.9.2a  The Red River Resistance

Directions: Use *Our Canada*, pages 273 and 274 to complete the following questions.

1. About what had the Hudson’s Bay Company, Britain and Canada decided?

2. Approximately, how much did this land cost?

3. What type of settlement would the Red River Métis people get?

4. What languages did the people in this region speak?

Where It’s At

Directions: Study the maps on page 274 of *Our Canada* to help you fill the spaces.

5. This shows our country in the year ________. ________ year(s) after Confederation. The inset map shows the ___________ ____________ Settlement, located in ____________ Land, south of Lake Winnipeg and Lake _____________. The settlement is shaped along the ____________ because __________________________.  

__________________________________________
Directions: Read the news article on pages 275 and 276 of Our Canada to answer the following questions.

6. Complete the summary of the “newspaper” article.

<table>
<thead>
<tr>
<th>History Happens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
</tr>
<tr>
<td>What?</td>
</tr>
<tr>
<td>When?</td>
</tr>
<tr>
<td>Where?</td>
</tr>
<tr>
<td>Why?</td>
</tr>
</tbody>
</table>

7. How did the Métis use the land to make their living?

8. Tell about “river lots”.

Worksheet #7.9.2a

**The Red River Resistance**

**Directions:** Use *Our Canada*, pages 273 and 274 to complete the following questions.

1. About what had the Hudson’s Bay Company, Britain and Canada decided?
   - transfer Red River settlement land (part of Rupert’s Land) from HBC to Canada

2. Approximately, how much did this land cost?
   - £300 000 or $1.5 million

3. What type of settlement would the Red River Métis people get?
   - would get nothing

4. What languages did the people in this region speak?
   - half spoke French; half spoke English

---

**Where It's At**

**Directions:** Study the maps on page 274 of *Our Canada* to help you fill the spaces.

5. This shows our country in the year 1868, one year(s) after Confederation. The inset map shows the Red River Settlement, located in Rupert’s Land, south of Lake Winnipeg and Lake Manitoba.
   - The settlement is shaped along the Assiniboine and Red Rivers because the Métis farmed the fertile land along those rivers.
Directions: Read the news article on pages 275 and 276 of Our Canada to answer the following questions.

6. Complete the summary of the “newspaper” article.

**HISTORY HAPPENS**

<table>
<thead>
<tr>
<th>Who?</th>
<th>over a thousand men, women, and children</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>Red River cart convoy returned from buffalo hunt</td>
</tr>
<tr>
<td>When?</td>
<td>August 1869</td>
</tr>
<tr>
<td>Where?</td>
<td>Red River, Rupert's Land</td>
</tr>
<tr>
<td>Why?</td>
<td>buffalo hunt over</td>
</tr>
</tbody>
</table>

7. How did the Métis use the land to make their living?

- raised crops and livestock
- hunted buffalo
- worked in fur trade

8. Tell about “river lots”.

River lots were long narrow farms, stretching from the river banks with a trail connecting houses.
The river gave access for transportation and a water supply
Lesson 9.3  What Triggered the Red River Resistance?

Specific Outcome: Assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:
- What factors led to the emergence of Louis Riel as the leader of the Métis?
- To what extent were the Red River Resistance and the second Métis uprising means to counter assimilation?

Resources/Materials: Our Canada, pages 277 – 280
   Handout 9-5 (student copies) OR Worksheet #7.9.3a (student copies)
   Handout 9-6 (student copies) OR Worksheet #7.9.3b (student copies)

Introduction: Discuss with students how they would react if government officials one day showed up and started dividing up the colony to give to other people. This is exactly what happened with the Métis. The Canadian government sent surveyors onto Métis settlements in measure off land to give to English settlers. Today’s lesson is about this event and how the Métis reacted.

Procedure:

1. Have students turn to textbook, pages 277 and 278. **Guide the reading of these pages.** The vocabulary is quite difficult and many students may not comprehend the content if left to read it on their own.

2. Discuss the reasons the Métis decided to take a stand and what solution they created to address the issue (provisional government).

3. Distribute Handout 9-5. Briefly go over how to do the page.

4. Have students turn to textbook, pages 279 and 280. Tell them that the news article is actually from the editorial page of a newspaper. It contains various points of view on the Red River situation

   **NOTE:** *Worksheets #7.9.3a and/or #7.9.3b can be done as alternates to Handouts 9-5 and 9-6.*

6. Some of your students might like to role play the interaction between the Métis settlers and the government surveyors.

7. Journal entry starter: “If I had been the prime minister…”

Assignments:
- Read textbook, pages 277 – 280.
- Do Handout 9-5 OR Worksheet #7.9.3a
- Do Handout 9-6 OR Worksheet #7.9.3b
- Possibly have students plan, rehearse, and role play interaction between Métis settlers and government surveyors.
Timeline of the Red River Resistance

Name ______________________ Date __________________

Use the information on pages 277 and 278 of the textbook to complete a timeline for the Red River Resistance. Consult the Skills Centre for guidelines on how to make timelines (pages 384 and 385 of the textbook).

1869

January

February

March

April

Rupert's Land transferred from HBC to Canada

May

June

Surveyors begin to measure land in Red River

July

August

September

October

November

December

Louis Riel stops surveyor from going on cousin's land

Metis volunteers stop William McDougall

Metis take control of Fort Garry

Metis declare a provisional government
Who's Saying What?

Name __________________________ Date ________________

Where do the "letters" on pages 279 and 280 come from? Whose perspective do they represent?

Match each letter to its place on the map.

Dear Editor: A good neighbour is always ready to help.

Dear Editor: Will Canada honour Canadien identity?

Dear Editor: Canada must respect the Royal Proclamation of 1763.

Dear Editor: We joined Confederation so we could start farms in the west.

Dear Editor: The people of Red River have rights.

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Worksheet #7.9.3a  What Triggered the Red River Resistance?

Directions: Use pages 277 and 278 of Our Canada to answer the questions.

1. Read the second paragraph on page 277. Draw a picture of surveyors measuring out the land at Red River.

2. Number the sentences in the correct sequence.

   ______ At Red River the crops were poor and the buffalo were declining.

   ______ Louis Riel, a Métis leader, stopped the surveyors from going onto his cousin’s farm.

   ______ In 1869 the Hudson’s Bay Company and Canada had worked out an agreement to transfer Rupert’s Land to Canada.

   ______ In July 1869 surveyors began to measure the land at Red River so that it could be given to new settlers.

   ______ Canada seemed to be making plans for Rupert’s Land and the northwest.

   ______ Métis volunteers stopped William McDougall from entering Red River.

   ______ The members of the Provisional Government chose Louis Riel as their leader.

   ______ The Métis took over Fort Garry, a major HBC trading post.

   ______ In December 1869, the Métis declared a provisional government at Fort Garry and issued the Declaration of the People of Rupert’s Land and the North-West.
Worksheet #7.9.3a  

**What Triggered the Red River Resistance?**

**Directions:** Use pages 277 and 278 of *Our Canada* to answer the questions.

1. Read the second paragraph on page 277. Draw a picture of surveyors measuring out the land at Red River.

2. Number the sentences in the correct sequence.

   1. At Red River the crops were poor and the buffalo were declining.
   5. Louis Riel, a Métis leader, stopped the surveyors from going onto his cousin's farm.
   3. In 1869 the Hudson's Bay Company and Canada had worked out an agreement to transfer Rupert's Land to Canada.
   4. In July 1869 surveyors began to measure the land at Red River so that it could be given to new settlers.
   2. Canada seemed to be making plans for Rupert's Land and the northwest.
   9. The members of the Provisional Government chose Louis Riel as their leader.
   7. The Métis took over Fort Garry, a major HBC trading post.
   8. In December 1869, the Métis declared a provisional government at Fort Garry and issued the *Declaration of the People of Rupert's Land and the North-West*. 
H I S T O R Y  H A P P E N S

Directions: Use Our Canada, page 279 and 280 to match the person with the point of view.

H I S T O R Y  H A P P E N S

a. a citizen of Red River
b. a voter from Ontario
c. western (de l'ouest) Ontario
d. the United States
e. a First Nations person

_____ We did not agree to be transferred to Canada. Mr. Macdonald must remember to consult with us.

_____ We need more farmland and we expect our prime minister to get it for us.

_____ We have rights that need to be respected. How can a government simply take over our settlements and give the land to others?

_____ We will be happy to annex Rupert's Land to our country.

_____ We have made many contributions to the development of our country; yet Mr. Macdonald does not seem to recognize our rights. The way Mr. Macdonald responds to the Red River Resistance will show whether English-speaking Canadians really believe that this country has two founding nations.
Directions: Use Our Canada, page 279 and 280 to match the person with the point of view.

Whose Point

a. a citizen of Red River
b. a voter from Ontario
c. western (de l'ouest) Ontario
d. the United States
e. a First Nations person

---

e. We did not agree to be transferred to Canada. Mr. Macdonald must remember to consult with us.

b. We need more farmland and we expect our prime minister to get it for us.

d. We have rights that need to be respected. How can a government simply take over our settlements and give the land to others?

j. We will be happy to annex Rupert's Land to our country.

c. We have made many contributions to the development of our country; yet Mr. Macdonald does not seem to recognize our rights. The way Mr. Macdonald responds to the Red River Resistance will show whether English-speaking Canadians really believe that this country has two founding nations.
Lesson 9.4  What Made Louis Riel a Leader?

Specific Outcome: Assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:
- What factors led to the emergence of Louis Riel as the leader of the Métis?
- To what extent were the Red River Resistance and the second Métis uprising means to counter assimilation?
- To distinguish fact from opinion

Resources/Materials: Our Canada, pages 281 – 285
Handout 9-7 (student copies)
Worksheet #7.9.4 (student copies)

Introduction: Discuss with students what they think are the qualities of a good leader such as: honesty, intelligence, does what is best for the group, caring and understanding, courageous. Explain that today’s lesson is about the most well-known Métis leader, Louis Riel.

Procedure:

1. Have students turn to textbook, page 281. If possible, guide the reading and ask students to tell you what is was that made Riel a good leader.

2. Review the terms fact and opinion.

3. Next, explain that not everyone thought highly of Louis Riel. Have students read textbook, pages 282 – 284 to find out what two people thought.

4. Distribute Handout 9-7. Go over the directions

5. Finally, have students read about the Thomas Scott, and how some people felt his killing was justified.

6. If you like, distribute Worksheet #7.9.4. Go over the directions.

7. Journal entry: “From the facts about Louis Riel, I’d say that he was…”

NOTE: On the internet there is a cartoon history of these events. Search the title to see excerpts. If you wish, it would be a good resource to help students understand what is happening.

Louis Riel: A Comic-Strip Biography (paperback)
By Chester Brown

Assignments:
- Do Handout 9-7.
- Optionally, do Worksheet #7.9.4
Facts and Opinions about Louis Riel

Use this graphic organizer to identify facts and opinions about Louis Riel in the writings of Nathaniel Langford and Robert Cunningham.

<table>
<thead>
<tr>
<th></th>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
</table>
| Nathaniel Langford | • 28 years old  
                    • large man  
                    • shows energy and decisiveness  
                    • shows "winning manners"  | • "Able to endure a great deal"  
                    • "Does not have great profundity"  
                    • "Sagacious and thoroughly patriotic"  
                    • "Thoroughly incorruptible."  |
| Robert Cunningham | • about 30 years old  
                    • five feet seven inches in height  
                    • rather stoutly built  
                    • dark, curly hair  | • "Gazed in a piercing manner, at least he thought so."  
                    • "A linen draper's assistant"  
                    • "A Modern Alexander"  |

These are the criteria I used for distinguishing facts from opinions:

Possible answer: How the author of the comment delivers it.

"Whether the observation can be confirmed in some other way"

"Whether the observation assumes to know the motivation of another person without confirmation"
What Made Louis Riel a Leader?

Directions: Use page 281 – 285 of Our Canada to answer the questions.

1. Following are some of the leadership traits that Louis Riel possessed. Give evidence from Our Canada, page 281 that he possessed these character traits.

<table>
<thead>
<tr>
<th>Character Trait</th>
<th>Evidence from Our Canada, page 281</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligent</td>
<td></td>
</tr>
<tr>
<td>Creative</td>
<td></td>
</tr>
<tr>
<td>Considered what was best for the group</td>
<td></td>
</tr>
<tr>
<td>Stood up for what he thought was right</td>
<td></td>
</tr>
<tr>
<td>Good communicator</td>
<td></td>
</tr>
</tbody>
</table>

2. Read page 285 of Our Canada about the death of an English settler. Did Louis Riel show good leadership when he allowed Thomas Scott to be shot? Give reasons for your answer.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
## Worksheet #7.9.4  
### What Made Louis Riel a Leader?

**Directions:** Use page 281 – 285 of *Our Canada* to answer the questions.

1. Following are some of the leadership traits that Louis Riel possessed. Give evidence from *Our Canada*, page 281 that he possessed these character traits.

<table>
<thead>
<tr>
<th>Character Trait</th>
<th>Evidence from <em>Our Canada</em>, page 281</th>
</tr>
</thead>
</table>
| Intelligent                              | • well-educated, good student  
• could speak English, French, Cree                                                          |
| Creative                                 | • came up with idea of forming a provisional government  
• saw opportunity to set up Red River settlement as a haven                                |
| Considered what was best for the group   | • wanted to ensure rights of his people were respected                                           |
| Stood up for what he thought was right   | • did not go along with Canadian government  
• sought support from all people of Red River                                                    |
| Good communicator                        | • spoke several languages                                                                       |

2. Read page 285 of *Our Canada* about the death of an English settler. Did Louis Riel show good leadership when he allowed Thomas Scott to be shot? Give reasons for your answer.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________
Lesson 9.5

The Manitoba Act

Specific Outcomes: Students will recognize the positive and negative consequences of political decisions:

- What were the Métis, First Nations, French, and British perspectives on the events that led to the establishment of Manitoba?
- How was the creation of Manitoba an attempt to achieve compromise between the Métis, First Nations, French, and British peoples?

Resources/Materials: Our Canada, pages 286 – 288
Handout 9-8 (student copies)
Worksheet #7.9.5 (student copies)

Introduction: Discuss the term *compromise* and explain that compromise often occurs so that all parties in an argument or dispute get at least part of what they want. Discuss the merits of compromise.

Explain that the Red River Resistance brought to light that many different groups had a stake in the development of the area around Red River.

Procedure:

1. Explain that the Manitoba Act was designed to address the needs of the various groups who lived in the Red River area. Have students turn to textbook, page 286.

2. Then have students turn to textbook, page 286. If you like, distribute Handout 9-8. Go over the directions. Have students read textbook, pages 287 and 288 to get information that will help them complete the handout.

3. If you like, distribute Worksheet #7.9.5. This can be done in addition to, or instead of, Handout 9-8.

4. Journal entry starter: “I think the Manitoba Act…”

Assignments:

- Read textbook, pages 286 – 288.
- Do Handout 9-8 AND/OR Worksheet #7.9.5.
The Manitoba Act on Balance

Name __________________________ Date ___________________

Choose two groups with a stake in the resolution of the Red River Resistance. Describe the positives and negatives of the Manitoba Act for each group. If you “weigh” the positives and negatives for each group on a fulcrum, like the fulcrum on page 287 of the textbook, which way does the scale tip?

- created Province of Manitoba with an elected government
- established language and education rights for Francophones
- confirmed Métis rights to land

* did not designate tracts of land

Group 1: Métis

- established language and education rights for Francophones
- none

Group 2: Canadiens
The Manitoba Act on Balance

Choose two groups with a stake in the resolution of the Red River Resistance. Describe the positives and negatives of the Manitoba Act for each group. If you “weigh” the positives and negatives for each group on a fulcrum, like the fulcrum on page 287 of the textbook, which way does the scale tip?

**Group 1: First Nations**

- Made Manitoba a small “postage stamp”
- Acknowledged Metis and First Nations rights to land
- Established language and education rights for Francophones

**Group 2: English-speaking people in Ontario**

- Did not establish a process for negotiated about land
- Acknowledged rights to land

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**The Manitoba Act**

**Directions:** The Manitoba Act was a compromise. Read about the Manitoba Act on pages 286 – 288 of Our Canada. For each stakeholder, tell what the Manitoba Act gave them and what it did not give them.

<table>
<thead>
<tr>
<th>Group and What They Wanted</th>
<th>What the Manitoba Act Gave Them</th>
<th>What the Manitoba Act Did Not Give them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métis: elected governments, rights protecting French language and Catholic religion and acknowledgement of rights to land</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canadiens: bilingual, bicultural country that respected their history and identity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Nations: rights to land and negotiations with Canada that honoured those rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English-speaking Canadians in Ontario: freedom to move west and establish farms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canadian government: land on which to build a railway west to British Columbia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Worksheet #7.9.5**

**The Manitoba Act**

**Directions:** The Manitoba Act was a compromise. Read about the Manitoba Act on pages 286 – 288 of *Our Canada*. For each stakeholder, tell what the Manitoba Act gave them and what it did not give them.

<table>
<thead>
<tr>
<th>Group and What They Wanted</th>
<th>What the Manitoba Act Gave Them</th>
<th>What the Manitoba Act Did Not Give them</th>
</tr>
</thead>
</table>
| Métis: elected governments, rights protecting French language and Catholic religion and acknowledgement of rights to land | • recognized Métis rights to land  
• committed public funding for both Protestant and Catholic schools  
• made French and English official languages in Manitoba’s legislative | • did not specify any particular tracts of land for the Métis  
• many Métis not qualified to vote because not considered “permanent” residents |

| Canadiens: bilingual, bicultural country that respected their history and identity | • made French and English official languages  
• committed funding for both Protestant and Catholic schools |  |

| First Nations: rights to land and negotiations with Canada that honoured those rights | • acknowledged First Nations peoples’ rights to land  
• did not suggest a process or principles for negotiating with First Nations |  |

| English-speaking Canadians in Ontario: freedom to move west and establish farms | • made Manitoba very tiny, leaving much of Rupert’s Land for their farms  
• acknowledged Métis and First Nations’ rights to land  
• acknowledged language and educational rights for Métis and Canadiens |  |

| Canadian government: land on which to build a railway west to British Columbia | • did not specify any particular tracts of land for Métis  
• federal government took control of public lands  
• acknowledged Métis and First Nations’ rights to land |  |
Lesson 9.6  

Inquiry Minds Want to Know:  
Should Canada Have an Official Louis Riel Day?

NOTE: You may want to introduce the assignment now, for completion later.  

Specific Outcomes:  
- The student values and respects the diversity and equality of all people.  
- The student thinks critically and makes reasoned judgements.

Resources/Materials:  Our Canada, page 289  
Worksheets #7.9.6a and #7.9.6b (student copies)  
Articles on Louis Riel (student copies)

Introduction: Discuss some of the holidays and observances that we recognize. Perhaps you could make a list on the board, with the holidays categorized.

<table>
<thead>
<tr>
<th>Religious</th>
<th>Historical Events</th>
<th>People</th>
<th>Other</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Christmas</td>
<td>Canada Day</td>
<td>Family Day</td>
<td>New Year’s Day</td>
<td></td>
</tr>
<tr>
<td>Epiphany</td>
<td>Remembrance Day</td>
<td>Heritage Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easter</td>
<td></td>
<td>Labour Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ascension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pentecost</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Ask students to suggest reasons why we should have holidays and observances.

Procedure:  
1. Explain that some people are of the opinion that we should have an official Louis Riel Day. This is not only because he was an important Metis leader, but because he actions helped to promote the ideas the Canada was a place for not only the two “foundating nations”, but for many different cultural groups. He was a great figure in the move toward multiculturalism in Canada.

2. On the other hand, as Canadians we do not really celebrate the contributions of any one person in our history.

3. Have students turn to textbook, page 289. Guide the reading to ensure that students understand their task.

4. If you choose to have students do this activity, you may want to distribute the articles on Louis Riel.

5. Distribute Worksheets #7.9.6a and #7.9.6b.

6. Students can address the assignment by:
   - having an informal debate about the issue.
   - having a formal debate about the issue.
   - writing an essay about the issue.

Assignment:  
- Complete research on Louis Riel.
- Have an informal or formal debate OR write an essay about the merits (or not) of having an official Louis Riel Day.
Worksheet #7.9.6a

INQUIRING MINDS WANT TO KNOW...

Chapter Project

Planning: My topic is _____________________________. I will find information
___________________________________________. I will present it to
___________________________________________. Here is my plan...

Retrieving: Information I found...


Processing:

- I have recorded by information
- I took out information that did not fit.

I noticed something interesting:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Creating:

- I finished my project. It is neat and complete.

Sharing:

- I presented my project to ____________________________________________.
Worksheet #7.9.6b

**Evaluating:**
My strengths in the project (what I did well).

________________________________________________________________________

________________________________________________________________________

My areas of weakness in this project (what I could have done better).

________________________________________________________________________

________________________________________________________________________

Peer or Teacher Evaluation:
I really enjoyed ____________________________________________________________
________________________________________________________________________

Next time, try ______________________________________________________________
________________________________________________________________________

________________________________________________________________________

Evaluation Rubric:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information was accurate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I answered the inquiry question well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My project was neat and carefully done.</td>
<td></td>
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<tr>
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</tbody>
</table>

Total: ______/25 = _____%
Lesson 9.7  

After the Red River Resistance

Specific Outcomes: Assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:

- How did the Government of Canada’s response to the Red River Resistance and the second Métis Uprising solidify Canada’s control of the west?
- To what extent were the Manitoba Schools Act and evolving educational legislation in the Northwest Territories attempts to impose a British identity in western Canada?
- The student will appreciate different points of view.

Resources/Materials: Our Canada, pages 290 – 293
Worksheet #7.9.7 (student copies)
Handout 9-9 (student copies)

Introduction: Recall that the Manitoba Act was adopted as a way for the Canadian government to satisfy the many groups who had an interest in the Red River area. Discuss how although compromises are designed to make everyone happy, they do not always accomplish this goal.

Procedure:

1. Have students turn to textbook, pages 290 and 291. If you can, guide the reading of these pages.
2. Then have students examine the maps and their captions on textbook, pages 292 and 293.
3. Distribute Worksheet #7.9.7 and Handout 9-9. Go over the directions.
4. Journal entry starter: “To me citizenship is…”

Assignments:

- Read textbook, pages 290 – 293.
- Do Worksheet #7.9.7.
- Do Handout 9-9.
Worksheet #7.9.7

**After the Red River Resistance**

**Directions:** Read the news article and maps on pages 290 – 293 of Our Canada. Then complete the questions.

**HISTORY HAPPENS**

These letters are imaginary, but show different points of view. Match the writers with their POVs.

a. a former citizen of Red River

b. a voter from Ontario

c. western (de l’ouest) Canadien

d. the United States

e. a First Nations person

___ We don’t really want to fight you for that territory. You negotiated with the provisional government and then sent troops in to secure the territory.

___ You promised us land but gave us “scrip” in exchange for land, but can’t have the land we want and have lived on for generations. It is getting dangerous here.

___ Riel stood up for all the Francophone Catholics and we thank him.

___ Canada should negotiate with us for our rights as well.

___ Riel forced us to deal with this firmly. We are a British dominion!

**Where It's At**

Where did the Métis migrate? __________________

Why were these areas of migration in the Great Plains Ecozone?

What was the Carlton Trail? __________________
Worksheet #7.9.7  

**After the Red River Resistance**

**Directions:** Read the news article and maps on pages 290 – 293 of *Our Canada*. Then complete the questions.

---

**HISTORY HAPPENS**

These letters are imaginary, but show different points of view. Match the writers with their POVs.

a. a former citizen of Red River  
b. a voter from Ontario  
c. western (de l’ouest) Canadien  
d. the United States  
e. a First Nations person

___d___ We don’t really want to fight you for that territory. You negotiated with the provisional government and then sent troops in to secure the territory.

___a___ You promised us land but gave us “scrip” in exchange for land, but can’t have the land we want and have lived on for generations. It is getting dangerous here.

___c___ Riel stood up for all the Francophone Catholics and we thank him.

___e___ Canada should negotiate with us for our rights as well.

___b___ Riel forced us to deal with this firmly. We are a British dominion!

---

**Where It's At**

Where did the Métis migrate? **went west to the South Branch region of S. Saskatchewan River (Batoche, Fort Carlton)**

Why were these areas of migration in the Great Plains Ecozone?  
- buffalo hunting areas  
- outposts (winter cabins) were in this area.

What was the Carlton Trail? **important overland transportation route to bring goods from Red River to Fort Edmonton**
Push and Pull Factors: the Métis Migration West

Add symbols to the map to answer the following questions:

- Where were the buffalo in the 1870s? Suggest colouring lightly southern parts of prairie provinces south of N. Surt. B
- Where were Métis outposts for hunting buffalo? B
- Where was the Carlton Trail that the Métis used as freighters in the fur trade? C
- From which direction were settlers coming? East

In what way did moving west connect to the collective, or group, identity of Métis people from Red River?

Moving west was motivated by "pushes" experienced by all Métis. They moved to South Branch (pulled) because Métis buffalo hunters had established outposts in the region.
Lesson 9.8  

The Second Métis Uprising

Specific Outcomes: Assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:

- What similarities and differences exist between the causes of the Red River Resistance in 1869 and the causes of the second Métis uprising in 1885?
- To what extent were the Red River Resistance and the second Métis uprising means to counter assimilation?

Resources/Materials: Our Canada, pages 292 – 297

- Worksheets #7.9.8a (student copies OR students can do the work in their notebooks)
- #7.9.8b (student copies) OR Handout 9-10 (student copies)

Introduction: Discuss the relative merits and drawbacks of settling grievances through peaceful and then through violent means. Recall that during the Red River Resistance, the Métis initially tried to use peaceful means, but in the end resorted to violence to defend their point of view. Explain that today’s lesson will deal again with the Métis and their attempt to get justice.

Procedure:

1. Have students turn to the maps on textbook, pages 292 and 293. Have them locate Red River, the South Branch Region, and Batoche. Identify South Branch as the location of today’s events.

2. Have students turn to textbook, pages 294 and 295. Tell students that lives of the Métis at South Branch are being threatened once again. They are to read these pages to find the contributing factors.

3. Distribute Worksheet #7.9.8a. Go over the directions.

4. Then instruct students to read textbook, pages 296 and 297 to find out about the return of Louis Riel.

5. Have students do either Handout 9-10 OR Worksheet #7.9.8b.

   NOTE: Students will need to do the actual work from Handout 9-10 in their notebooks.

Assignments:

- Read textbook, pages 294 – 297
- Do Worksheet #7.9.8a.
- Do Worksheet #7.9.8b OR Handout 9-10
Worksheet #7.9.8a  The Second Métis Uprising

Directions: Use pages 294 and 295 of Our Canada to complete the webs.

Causes of Unrest in South Branch Communities

What the Métis Did

Directions: Use pages 296 and 297 of Our Canada to answer the questions.

1. Fill in the chart.

<table>
<thead>
<tr>
<th>Group</th>
<th>Difficulty Faced</th>
<th>What the Group Decided to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cree and Nakoda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Settlers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheet #7.9.8a

The Second Métis Uprising

Directions: Use pages 294 and 295 of Our Canada to complete the webs.

Causes of Unrest in South Branch Communities

- Canadian government decided to build railway through Métis land
- Government surveyors measure land to sell (Métis land)
- Canadian government granted Métis land to a private company
- Canada established North West Mounted Police to "control" the area

What the Métis Did

- Sent petitions to Canadian government
- Gabriel Dumont went to Montana to seek help from Louis Riel

Directions: Use pages 296 and 297 of Our Canada to answer the questions.

1. Fill in the chart.

<table>
<thead>
<tr>
<th>Group</th>
<th>Difficulty Faced</th>
<th>What the Group Decided to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métis</td>
<td>Land threatened by takeover by Canadian government</td>
<td>*petitioned government to begin negotiations to become a province</td>
</tr>
<tr>
<td></td>
<td>short of food</td>
<td>*Anglophone Métis stay neutral</td>
</tr>
<tr>
<td>Cree and Nakoda</td>
<td>short of food</td>
<td>*some supported government</td>
</tr>
<tr>
<td></td>
<td>smallpox epidemic</td>
<td>*some took over HBC and other stores</td>
</tr>
<tr>
<td>White Settlers</td>
<td>railway was to be built further south; came to area expecting railway to be built in the area</td>
<td>*stay neutral</td>
</tr>
</tbody>
</table>
Worksheet #7.9.8b

The Second Métis Uprising

Directions: Use the Venn Diagram below to compare and contrast the Red River Resistance and the Second Métis Uprising.

Red River Resistance

Second Métis Uprising
The Second Métis Uprising

**Red River Resistance**
- Settlement of Red River (now Manitoba)
  - Set up provisional government at Fort Garry
  - Settlers tried to overthrow
  - Thomas Scott executed
  - Government Response: Manitoba Act
  - 1869/1870

**Second Métis Uprising**
- South Branch Communities (now Saskatchewan)
  - Set up provisional government at Batoche
  - Métis tried to negotiate with government
  - Louis Riel leader
  - Buffalo declining, pushing people west
  - Government tries to take over Métis land
  - Land speculators arrive to take advantage of building of railway
  - Lots of buffalo
  - First Nations involvement in uprising
  - Gabriel Dumont - leader
  - Government Response - troops sent in to control
  - Louis Riel executed

1885
Comparing the Métis Uprisings

Name __________________________ Date __________________________

To what extent did the second Métis uprising resemble the Red River Resistance?

**Issues in the Red River Resistance**
This list shows the main issues involved in the Red River Resistance. How do they compare to the issues involved in the second Métis uprising? What would you cross off this list? What would you add to this list?

Use pages 294–297 of your textbook to find information.

- Métis land rights
- food shortages
- land surveys
- migration of settlers establishing farms
- rights regarding French language and Catholic religion
- lack of consultation in a major political change
- First Nations rights
- troops sent in to control Métis and First Nations
- North West Mounted Police established
- participation by First Nations in uprising

**Canada’s Response to the Red River Resistance**
This list shows how Canada responded to the Red River Resistance. Was its response to the second Métis uprising the same? Use page 298 of your textbook for information.

- negotiation - yes, government refused to negotiate
- troops - yes, sent troops in once provisional government declared by Métis
Lesson 9.9  
Canada’s Response/Views of Louis Riel

**Specific Outcome:** Assess, critically, the role, contributions, and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:

- How did the Government of Canada’s response to the Red River Resistance and the second Métis Uprising solidify Canada’s control of the west?

**Resources/Materials:** Our Canada, pages 298 and 299
Worksheet #7.9.9a (student copies)
OR Worksheet #7.9.9b – 2 pages  (student copies OR do work in notebook)

**Introduction:** Remind students that the Government of Canada led by Prime Minister John A. Macdonald is receiving pressure from Ontario citizens who want to settle in the west. They want him to use force to take control of the Métis.

**Procedure:**

1. Have students turn to textbook, pages 298 and 299. First with students examine the cartoon, with the aid of the information in the margin.

2. Guide the reading of textbook pages 298 and 299, if you have the time.

3. Distribute Worksheet #7.9.9. Go over the directions.

4. If you like, have students do Worksheet #7.9.9b in place of Worksheet #7.9.9a. NOTE: Worksheet #7.9.9b can be done in notebooks.

**Assignment:**

- Read textbook, pages 298 and 299.
- Do Worksheet #7.9.9 OR Worksheet #7.9.9b.
Worksheet #7.9.9a

How Did Canada Respond?

Directions: Use Our Canada, page 298 to answer the questions.

1. Where is Batoche?

2. What did the Canadian government do after the provisional government was set up at Batoche?

3. Riel and First Nations' leaders were charged with treason and Riel was executed. What does this mean?

4. After this uprising, Canada's government restricted the ______________________ of First Nations people by requiring a pass before they could leave their reserves.

Directions: Use Our Canada, page 299 to match the perspectives with the people.

_____ Canadien

_____ Mètis

_____ English in Ontario

a. Riel is a fanatic rebel.

b. Riel should have been spared; the English in Canada want to crush the French culture and identity.

c. Riel was a freedom fighter who fought for our rights.
Worksheet #7.9.9a

How Did Canada Respond?

**Directions:** Use Our Canada, page 298 to answer the questions.

1. Where is Batoche? *on South Saskatchewan River*  
   *south-central Saskatchewan*

2. What did the Canadian government do after the provisional government was set up at Batoche?  
   *sent in troops to stop the uprising and take control*

3. Riel and First Nations' leaders were charged with treason and Riel was executed. What does this mean?  
   *Treason - crime against your country; disloyalty*  
   *Executed - killed*

4. After this uprising, Canada's government restricted the movement of First Nations people by requiring a pass before they could leave their reserves.

**Directions:** Use Our Canada, page 299 to match the perspectives with the people.

a. Riel is a fanatic rebel.  
   b. Riel should have been spared; the English in Canada want to crush the French culture and identity.  
   c. Riel was a freedom fighter who fought for our rights.

   *b* Canadien  
   *c* Métis  
   *a* English in Ontario
Worksheet #7.9.9b (1 of 2)  Did Canada Do the Right Thing?

Directions: Think about how the Government of Canada responded to the uprisings in South Branch. Write an essay in which you express your views on what the Government of Canada did. The following may help you.

Introduction:
- Briefly explain the cause of the uprising.
- Explain what the Government of Canada did.
- Tell what you think about the government’s response, if possible in one sentence.

Body:
- Explain, in detail, your reasons.
- Write at least one paragraph that explains each of your reasons.

Conclusion:
- Briefly restate the situation and your opinion.
- Tell how the government’s actions have influenced how Canadians view the Métis and First Nations today and how you feel governments should deal with similar situations in the future.
Lesson 9.10  
After the Uprisings

Specific Outcome:
- What were the Métis, First Nations, French, and British perspectives on the events that led to the establishment of Manitoba?

Resources/Materials:  Our Canada, pages 300 – 304  
Worksheet #7.9.10 (student copies)

Introduction: Recall with students that a demographic change caused by the Great Migration had a big impact views and policies. Explain that following adoption of the Manitoba Act, a demographic change also led to changes in laws.

Procedure:

1. Recall with students that the Manitoba Act originally established separate schools for Catholics and Protestants. It also made Manitoba officially bilingual.

2. Explain that in 1890 the Government of Manitoba replaced the Manitoba Act with the Manitoba School Act.

3. Have students turn to textbook, pages 300 and 301. Guide the reading of at least page 300. Ask students to read these pages to find out what was different about the Manitoba School Act and why it was enacted.

4. Help the students “read” the political cartoon. Emphasize that political cartoons express the point of view of the persons who composed them.

5. Have students turn to textbook, pages 302 and 303 to find out how the Métis responded after the uprising in South Branch, and how this affected Alberta.

6. Distribute Worksheet #7.9.10. Go over the directions.

7. If you like, have students draw their own political cartoon about the debate over the Manitoba School Act – from a French-speaking Manitoban’s point of view.

Assignments:
- Read textbook, pages 300 – 304.
- Do Worksheet #7.9.10
- Optionally, draw a political cartoon from a French-speaking Manitoban’s viewpoint.
Worksheet #7.9.10a  The Manitoba School Act of 1890

Directions: Use pages 300 – 304 of Our Canada to help you answer the questions.

1. Fill in the chart about the replacement of the Manitoba Act with the Manitoba School Act.

<table>
<thead>
<tr>
<th>Changes</th>
<th>Reasons for the Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Match the person with what he might have said.

_____ member of parliament for Ontario
_____ editorial from Manitoba Free Press
_____ Bishop La Flèche from Trois Rivières

a. "How can we take away a right given to French-speaking Canadians in the constitution? What is the harm in having separate schools for the French-speaking population?"

b. "This is getting ridiculous. Canada is a British country and everyone should speak English."

c. "French-speaking Canadians would never have consented to enter Confederation if they had known that French was not going to be viewed as equal to English."
Directions: Use pages 300 – 304 of Our Canada to help you answer the questions.

1. Fill in the chart about the replacement of the Manitoba Act with the Manitoba School Act.

<table>
<thead>
<tr>
<th>Changes</th>
<th>Reasons for the Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>abolished separate schools</td>
<td>mostly English-speaking population due to large numbers of new English-speaking settlers</td>
</tr>
<tr>
<td>English became the only official language</td>
<td>strong sentiment that Francophones should be assimilated</td>
</tr>
</tbody>
</table>

2. Match the person with what he might have said.

   a. “How can we take away a right given to French-speaking Canadians in the constitution? What is the harm in having separate schools for the French-speaking population?”
   b. “This is getting ridiculous. Canada is a British country and everyone should speak English.”
   c. “French-speaking Canadians would never have consented to enter Confederation if they had known that French was not going to be viewed as equal to English.”

   a. ______ member of parliament for Ontario
   b. ______ editorial from Manitoba Free Press
   c. ______ Bishop La Flèche from Trois Rivières
Worksheet #7.9.10b

The Métis Move West Again

Directions: Use Our Canada, pages 302 and 303 to complete the sentences in your own words.

1. The Métis moved to Alberta because they were defeated at Batoche in 1885.

2. James Brady, Joseph Dion, and three others founded l’Association des Métis de l’Alberta et Territories de Nord-Ouest because they wanted to take action to help Métis people.

3. Father Albert Lacombe help founded St. Paul des Métis because he wanted to help Métis people become commercial farmers.

4. In 1910, St. Paul des Métis was closed because the Church and federal government officials claimed that the Métis had failed to adapt to farming.

5. When James Brady lobbied the Alberta government to allocate land for Métis settlements, the result was the Alberta government established and allocated land for Métis settlements.

Where It’s At

Padde Prairie near High Level
Peavinie near High Prairie or Peace River
Gift Lake near High Prairie
Buffalo Lake near Lac La Biche or Athabasca
Kikino near Lac La Biche
Elizabeth near St. Paul
East Prairie near High Prairie; and
Fishing Lake near Lloydminster or St. Paul

What do you notice about the locations of these settlements? relatively remote.

Directions: Use the map on page 304 of Our Canada to list the eight Alberta Métis settlements and their nearest communities.
The Métis Move West Again

Directions: Use Our Canada, pages 302 and 303 to complete the sentences in your own words.

1. The Métis moved to Alberta because ____________________________________________
   ____________________________________________

2. James Brady, Joseph Dion, and three others founded l'Association des Métis de l'Alberta et Territorites de Nord-Ouest because ____________________________________________
   ____________________________________________

3. Father Albert Lacombe help founded St. Paul des Métis because ____________________________________________
   ____________________________________________

4. In 1910, St. Paul des Métis was closed because ____________________________________________
   ____________________________________________

5. When James Brady lobbied the Alberta government to allocate land for Métis settlements, the result was ____________________________________________
   ____________________________________________

Where It's At

Directions: Use the map on page 304 of Our Canada to list the eight Alberta Métis settlements and their nearest communities.

near ____________________________________________;
near ____________________________________________;
near ____________________________________________;
near ____________________________________________;
near ____________________________________________;
near ____________________________________________;
near ____________________________________________;
near ____________________________________________;
near ____________________________________________;
and ____________________________________________

What do you notice about the locations of these settlements? ____________________________________________
Lesson 9.11  

A Hutterite Colony and A Métis Community

Resources/Materials:  Our Canada, page 305  
Worksheet #7.9.11 (student copies)

Introduction:  Discuss how many ethnic and cultural minorities in Canada are similar in several ways: speak more than one language, often live in small communities with others from the group, etc. Explain that today students will be examining a Métis community and comparing it with their own.

Procedure:

1. Distribute Worksheet #7.9.11. Explain to students that they are going to read some information to try to fill out the first column in the chart on the worksheet.

2. Have students turn to textbook, page 305. Have them read the page and then complete the first column of the chart.

3. Instruct students to then fill in the second column with information about their colony.

4. Finally, tell students to make some kind of graphic organizer or to write few paragraphs comparing and contrasting their community with the one at Paddle Prairie.

5. Journal entry starter: “Keeping our culture as Hutterites is…”

Assignments:

- Read textbook, page 305.
- Do Worksheet #7.9.11.
**Worksheet #7.9.11  A Hutterite Colony and a Métis Community**

**Directions:** Read the information about Paddle Prairie on page 305 of Our Canada. Then use the information from that page and other information in this chapter to fill in the sections about Paddle Prairie. Fill in the section on your colony from what you know.

<table>
<thead>
<tr>
<th>Paddle Prairie Métis Settlement</th>
<th>____________ Colony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td></td>
</tr>
<tr>
<td>School Curriculum</td>
<td></td>
</tr>
<tr>
<td>Other Things Taught</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Occupations</td>
<td></td>
</tr>
<tr>
<td>Music and Dance</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** On a separate sheet of paper make a graphic organizer that compares and contrasts Paddle Prairie and your community. Or you may write a few paragraphs comparing and contrasting the two communities.
**A Hutterite Colony and a Métis Community**

**Directions:** Read the information about Paddle Prairie on page 305 of Our Canada. Then use the information from that page and other information in this chapter to fill in the sections about Paddle Prairie. Fill in the section on your colony from what you know.

<table>
<thead>
<tr>
<th></th>
<th>Paddle Prairie Métis Settlement</th>
<th>Colony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>(1400) 725 Métis</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>south of High Prairie on Peace River</td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>English and Cree</td>
<td></td>
</tr>
<tr>
<td>School Curriculum</td>
<td>follows Alberta curriculum</td>
<td></td>
</tr>
<tr>
<td>Other Things Taught</td>
<td>special provisions to teach Métis culture: Cree language, beadwork, moccasin-making, drumming singing, hunting</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>Elders teach subjects having to do with Métis culture</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>moved because of conflicts in other parts of Canada</td>
<td></td>
</tr>
<tr>
<td>Occupations</td>
<td>a few hunters, oil and gas, forestry, Farming/ranching</td>
<td></td>
</tr>
<tr>
<td>Music and Dance</td>
<td>fiddlers, step dancers, Métis sashes worn</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** On a separate sheet of paper make a graphic organizer that compares and contrasts Paddle Prairie and your community. Or you may write a few paragraphs comparing and contrasting the two communities.
Lesson 9.12    Chapter Task – Present an Informed Opinion

NOTE: If you had students begin the Chapter Task (Lesson 6); then this lesson will complement it.

What do you think?

Specific Outcome: Students will read the information on Louis Riel in the textbook and consider:
  • the historical context of Louis Riel.
  • the perspectives on this aspect of Canada’s past which should be considered.
  • the positive and negative consequences of political decisions made.

Resources/Materials: Our Canada, Chapter 9
  Worksheet #7.9.12

Introduction: Discuss with students the contributions of Louis Riel is promoting multiculturalism in Canada. Discuss also that some, including many English-speaking Canadians, felt that having a multicultural society would be riddled with complexities and complications, and that Canada would be better off if everyone became “English”.

Procedure:

1. Have students find Worksheets 7.9.6a and #7.9.6b. Remind them of the project assignment.

2. Then, by completing the Chapter Task worksheet, they will present an informed opinion on whether or not there should be an exhibit to Louis Riel in the new human rights museum. (Refer students back to textbook, page 272, if necessary.)

Assignment:

  • Do Worksheet #7.9.12.
CHAPTER TASK
The Question of Louis Riel: How Do You Answer It?

What Do You Think?

Issue: Do you recommend including an exhibit on Louis Riel in the new human rights museum? Why or why not?

The following outline may help you:

Title
Introduction – give background information; tell how you feel about the issue.
Body – support your opinion, in detail
Conclusion

(attach extra sheets as needed)
Lesson 9.13 Review and Study Sheets

Outcome: Student will review Chapter 9 and study for next day’s test.

Note: This review will take two days to complete. It could be done as Part I and crossword on Day 1, Part II on Day 2, or any other combination.

1. Use the review questions for written review of the chapter’s concepts.

2. Have students complete the crossword puzzle to review important terms and people.
Chapter 9 Review
Crossword

ACROSS
2 The First Nations group with leaders supporting the uprising at Batoche
3 People with a culture including fiddlers and step dancers, similar in this way to the Celtic in Nova Scotia
9 His mother was Canadien and his father was Metis
11 The historical character to whom Robert Cunningham compared Riel
12 The communities where Metis people settled after the Red River Rebellion, in Saskatchewan
14 The religion of the Metis which they wanted protected
15 Given to Metis to use in exchange for land

DOWN
1 Describes the land around Red River
3 What land speculators did with the land where many Metis had settled
4 Riel did not choose to spare this man's life when he tried to overthrow the provisional government
5 This was a compromise to try to please many who had a stake in how the Red River uprising was solved
6 A major route between Red River and Fort Edmonton
7 Louis Riel was elected as ______ of the Red River settlement
8 Hudson's Bay Company and Britain transferred this area to Canada's government in 1869
10 How Nathaniel Langford, an American, saw Riel
13 The only province with designated land for Metis
Chapter 9 Review
Crossword

Answers

CREE

M ET I S
A H R A
R O U N
P K M
A L E X A N D E R
T S R O
R E S O U T H
I D C A L
O S A B
I T C A T H O L I C
I C N A N
D A
R T S C R I P
T L
A. The Red River Resistance, Our Canada, pages 271 - 285

1. Match the sentence beginnings with the correct endings.

   a. involving hundreds of Red River carts and a thousand people.
   b. the descendants of First Nations wives and French or Scottish husbands.
   c. At Fort Garry and issued the Declaration of the People of Rupert's Land and the North-West.
   d. along the Red River and the Assiniboine River.
   e. transfer Rupert's Land to Canada.
   f. sale to English-speaking settlers from Ontario.
   g. volunteers set up a blockade and stopped him.
   h. Settlement would push the fur trade, and the Métis way of life, off the land.

   The Métis people are ________.

   The Métis had established farms ________.

   Each year there was a buffalo hunt ________.

   In 1869, the Hudson's Bay Company, Britain and Canada agreed to ________.

   The Métis were concerned because ________.

   Surveyors from Canada began measuring out land for ________.

   When William McDougall tried to oversee the transfer of their land, Métis ________.

   In December 1869, the Métis declared a provisional government ________.

2. Which of the following best expresses why the Métis were unhappy with the transfer of Rupert's Land to Canada?

   a. The Métis felt that the government did not recognize how good of farmers they were.
   b. The government treated the Métis as if they did not even deserve to be consulted on matters that affected their lives.
   c. The Métis were secretly excited about being part of Canada.
   d. The Métis did not really understand where the settlers would move.
3. Match the people with their perspectives.

a. English-speaking voter from Ontario
b. Canadien from the west (Un Canadien de l’ouest)
c. Métis
d. First Nations
e. American

_______ My country would be more than happy to take over the area around the Red River settlements and make it part of our country.

_______ We need more farmland. We have already developed all the land there is here. Many of our citizens want to establish new farms out west.

_______ Why is Canada preparing to flood the territory with settlers, without any regard for the way of life we have established here. We will not be counted out.

_______ Canada is supposed to have two founding nations. The way John A. Macdonald deals with this situation will tell us whether English-speaking Canadians really believe this.

_______ We would like to have been consulted. We are independent nations with our own governments and our own lands.

B. Louis Riel, Our Canada, pages 281 - 285

1. What qualities made Louis Riel a good leader?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Fill the spaces with words from your textbook, page 281.

In December 1869, the Métis formed a __________________ government without __________________ and chose Riel as president. Two months later, Riel called for elections. He sought support from all the people settled at Red River:

____________________ and __________________________. _________________________ and

____________________.
In _________________ 1870, Francophone and Anglophone communities of Red River each _________________ 20 _________________ to the provisional government. The representatives then elected Riel as _________________.

3. Think about the ideas in question #2 above. From that information you can infer that

   a. Louis Riel thought only about the Métis.
   b. Louis Riel was really not very intelligent.
   c. Louis Riel wanted to please everyone.
   d. Louis Riel wanted what was best for all the people living in Red River.

4. Following are some comments about Louis Riel made by Nathaniel Langford and Robert Cunningham. Tell whether each is a fact (F) or an opinion (O).

   _____ Riel is about 28 years of age.
   _____ Louis Riel was a man...about five feet seven inches in height.
   _____ I could not get beyond the fact that there stood before me a linen draper's assistant.
   _____ He is a large man.
   _____ His head was covered with dark, curly hair.
   _____ He stood gazing at me in the most piercing manner, at least there is no doubt he thought so.
   _____ He is sagacious, and I think thoroughly patriotic, and no less incorruptible.

5. Read the following information. Then answer the questions.

   After the Métis took over Fort Garry and the people of Red River had elected the provisional government, a group of settlers from Ontario tried to overthrow the government. These settlers believed that the British Protestant people should have power over other peoples.

   In February 1870, the government at Red River arrested some of the settlers and tried them for conspiring against its authority. In March 1870, it convicted and shot one of them, Thomas Scott. As president of the government, Riel could have spared his life, but he did not.

   Some thought it was the right thing to do; others considered it inexcusable.
You can infer from the information on the previous page that

a. as president, Riel had to make some difficult decisions.
b. Thomas Scott was an evil person who cared only about himself.
c. Riel was usually kind and caring.
d. Riel was trying to please everyone.

From the information on the previous page, you can conclude that the most likely outcome of the death of Thomas Scott was

a. the Ontario settlers would probably not want to settle in the west.
b. Riel and the Ontario settlers would probably work together from this time on.
c. the people of Ontario developed even more hatred for, and prejudice against, the Métis.
d. the Catholic and French populations would turn against the Métis.

C. The Manitoba Act, Our Canada, pages 286 - 291

1. The Manitoba Act was enacted as a response to the Red River Resistance. In many ways it was a compromise. What does that mean?

2. Use the History Happens news article on pages 290 and 291 of Our Canada to help you explain how each of the following felt about the Manitoba Act.

a. Ontario Voter

b. Canadien de l'Ouest

c. Métis Citizen

d. First Nations Person

e. American Citizen
3. The following chart shows some of the most important provisions in the Manitoba Act. For each stakeholder write (+) if it was positive and (-) if it was negative. Write a (?) if you think it did not matter one way or the other.

<table>
<thead>
<tr>
<th>Provision</th>
<th>Métis</th>
<th>Canadiens</th>
<th>First Nations</th>
<th>English-speakers in Ontario</th>
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<tr>
<td>Acknowledged First Nations peoples’ rights to land.</td>
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<td></td>
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<td>Committed public funding for both Protestant and Catholic schools.</td>
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<td></td>
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<td>Made French and English official languages of the Manitoba legislature.</td>
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<tr>
<td>Established Manitoba as a province, which gave the people of Manitoba the right to elect a provincial government and representatives to Canada’s federal government.</td>
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<td></td>
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<td>Did not specify any particular tracts of land for the Métis.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Did not suggest a process or principles for negotiating with First Nations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Did not give Manitoba control over public lands, although the original provinces in Confederacy had this control.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made Manitoba small: the rest of Rupert’s Land and the northwest territory came under direct federal control. Defined “qualified voters” as permanent residents. Many Métis cold not meet this requirement because of the time they spent out of province on the annual buffalo hunt.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. The Métis Flag, *Our Canada*, page 277

Sketch the Métis flag and describe the symbol.

1. Match the sentence beginnings with the correct endings.

| a. involving hundreds of Red River carts and a thousand people. | b. the descendants of First Nations wives and French or Scottish husbands. |
| c. At Fort Garry and issued the *Declaration of the People of Rupert's Land and the North-West*. | d. along the Red River and the Assiniboine River. |
| e. transfer Rupert’s Land to Canada. | f. sale to English-speaking settlers from Ontario. |
| g. volunteers set up a blockade and stopped him. | h. Settlement would push the fur trade, and the Métis way of life, off the land. |

The Métis people are __b____.

The Métis had established farms __d____.

Each year there was a buffalo hunt __a____.

In 1869, the Hudson’s Bay Company, Britain and Canada agreed to __e____.

The Métis were concerned because __h____.

Surveyors from Canada began measuring out land for __f____.

When William McDougall tried to oversee the transfer of their land, Métis __g____.

In December 1869, the Métis declared a provisional government __c____.

2. Which of the following best expresses why the Métis were unhappy with the transfer of Rupert's Land to Canada?

a. The Métis felt that the government did not recognize how good of farmers they were.

b. The government treated the Métis as if they did not even deserve to be consulted on matters that affected their lives.

c. The Métis were secretly excited about being part of Canada.

d. The Métis did not really understand where the settlers would move.
3. Match the people with their perspectives.

a. English-speaking voter from Ontario
b. Canadien from the west (Un Canadien de l'ouest)
c. Métis
d. First Nations
e. American

   e. My country would be more than happy to take over the area around the Red River settlements and make it part of our country.
   a. We need more farmland. We have already developed all the land there is here. Many of our citizens want to establish new farms out west.
   c. Why is Canada preparing to flood the territory with settlers, without any regard for the way of life we have established here. We will not be counted out.
   b. Canada is supposed to have two founding nations. The way John A. Macdonald deals with this situation will tell us whether English-speaking Canadians really believe this.
   d. We would like to have been consulted. We are independent nations with our own governments and our own lands.

B. Louis Riel, Our Canada, pages 281 - 285

1. What qualities made Louis Riel a good leader?
   Possible Answers:
   - intelligent
   - creative
   - did what is best for the group
   - stood up for what he thought was right
   - willing to compromise
   - good communicator

2. Fill the spaces with words from your textbook, page 281.
   In December 1869, the Métis formed a provisional government without elections and chose Riel as president. Two months later, Riel called for elections. He sought support from all the people settled at Red River: Francophones and Anglophones, Catholics and Protestants.
In _February_ 1870, Francophone and Anglophone communities of Red River each _elected_ 20 _representatives_ to the provisional government. The representatives then elected Riel as _president_.

3. Think about the ideas in question #2 above. From that information you can infer that
   a. Louis Riel thought only about the Métis.
   b. Louis Riel was really not very intelligent.
   c. Louis Riel wanted to please everyone.
   d. Louis Riel wanted what was best for all the people living in Red River.

4. Following are some comments about Louis Riel made by Nathaniel Langford and Robert Cunningham. Tell whether each is a fact (F) or an opinion (O).
   
   Riel is about 28 years of age.  ...... F
   Louis Riel was a man...about five feet seven inches in height.  ...... F
   I could not get beyond the fact that there stood before me a _linen draper's assistant_.  ...... O
   He is a large man.  ...... F
   His head was covered with dark, curly hair.  ...... F
   He stood gazing at me in the most piercing manner, at least there is no doubt he thought so.  ...... O
   He is sagacious, and I think thoroughly patriotic, and no less incorruptible.  ...... O

5. Read the following information. Then answer the questions.

   After the Métis took over Fort Garry and the people of Red River had elected the provisional government, a group of settlers from Ontario tried to overthrow the government. These settlers believed that the British Protestant people should have power over other peoples.

   In February 1870, the government at Red River arrested some of the settlers and tried them for conspiring against its authority. In March 1870, it convicted and shot one of them, Thomas Scott. As president of the government, Riel could have spared his life, but he did not.

   Some thought it was the right thing to do; others considered it inexcusable.
You can infer from the information on the previous page that

a. as president, Riel had to make some difficult decisions.
b. Thomas Scott was an evil person who cared only about himself.
c. Riel was usually kind and caring.
d. Riel was trying to please everyone.

From the information on the previous page, you can conclude that the most likely outcome of the death of Thomas Scott was

a. the Ontario settlers would probably not want to settle in the west.
b. Riel and the Ontario settlers would probably work together from this time on.
c. the people of Ontario developed even more hatred for, and prejudice against, the Métis.
d. the Catholic and French populations would turn against the Métis.


1. The Manitoba Act was enacted as a response to the Red River Resistance. In many ways it was a compromise. What does that mean?

   course of action that balances the conflicting priorities of many groups or stakeholders

2. Use the History Happens news article on pages 290 and 291 of Our Canada to help you explain how each of the following felt about the Manitoba Act.

   a. Ontario Voter  gives French Catholics too much power
      Manitoba should be "British"
   b. Canadien de l’Ouest  pleased that Manitoba Act acknowledges
      French language and Canadien culture
   c. Métis Citizen  no way to get land
      new English settlers treat Métis poorly  time to move on
   d. First Nations Person  Manitoba Act does nothing for First Nations
      living outside little Manitoba
   e. American Citizen  The United States will annex you anytime you want
3. The following chart shows some of the most important provisions in the Manitoba Act. For each stakeholder write (+) if it was positive and (-) if it was negative. Write a (?) if you think it did not matter one way or the other. Responses may vary.

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</table>
D. The Métis Flag, *Our Canada*, page 277

Sketch the Métis flag and describe the symbol.

- infinity symbol
- represents joining of First Nations and European cultures
  in a new society that will last forever
A. The Big Picture, Our Canada, pages 292 and 293

The Manitoba Act was adopted July 15, 1870. It created the Province of Manitoba and granted the Métis and other groups the right to own land, but did not set aside any particular areas of land for them. For this and many other reasons, most Métis decided to move to other areas.

1. Name four areas to which the Métis decided to move.

2. Examine the map and the information next to the map on textbook, page 292. What "pull" factor led the Métis to move to where they did?

3. Another "pull" factor led some Métis to settle near Saskatoon and around Fort Edmonton. What was it?

B. The Second Métis Uprising, Our Canada, pages 294 - 299

The Second Métis Uprising that took place at the South Branch communities, had many similarities to the Red River Resistance.

1. What was life like for the Métis before the uprising?
2. Put an X beside all the statements that describe the situation in the South Branch communities.

____ The Métis knew that more settlers would be moving west, perhaps onto their land.

____ The buffalo population continued to go down, and many were unable to find other sources of food.

____ The Government of Canada sent officials to Batoche and Fort Carlton to help the First Nations and Métis set up their farms.

____ The Government of Canada formed the North West Mounted Police whose job it was to control the lands in the west.

____ The Canadian government had plans to build a railway that linked British Columbia to the rest of Canada. Most believed it would go through Montana.

____ Some people bought up large areas of land around where they thought the railway would be built, with the idea of selling it to others at a huge profit.

____ The Canadian government sent in surveyors to map out where the railway lines would run.

____ The Canadian government assured the First Nations and Métis that they would be paid if the railway happened to go through their land.

3. Complete this Venn Diagram comparing Thomas Scott and Louis Riel as people who fought for what they believed.

\[
\text{Thomas Scott} \quad \text{and} \quad \text{Louis Riel}
\]
4. Complete the following chart comparing the Red River Resistance and the Second Métis Uprising.

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<th>Red River Resistance</th>
<th>Second Métis Uprising</th>
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<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>Leader(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason(s) for uprising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What happened in the uprising?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did Canada respond?</td>
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</tbody>
</table>

5. Many felt that Louis Riel was a traitor and should have been executed. Others thought that he was a true Father of Confederation because he stood for multiculturalism. How do his actions show this?
1. The Manitoba Act was adopted July 15, 1870. In 1890 the Canadian government had replaced it with the Manitoba School Act. It took away rights for citizens to have their children educated in Catholic schools. It also changed Manitoba from an officially bilingual province to one where English was the only official language.

Which of the following give reasons for these changes? (Circle all the correct answers.)

- The number of Catholics in Manitoba increased from fifty percent to seventy-five percent.
- The Canadian government encouraged more English-speaking Protestants to move to Manitoba.
- The number of French-speaking people in Manitoba decreased.
- The Canadian government’s goal was to make Canada an English-speaking, Protestant country.

2. Match the people with their opinions of the Manitoba School Act of 1890.

Dalton McCarthy    Editor from The Manitoba Free Press    Bishop La Flèche

_________________________ felt that the Manitoba School Act was wrong because the official use of the French language and the maintenance of separate schools are guaranteed. Without them, Manitoba would never have agreed to enter Confederation.

_________________________ felt that the Manitoba School Act was a cowardly exercise of power, and a serious mistake to the whole fabric of Confederation.

_________________________ felt that because Canada is British country, life in Canada would be so much simpler if everyone were made to speak the English language.

3. Following their defeat at Batoche, many Métis decided to move west again to what is now Alberta. Today Alberta has the largest Métis population in Canada.

Read the following information. Then answer the questions 4 on the next page.

James Brady, Joseph Dion, and three other Métis activists helped found l'Association des Métis de l’Alberta et des Territoires de Nord-Ouest (now The Métis Association of Alberta).
4. From the information on the previous page you can infer that James Brady and Joseph Dion

a. felt that the Alberta Métis needed an organized way of facing challenges.
b. were extremely happy that new settlers had come to take over their farms.
c. knew that their problems were over now that they lived in Alberta.
d. wanted an organization that helped assimilate the Métis.

**Read the following information. Then answer question 5.**

Father Albert Lacombe helped to found St. Paul des Métis in 1896. He hoped that the Métis would learn to become commercial farmers. However, in 1910 the settlement was closed. The Church and federal government officials said that the Métis were not good farmers. But the Métis claimed that the Canadian government did not provide the seeds and machinery they had promised.

In spite of all of this, the Métis did very well. Some became quite wealthy.

5. From the information above you can infer that

a. St. Paul des Métis was a total failure and the government had been right all along.
b. the Métis should never have tried to learn to farm.
c. the Catholic church should never have interfered with Métis issues.
d. the Métis showed that they could survive, even when much seemed to be against them.

**Use the information below to answer question 6.**

Today many Alberta Métis live in cities and towns. However, more than six thousand live on Métis settlements. In 1990 Alberta designated land for the Métis people. It is the only province in Canada to do so.

6. From the information you can infer that

a. the Alberta government wants more Métis to live on Métis settlements.
b. the Métis of Alberta still remember the difficulties they experienced at South Branch.
c. the Alberta government has recognized the Métis as having a distinct culture with rights to their own land.
d. The Métis do not wish to work and want the Alberta government to give them food, clothing, and shelter.
Short Answer and Essay Questions.

You will be asked to answer one of the following short answer and one of the following essay questions to answer on your test.

1. Short Answer Questions
   
   a. Was Louis Riel a hero or a criminal? Give reasons for your answer.
   
   b. A compromise balances the conflicting priorities of the various stakeholders. In your opinion, was the Manitoba Act a compromise? Give reasons for your answer.
   
   c. What makes the Métis sash an appropriate symbol of Métis heritage?

39. Essay Questions

   a. Explain how the two Métis uprisings (the Red River Rebellion and the Second Métis Uprising) shape the history of Canada? Be sure to give supporting details from what you learned in the chapter.
   
   b. Some people say that the minority groups in Canada should assimilate into the English culture. Others say that it is better if minority groups are allowed to keep their own cultures. What do you think? Give reasons for your answer.
A. The Big Picture, Our Canada, pages 292 and 293

The Manitoba Act was adopted July 15, 1870. It created the Province of Manitoba and granted the Métis and other groups the right to own land, but did not set aside any particular areas of land for them. For this and many other reasons, most Métis decided to move to other areas.

1. Name four areas to which the Métis decided to move.
   
   South Branch Region
   Fort Edmonton
   Cypress Hills
   Montana (U.S.A.)

2. Examine the map and the information next to the map on textbook, page 292. What “pull” factor led the Métis to move to where they did?
   
   had already set up outposts around Batoche, Fort Edmonton, Cypress Hills, and Montana.

3. Another “pull” factor led some Métis to settle near Saskatoon and around Fort Edmonton. What was it?
   
   Métis familiar with Carlton Trail and the areas immediately along the trail

B. The Second Métis Uprising, Our Canada, pages 294 - 299

The Second Métis Uprising that took place at the South Branch communities, had many similarities to the Red River Resistance.

1. What was life like for the Métis before the uprising?
   
   established farms and worked in fur trade
   continued buffalo hunts
2. Put an X beside all the statements that describe the situation in the South Branch communities.

- The Métis knew that more settlers would be moving west, perhaps onto their land.
- The buffalo population continued to go down, and many were unable to find other sources of food.
- The Government of Canada sent officials to Batoche and Fort Carlton to help the First Nations and Métis set up their farms.
- The Government of Canada formed the North West Mounted Police whose job it was to control the lands in the west.
- The Canadian government had plans to build a railway that linked British Columbia to the rest of Canada. Most believed it would go through Montana.
- Some people bought up large areas of land around where they thought the railway would be built, with the idea of selling it to others at a huge profit.
- The Canadian government sent in surveyors to map out where the railway lines would run.
- The Canadian government assured the First Nations and Métis that they would be paid if the railway happened to go through their land.

3. Complete this Venn Diagram comparing Thomas Scott and Louis Riel as people who fought for what they believed.

* Thomas Scott  
  - English → British, Protestant  
  - Settler → stood up to Métis  
  - Executed by Provisional Government at Fort Garry

* Suggestions

* Louis Riel  
  - Métis → Catholic, spoke English, French, Cree  
  - Stood up to Canadian Government  
  - Executed by Canadian government in Ontario  
  - Leaders → stood trial for conspiring against authority
4. Complete the following chart comparing the Red River Resistance and the Second Métis Uprising.

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</thead>
<tbody>
<tr>
<td>Dates in history</td>
<td>1869, 1870</td>
<td>1885</td>
</tr>
<tr>
<td>Location</td>
<td>Red River settlement</td>
<td>South Branch region</td>
</tr>
<tr>
<td>Leader(s)</td>
<td>Louis Riel</td>
<td>Gabriel Dumont</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Louis Riel</td>
</tr>
<tr>
<td>Reason(s) for uprising</td>
<td>settlers and surveyors pushing west onto Métis lands</td>
<td>settlers and surveyors pushing onto Métis land</td>
</tr>
<tr>
<td></td>
<td>tried to petition government to keep land; unsuccessful</td>
<td>tried to petition, unsuccessfully government to keep land</td>
</tr>
<tr>
<td>What happened in the uprising?</td>
<td>set up Provisional Government at Fort Garry</td>
<td>set up Provisional Government</td>
</tr>
<tr>
<td></td>
<td>settlers tried to overthrow Provisional Government</td>
<td>government troops sent in</td>
</tr>
<tr>
<td></td>
<td>Thomas Scott executed</td>
<td>to control situation</td>
</tr>
<tr>
<td>How did Canada respond?</td>
<td>Outrage in Ontario</td>
<td>Riel tried for treason and executed</td>
</tr>
<tr>
<td></td>
<td>Métis moved west</td>
<td>Manitoba School Act</td>
</tr>
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</table>

5. Many felt that Louis Riel was a traitor and should have been executed. Others thought that he was a true Father of Confederation because he stood for multiculturalism. How do his actions show this?

- Saw Canada as place where people of different cultures could coexist
- Considered not only what Métis wanted, but what Canadiens and First Nations wanted
- Saw Métis, Canadiens, First Nations, English as sharing land
C. After the Uprisings, *Our Canada*, pages 300 - 305

1. The Manitoba Act was adopted July 15, 1870. In 1890 the Canadian government had replaced it with the Manitoba School Act. It took away rights for citizens to have their children educated in Catholic schools. It also changed Manitoba from an officially bilingual province to one where English was the only official language.

   Which of the following give reasons for these changes? (Circle all the correct answers.)

   - The number of Catholics in Manitoba increased from fifty percent to seventy-five percent.
   - The Canadian government encouraged more English-speaking Protestants to move to Manitoba.
   - The number of French-speaking people in Manitoba decreased.
   - The Canadian government’s goal was to make Canada an English-speaking, Protestant country.

2. Match the people with their opinions of the Manitoba School Act of 1890.

   Dalton McCarthy Editor from The Manitoba Free Press Bishop La Flèche

   **Bishop La Flèche** felt that the Manitoba School Act was wrong because the official use of the French language and the maintenance of separate schools are guaranteed. Without them, Manitoba would never have agreed to enter Confederation.

   **Editor from The Manitoba Free Press** felt that the Manitoba School Act was a cowardly exercise of power, and a serious mistake to the whole fabric of Confederation.

   **Dalton McCarthy** felt that because Canada is British country, life in Canada would be so much simpler if everyone were made to speak the English language.

3. Following their defeat at Batoche, many Métis decided to move west again to what is now Alberta. Today Alberta has the largest Métis population in Canada.

   *Read the following information. Then answer the questions 4 on the next page.*

   James Brady, Joseph Dion, and three other Métis activists helped found *l'Association des Métis de l'Alberta et des Territoires de Nord-Ouest* (now *The Métis Association of Alberta*).
4. From the information on the previous page you can infer that James Brady and Joseph Dion

a. felt that the Alberta Métis needed an organized way of facing challenges.
b. were extremely happy that new settlers had come to take over their farms.
c. knew that their problems were over now that they lived in Alberta.
d. wanted an organization that helped assimilate the Métis.

Read the following information. Then answer question 5.

Father Albert Lacombe helped to found St. Paul des Métis in 1896. He hoped that the Métis would learn to become commercial farmers. However, in 1910 the settlement was closed. The Church and federal government officials said that the Métis were not good farmers. But the Métis claimed that the Canadian government did not provide the seeds and machinery they had promised.

In spite of all of this, the Métis did very well. Some became quite wealthy.

5. From the information above you can infer that

a. St. Paul des Métis was a total failure and the government had been right all along.
b. the Métis should never have tried to learn to farm.
c. the Catholic church should never have interfered with Métis issues.
d. the Métis showed that they could survive, even when much seemed to be against them.

Use the information below to answer question 6.

Today many Alberta Métis live in cities and towns. However, more than six thousand live on Métis settlements. In 1990 Alberta designated land for the Métis people. It is the only province in Canada to do so.

6. From the information you can infer that

a. the Alberta government wants more Métis to live on Métis settlements.
b. the Métis of Alberta still remember the difficulties they experienced at South Branch.
c. the Alberta government has recognized the Métis as having a distinct culture with rights to their own land.
d. The Métis do not wish to work and want the Alberta government to give them food, clothing, and shelter.
Lesson 9.14

Outcome: Assessment

The students will demonstrate knowledge of specific outcomes as stated in the lessons for Chapter 9.

Students may be allowed to choose a short answer and essay question, as doing all will be a large task for colony students.

Also, if you feel some questions are too obscure, they may be omitted.
Chapter Nine
The Métis Rise Up

Test

Directions: Write the answers to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

Answer T (true) or F (false).

1. The Métis are the descendants of unions between First Nations women and French or Scottish men.

2. The Red River settlement included communities along the Red and Assiniboine Rivers.

3. The main reason that the Hudson's Bay Company agreed to sell Rupert's Land to Canada was because the fur trade was getting too large, and it felt it could no longer manage it.

4. Only the Métis were upset about not being consulted about the transfer of the area around Red River to Canada.

5. Red River carts were used to haul freight short distances, but could not be used for long distance hauling.

6. The Canadian government sent surveyors in to Red River to measure land into sections for settlement.

7. A provisional government is set up on a temporary basis when no other authority can be established.

8. Many wealthy businessmen in Ontario were particularly interested in obtaining Red River land because they wanted to built vacation homes.

9. The “South Branch” communities were established along the “south branch” of Lake Winnipeg.

10. Alberta is the only province in Canada that has designated land for the Métis people.
Directions: For each question write the letter of the best answer.

11. The Métis feared that the coming of settlers to Red River meant
   a. that the Métis would be pushed off the land.
   b. new neighbours and a better life for all.
   c. they would have to clear more land so that the newcomers would have a place to live.
   d. the setting up of bilingual schools.

12. The main reason the Métis set up a provisional government in 1869 is that
   a. it would help them make plans for moving west.
   b. the Canadian government encouraged them to do so.
   c. William McDougall had asked them to.
   d. they wanted the Canadian government to know that the Métis did not think the Canadian government was looking after their interests.

Use the information below to answer question 13.

In April 1869, the HBC, Britain and Canada had worked out an agreement to transfer Rupert’s Land to Canada. They decided the transfer was to take place in December 1869. Neither First Nations people nor Métis people were consulted in this process, even though the population of Rupert’s Land was made up mainly of these two groups.

13. From the information above you can infer that the Canadian government
   a. felt it must make decisions that were in the best interests of all its citizens.
   b. was rushed for time and could not ask how the First Nations and Métis felt.
   c. thought it was more important to look after the needs of its English-speaking citizens than the other minorities living in Canada.
   d. wanted to annex Rupert’s Land before the Americans did.

Use the information below to answer question 14.

The way Mr. Macdonald responds to the Red River Resistance will show whether English-speaking Canadians really believe that this country has two founding cultures: Canadien and British. Will Francophone, Catholic people be welcome everywhere in this dominion, or only in Québec?

14. The above was most likely written by
   a. a Francophone living in Red River.
   b. a Métis living in Batoche
   c. a settler Ontario.
   d. a First Nations chief.
15. The Manitoba Act of 1870 is important in Canadian history because

   a. it showed an attempt by the Canadian government to respect the rights of several different cultures.
   b. it demonstrated that English-speaking people from Ontario could get and have whatever they wanted.
   c. Canadiens from Québec knew they could now never move out of that province.
   d. in five years Manitoba would become the fifth Canadian province.

   Use the information below to answer question 16.

![Métis migration west diagram]

16. The map shows that the Red River Métis moved to places

   a. where they had already begun setting up outposts.
   b. east of Manitoba.
   c. that would tie them to Métis living in British Columbia.
   d. where there were no other towns.

17. Land speculators were interested in buying up property in the South Branch region because

   a. they knew settlers from eastern Europe were interested in the area.
   b. they thought that the railway to British Columbia would run through the region.
   c. rich Ontario farmers were looking for places to build summer homes.
   d. the Canadiens were searching for places to set up new farms.
18. Which of the following is NOT true about Gabriel Dumont?

a. He was well known among Métis and First Nations people for his hunting skills.
b. He led the annual Métis buffalo hunt.
c. He encouraged many Red River Métis to settle in the South Branch region.
d. He and Louis Riel fought for control of the South Branch Métis.

Use the following information to answer questions 19 and 20.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Land surveys</td>
<td>• North West Mounted Police were present to show the government had control in the Second Métis Uprising.</td>
</tr>
<tr>
<td>• Migration of settlers</td>
<td>• Canada responded by sending in troops in the Second Métis Uprising.</td>
</tr>
<tr>
<td>• Métis and First Nations not consulted</td>
<td>• White settlers had grievances in the Second Métis Uprising.</td>
</tr>
<tr>
<td>• Desire for recognition of Métis rights to land</td>
<td>• Land was being surveyed so that English-speakers from Ontario could be given the land in the Red River Resistance.</td>
</tr>
<tr>
<td>• Desire for French language and Catholic education rights</td>
<td></td>
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<td>• Food shortages</td>
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</tbody>
</table>

19. Which of the following would be the best title for the chart?

b. Settling the West
c. The Red River Resistance
d. The Second Métis Uprising

20. What would be the best heading for “A” and “B”?

a. A: Similarities          B: The Second Métis Uprising
b. A: Francophone Issues   B: Métis Issues
b. A: Similarities          B: Differences
c. A: Differences          B: Similarities

d. A: Differences

d. A: Differences

d. A: Differences

21. The Manitoba School Act of 1890

a. abolished separate schools and made English the only official language of the government.
b. made it illegal for Catholics to live in the Province of Manitoba.
c. abolished separate schools but kept Manitoba officially bilingual.
d. was not recognized by the Government of Canada.
22. The Manitoba School Act was adopted mainly because

a. Francophones were not enrolling their children in separate Catholic schools.
b. people were having difficulty learning two languages.
c. the Government of Manitoba was managing their money poorly.
d. the majority of people living in Manitoba was English-speaking and Protestant.

23. The main reason that the Métis moved into what is now Alberta is

a. they were defeated in Batoche in 1885.
b. the soil was much better in Alberta than in the South Branch region.
c. the Government of Canada ordered them to move.
d. there were no North West Mounted Police in Alberta.

Use the information below to answer question 24.

**Hello from Paddle Prairie**

You won’t have any trouble speaking English in Paddle Prairie, but many Elders speak Cree. A Cree language and culture program is taught in grades one to six, and students in grades seven to twelve can take courses in Aboriginal studies. The Cree language is offered to senior high classes.

The settlement school follows the Alberta curriculum, but it has special provisions to teach Métis culture. Students learn crafts such as beadwork and moccasin-making, and how to drum and sing in Cree, while Elders teach traditional pursuits such as hunting.

Excerpt from *An Interview with Carmen Hockett*


24. You can infer from the excerpt that

a. many Métis in Paddle Prairie are uninterested in learning about Métis history.
b. Métis people in Paddle Prairie are not expected to follow the Alberta curriculum.
c. Métis families in Paddle Prairie feel it is much more important to learn crafts than it is to do other school subjects.
d. the Métis of Paddle Prairie want their children to keep Métis traditions and culture.

25. One way that Hutterites and Métis people are similar is that

a. both groups have had to move because they were not accepted by others.
b. both groups started out in Tyrol.
c. both live only in settlements built especially for them.
d. both are Protestant.
26. When Robert Cunningham referred to Louis Riel as a *draper’s assistant*, he was expressing a(n) ____________.

27. __________, Joseph Dion, and three others established ‘Association des Métis de l’Alberta et des Territorial de Nord-Ouest in 1932.

28. __________ were used to transport freight over land and through shallow water.

29. A white ______________________ on a blue background is on the Métis flag.

30. In the late 1800s, many Cree and Nakoda were dying because of a smallpox ____________.

31. Following the Red River Resistance, the Métis decided to move west to the South Branch region. ____________ was one of the settlements in this area.

32. The ____________ was the government’s response to the Red River Resistance.

33. On November 16, 1885, after being found guilty of treason, Louis Riel was ____________.

34. ____________ is one of eight Métis settlements in Alberta today.

35. After the Red River Resistance the Métis decided to move from Red River. They chose areas where they had already begun setting up ____________.

36. ____________ was one of the leaders of the Second Métis Uprising.

37. The ____________ took away many of the rights of Métis, Canadien, and First Nations peoples in Manitoba.
Write the answers to the short answer and essay questions on a separate sheet.

Directions: Choose one short answer and one essay question to answer.

38. Short Answer Questions
   
a. Was Louis Riel a hero or a criminal? Give reasons for your answer.

   b. A compromise balances the conflicting priorities of the various stakeholders. In your opinion, was the Manitoba Act a compromise? Give reasons for your answer.

   c. What makes the Métis sash an appropriate symbol of Métis heritage?

39. Essay Questions
   
a. Explain how the two Métis uprisings (the Red River Rebellion and the Second Métis Uprising) shape the history of Canada? Be sure to give supporting details from what you learned in the chapter.

   b. Some people say that the minority groups in Canada should assimilate into the English culture. Others say that it is better if minority groups are allowed to keep their own cultures. What do you think? Give reasons for your answer.
Chapter Nine
The Métis Rise Up
Test

Answer Sheet

1. ________
2. ________
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Essay Questions: Main Ideas

a. Métis Uprisings
   - First uprising occurred in Red River when Rupert’s Land transferred to Canada from HBC. Métis not consulted
   - Canadian government felt free to section off Métis land for Ontario settlers
   - Métis responded by stopping government officials and setting up Provisional Government; Louis Riel elected as president
   - Canadian government responded with Manitoba Act
   - Many Métis moved to South Branch, Fort Edmonton, Cypress Hills, Montana
   - Second uprising occurred when Canadian government sent surveyors to South Branch to measure land for possible railway.
   - Métis protested and skirmishes broke out.
   - Canadian government responded by sending in the military
   - Many Métis left South Branch for Alberta

b. Assimilation or Multiculturalism?

Assimilation
   - Everyone speaks same language – less expensive and less chance of miscommunication
   - Better chance of everyone understanding and accepting appropriate behaviours in various situations
   - No conflict based on cultural differences
   - Most everyone has same values and beliefs

Multiculturalism
   - People learn to accept and be tolerant of differences
   - More interesting to have different kinds of cultures
   - Can learn from other cultures
   - People and cultures learn to be less self-centred or more outward looking
Chapter 9

Short Answer Questions: Main Ideas

a. **Louis Riel: hero or criminal?**
   
   **Hero**
   
   - Stood up for his people
   - Tried to do what was good for a variety of cultural groups
   - Tried negotiation before using any kind of violence
   - Recognized injustice and tried to act on it

   **Criminal**
   
   - Stopped government officials and surveyors
   - Allowed Thomas Scott to be shot
   - Acted a president of a government not officially recognized by Canada

b. **Manitoba Act: a compromise?**

   **Agree**
   
   - Acknowledged Métis and First Nations right to own land
   - Set up publicly funded Protestant and Catholic schools
   - Made Manitoba officially bilingual
   - Established Manitoba as a province enabling it to send elected representatives to Canada’s federal government.

   **Disagree**
   
   - Did not specify any areas of land for Métis
   - Did not suggest process for First Nations to negotiate with government
   - Did not give Manitoba control over public lands
   - Made Manitoba small; disqualified many from voting as they spent too much time out of that small area so were not considered permanent residents

c. **Métis Sash**

   - Symbolizes Métis history
   - Used in Métis role in fur trade
   - Patterns on sash representative of location or a particular event
   - Versatility of the sash represents versatility of people and hardships they endured
Chapter Ten

Western Expansion and the National Policy

ADVANCED PREPARATION: Teachers may want to copy the focus questions for Chapter 10 on chart paper and post them in the classroom prior to beginning the chapter.

- What ideas of citizenship shaped Canada’s western expansion?
- How did immigration shape the demography and economy of western Canada?
- What challenges did immigration pose for peoples already living in western Canada?
Grade Seven Social Studies
Chapter 10

Western Expansion and the National Policy

Table of Contents

Lesson 1: What is a Political Decision? 3
Lesson 2: The Numbered Treaties 4
Lesson 3: A Period of Rapid Change 5
Lesson 4: The North West Mounted Police 6
Lesson 5: The National Policy 7
Lesson 6: Identity Interviews: Kayla Moosewah and Kevan Jangze 8
Lesson 7: Advertising for Immigrants: Recruiting British Peoples for the West 9
Lesson 8: Inquiry Minds Want to Know 10
Lesson 9: Recruiting Canadiens for the West 11
Lesson 10: Eastern European Immigration 12
Lesson 11: Alberta and Saskatchewan 13
Lesson 12: Chapter Task 14
Lesson 13: Review and Study Sheets 15
Lesson 14: Chapter Ten Test 16
Lesson 10.1  What is a Political Decision?

Specific Outcomes: Students will evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World Ward by exploring and reflecting upon the following questions and issues:

- How did the National Policy determine the economic and demographic aspects of Canadian expansion?
- What impact did immigration have on Aboriginal peoples and on communities in Canada?
- To what extent was agricultural activity a key factor in the population growth of western Canada?

Resources/Materials: Our Canada, 307
Worksheet #7.10.1 (transparency, if appropriate) OR put on board or chart paper
Handout 10-4, 2 pages (student copies)

Introduction: Discuss with students the reasons that the Hutterites immigrated to Alberta. Conclude that a “push” factor was the insistence by the United States government that Hutterites be recruited to serve in the armed forces. A “pull” factor was the fact that Alberta had agricultural land. Explain that Chapter 10 is about the settling of the West, particularly the Prairie Provinces and the various push and pull factors involved.

Procedure:

1. Explain to students that the settling of the Prairies Provinces had much to do with three factors:
   - Canada’s promise to British Columbia to build a railway linking that province with eastern Canada.
   - Canada’s fear that the United States would try to annex the land where the Prairie Provinces stand today.
   - A need for English-speaking Ontario farmers to get more land for settlement.

2. Explain also that Canada’s expansion west was a “political decision”.

3. Have students turn to textbook, page 307. Allow them to flip through the chapter to get an idea of its content. Then guide the reading of the page.

4. To help students understand the concept of “political decision”, put up a transparency of Worksheet #7.10.1 (or put on the board or on chart paper). Discuss each pair of decisions.

5. Conclude that when making a “regular decision”, you only have to consider yourself; but in a “political decision” you must consider how your actions affect other people.


Assignment:

- Read textbook, page 307.
- Do Handout 10-4.
<table>
<thead>
<tr>
<th>Decision</th>
<th>Political Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>What colour car should I buy?</td>
<td>Should I buy a car made in Canada or in Germany?</td>
</tr>
<tr>
<td>Do I want to give my best friend one of my new pens?</td>
<td>Should I give food and money to the Food Bank?</td>
</tr>
<tr>
<td>Should I shovel the sidewalk in front of my house?</td>
<td>Should all of the boys get together and shovel all the sidewalks in the colony?</td>
</tr>
</tbody>
</table>
Picturing Political Decisions

Look at the sets of photos below. Each represents a choice about how to use land. Describe in what way each could represent a political decision. How might these choices affect different groups of people differently?

Who would benefit from a decision to protect the pond? Who would benefit from a decision to build a highway through the pond?

**Pond:** vacationers, hunters, fishers, conservationists, etc

**Highway:** travellers, businesses, etc.

Who would benefit from a decision to maintain farmland? Who would benefit from a decision to expand cities?

**Farmland:** farmer, consumers who want locally-produced goods, etc

**Cities:** homeowners, industry that needs labour supply, etc
Who would benefit from industrial development? Who would benefit from maintaining natural areas?

**Industrial Development:** Workers, consumers, government for tax revenues, industry owners, etc.

**Natural Areas:** general public, tourism, recreationists, etc.

In what way was the decision to settle the west a land-use change?

**First Nations lived as part of nature, and kept changes to the environment to a minimum for the good of all.**

**Settlers changed the natural environment to suit their needs.**

In what way was it a political decision?

**Settling west → prevent American annexation**

unite British Columbia with eastern provinces
Lesson 10.2

Getting the West Ready for Settlement: The Numbered Treaties

Specific Outcomes: Students will evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:

- How did the National Policy determine the economic and demographic aspects of Canadian expansion?
- What impact did immigration have on Aboriginal peoples and on communities in Canada?
- To what extent was agricultural activity a key factor in the population growth of western Canada?

Resources/Materials: Our Canada, pages 309 – 314
- Worksheets #7.10.2a, #7.10.2b, #7.10.2c (student copies)
- And/OR Handout 10-5 (student copies)

Introduction: Discuss with students the concept that on a colony almost everything is shared. Explain that for many who live in towns and cities, this is a difficult concept to understand. The situation with First Nations and the Canadian government was similar when it came time for settling the west.

Procedure:

1. Have students turn to textbook, pages 309 and 310. Guide the reading, if at all possible.

2. Next have students look at the subtitles on textbook, pages 311 – 314 to get an idea of the content. Emphasize that cultural differences between the First Nation and Canadian government led to huge misunderstandings that affect Canada today.

3. Have students read the pages OR guide the reading if you have the time.

4. You may want to have students make point form notes in their notebooks.

5. Distribute Handout 10-5 AND/OR Worksheets #7.10.2a, #7.10.2b, and #7.10.2c. Go over the directions.

6. Journal entry starter: “I didn’t know that…”

Assignments:

- Read textbook, pages 309 – 314
- Do Handout 10-5 AND/OR Worksheets #7.10.2a, #7.10.2b, and #7.10.2c
Worksheet #7.10.2a  

**The Numbered Treaties**

**Directions:** Use *Our Canada*, pages 309 – 314 to answer the questions.

1. What did Canada promise in 1871? __________________________________________________________________________

2. What had to happen before this could take place? _______________________________________________________________________

3. Define negotiate. _______________________________________________________________________________________

4. Did the United States negotiate treaties with First Nations peoples there before expanding westward? ______  What happened? __________________________________________________________________________

5. Explain the numbered treaties using the following chart:

<table>
<thead>
<tr>
<th>Who?</th>
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<tr>
<td>What?</td>
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<td>When?</td>
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<td>Where?</td>
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<td>Why?</td>
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</table>
Worksheet #7.10.2b

6. How were “sharing” and “owning” land different concepts for First Nations and Europeans? ____________________________ __________________________
   __________________________
   __________________________
   __________________________

7. How were “oral history” and “written treaties” different concepts?
   __________________________
   __________________________
   __________________________

8. The process of becoming part of a different cultural group is adaptation/assimilation (circle). The process of changing in new circumstances is adaptation/assimilation (circle).

9. How did Bernie Makokis explain treaties? ____________________________ __________________________
   __________________________
   __________________________
   __________________________
   How did the Canadian government see the treaties? __________________________
   __________________________
   __________________________

10. Use the chart to explain the promises in the treaties.

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<thead>
<tr>
<th>Education and Health Care</th>
<th>Reserves</th>
<th>Rights to Hunt and Fish</th>
<th>Farming Assistance</th>
<th>Payments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheet #7.10.2c

11. How did residential schools encourage assimilation of First Nations children? __________


_______ Canadian government
_______ Cree painter
_______ 1990
_______ 1899
_______ English perspective
_______ First Nations perspective
**The Numbered Treaties**

**Directions:** Use *Our Canada*, pages 309 – 314 to answer the questions.

1. What did Canada promise in 1871? **link British Columbia with eastern Canada with a railway**

2. What had to happen before this could take place? **negotiation of treaties/agreements with First Nations**

3. Define negotiate. **discuss and come up with an agreement**

4. Did the United States negotiate treaties with First Nations peoples there before expanding westward? **no** What happened? **conquered them in a series of wars**

5. Explain the numbered treaties using the following chart:

<table>
<thead>
<tr>
<th>Who?</th>
<th>Canadian government and First Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>treaties/agreements</td>
</tr>
<tr>
<td>When?</td>
<td>1871-1921</td>
</tr>
<tr>
<td>Where?</td>
<td>Ontario, Manitoba, Alberta, Saskatchewan, British Columbia, Northwest Territories</td>
</tr>
<tr>
<td>Why?</td>
<td>to get land to build railway</td>
</tr>
</tbody>
</table>
Worksheet #7.10.2b

6. How were “sharing” and “owning” land different concepts for First Nations and Europeans? Europeans believed in owning land, but First Nations had no such word and saw land as something shared.

7. How were “oral history” and “written treaties” different concepts? Canadian government negotiators believed only in what was written, while First Nations viewed oral history as promises spoken—just as important as written ones.

8. The process of becoming part of a different cultural group is adaptation (circle). The process of changing in new circumstances is adaptation (circle) / assimilation (circle).

9. How did Bernie Makokis explain treaties? Permanent agreement between each Nation and Canada, promising to share and keep peace.

How did the Canadian government see the treaties? Way to assimilate First Nations people; get them to give up traditional ways and adopt British ways.

10. Use the chart to explain the promises in the treaties.

<table>
<thead>
<tr>
<th>Education and Health Care</th>
<th>Reserves</th>
<th>Rights to Hunt and Fish</th>
<th>Farming Assistance</th>
<th>Payments</th>
</tr>
</thead>
<tbody>
<tr>
<td>- part of some treaties (6, 8, 10, 11)</td>
<td>- lands set aside for exclusive use of First Nations</td>
<td>- access to fish and game on all lands at all times</td>
<td>- provision of tools and seed</td>
<td>- small annual amounts</td>
</tr>
</tbody>
</table>
11. How did residential schools encourage assimilation of First Nations children? ________

Separated children from their families, and disrupted connected to language and traditions. Students were not allowed to speak their traditional language, wear traditional clothing, etc.


M  Canadian government

P  Cree painter

P  1990

M  1899

M  English perspective

P  First Nations perspective
# Perspectives on the Numbered Treaties

Name ___________________________ Date ___________________________

<table>
<thead>
<tr>
<th>First Nations</th>
<th>Canada's Government</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What did First Nations hope to accomplish?</strong>&lt;br&gt;- Share land with Canadians →&lt;br&gt;- Share prosperity of the land&lt;br&gt;- And adapt to change</td>
<td><strong>What did Canada's government hope to accomplish?</strong>&lt;br&gt;- Acknowledge Royal Proclamation&lt;br&gt;- Recognition of First Nations' right to land&lt;br&gt;- Get land for railway&lt;br&gt;- Open west for settlement/prevent American annexation</td>
</tr>
</tbody>
</table>

| **How did they record the treaties?**<br>- Oral history | **How did it record the treaties?**<br>- Written records |

| **Why is the idea of sharing an important idea in the treaties?**<br>- Share responsibility of being caretakers of the land | **Why is the idea of ownership an important idea in the treaties?**<br>- Can then do what it likes with the land |

| **To what extent was permanence an important idea?**<br>- Saw treaties as permanent agreements between different, independent groups | **To what extent was permanence an important idea?**<br>- Did not think of treaties as permanent because it felt that First Nations' cultures would disappear with assimilation |

---

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Lesson 10.3  Getting the West Ready for Settlement
               A Period of Rapid Change

Specific Outcomes: Students will evaluate the impact of Confederation and of subsequent immigration
on Canada from 1867 to the First World War by exploring and reflecting upon the following questions
and issues:
- How did the National Policy determine the economic and demographic aspects of Canadian
  expansion?
- What impact did immigration have on Aboriginal peoples and on communities in Canada?
- To what extent was agricultural activity a key factor in the population growth of western Canada?

Resources/Materials: Our Canada, pages 315 – 317
                    Worksheets #7.10.3a and #7.10.3b (student copies)

Introduction: Ask students to speculate about what kinds of changes would happen if 5,000 non-
Hutterites came to live on the colony’s land and the land right next to the colony. Discuss possible
consequences for traditional colony life. Explain that in just a thirty year period a similar situation
happened to the First Nations peoples when the Canadian government decided to settle the west.

Procedure:
2. Tell students that textbook, pages 318 and 319 is an article about how a Cree teenager is trying to
   help First Nation youth regain their sense of identity by learning about Cree traditions and the
   Cree language.
3. Distribute Worksheets #7.10.3a and #7.10.3b. Go over the directions.
4. If you like, have students transfigure each of the graphs to a different and appropriate form; e.g.
   make circle graph into box graph.

Assignments:
- Read textbook, pages 315 – 317.
- Do Worksheets #7.10.3a and #7.10.3b.
- Optionally, have students transfigure each of the graphs on textbook, page 315 to a different, type
  of graph.
Directions: Use *Our Canada*, pages 315 – 317 to answer the questions.

Answer T for true and F for false.

1. Between the years 1871 and 1921, the population of Western Canada increased by 1.75 million.  
   
2. The largest increase in population of Western Canada took place between 1911 and 1921.  
   
3. In 1921 for every 100 people living on the Prairies, 35 were First Nations.  
   
4. In 1921 the majority of people living on the Prairies were Anglophones.  
   
5. In 1921 there were more Francophones than Aboriginals living on the Prairies.  
   
6. The buffalo population decreased most rapidly after 1800.  
   
7. As the population of the West increased, so did the buffalo population.  
   
8. You can infer from the graphs on page 315 that Aboriginals
   
   a. could no longer depend on buffalo for food, clothing, and shelter.
   b. were able to keep their traditional lifestyle.
   c. were better off assimilating to the English way of life.
   d. were adopted by Anglophones.

9. You can infer from the graphs on page 315 that
   
   a. growth in Western Canada was quite slow.
   b. the Canadian government was successful in attracting settlers to the West.
   c. only Anglophones were moving to the West.
   d. Aboriginal peoples’ lives improved as more settlers moved in.

10. You can infer from the graphs on page 315 that
   
   a. There were no more Métis living on the Prairies.
   b. Francophone settlers would soon outnumber Anglophone settlers.
   c. the buffalo population kept up with the population of new settlers.
   d. Aboriginal peoples had to make way for millions of non-Aboriginals.
Worksheet #7.10.3b

Read *Our Canada*, pages 316 and 317 to find out the following:

11. Compare the way you developed your identity with the way Kayla Moosewah has developed hers.

<table>
<thead>
<tr>
<th>Identity</th>
<th>Me</th>
<th>Kayla Moosewah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Connection with Ancestors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>was Achieved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Traditions Were Learned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some Examples of Traditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Sense of Identity Has</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affected Life</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Our Canada, pages 315 – 317 to answer the questions.

Answer T for true and F for false.

1. Between the years 1871 and 1921, the population of Western Canada increased by 1.75 million.
   - T

2. The largest increase in population of Western Canada took place between 1911 and 1921.
   - F

3. In 1921 for every 100 people living on the Prairies, 35 were First Nations.
   - F

4. In 1921 the majority of people living on the Prairies were Anglophones.
   - T

5. In 1921 there were more Francophones than Aboriginals living on the Prairies.
   - T

6. The buffalo population decreased most rapidly after 1800.
   - T

7. As the population of the West increased, so did the buffalo population.
   - F

8. You can infer from the graphs on page 315 that Aboriginals
   - a. could no longer depend on buffalo for food, clothing, and shelter.
   - b. were able to keep their traditional lifestyle.
   - c. were better off assimilating to the English way of life.
   - d. were adopted by Anglophones.

9. You can infer from the graphs on page 315 that
   - a. growth in Western Canada was quite slow.
   - b. the Canadian government was successful in attracting settlers to the West.
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    - a. There were no more Métis living on the Prairies.
    - b. Francophone settlers would soon outnumber Anglophone settlers.
    - c. the buffalo population kept up with the population of new settlers.
    - d. Aboriginal peoples had to make way for millions of non-Aboriginals.
Worksheet #7.10.3b

Read *Our Canada*, pages 316 and 317 to find out the following:

11. Compare the way you developed your identity with the way Kayla Mooseawah has developed hers.

### Identity

<table>
<thead>
<tr>
<th></th>
<th>Me</th>
<th>Kayla Mooseawah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Group</td>
<td>Hutterite</td>
<td>Cree</td>
</tr>
<tr>
<td>How Connection</td>
<td>Possible Answers:</td>
<td>Métis foster grandmother,</td>
</tr>
<tr>
<td>with Ancestors</td>
<td>• live in same community as grandparents</td>
<td>Métis foster mother helped her</td>
</tr>
<tr>
<td>was Achieved</td>
<td>• stories of “olden” times</td>
<td>get in touch with birth family</td>
</tr>
<tr>
<td>How Traditions</td>
<td>• part of daily life</td>
<td>• Elders</td>
</tr>
<tr>
<td>Were Learned</td>
<td>• taught by parents, relatives, community</td>
<td>• listening to teachings and ancient stories</td>
</tr>
<tr>
<td>Some Examples of</td>
<td>• roles of men, women, children</td>
<td>• sweat lodge</td>
</tr>
<tr>
<td>Traditions</td>
<td>• clothing styles</td>
<td>• four directions and associated colours</td>
</tr>
<tr>
<td></td>
<td>• separation of genders and children when dining</td>
<td>• beadwork</td>
</tr>
<tr>
<td></td>
<td>• etc</td>
<td></td>
</tr>
<tr>
<td>How Sense of</td>
<td></td>
<td>• feels accepted and loved</td>
</tr>
<tr>
<td>Identity Has</td>
<td></td>
<td>• sense of belonging</td>
</tr>
<tr>
<td>Affected Life</td>
<td></td>
<td>• connected with her culture</td>
</tr>
</tbody>
</table>
Lesson 10.4  Getting the West Ready for Settlement
The North West Mounted Police

Specific Outcome: Students will evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following question:

- What was the role of the North West Mounted Police in the development of western Canada?

Resources/Materials: Our Canada, pages 318 and 319
Handout 10-6 (student copies)
AND/OR Worksheets #7.10.4a and #7.10.4b (student copies)

Introduction: Discuss with students their knowledge and interactions with the Royal Canadian Mounted Police (RCMP). Responses will vary. Conclude that the major role of the RCMP is to help enforce the laws. The North West Mounted Police is the national police force that preceded the RCMP and was in place when western Canada was being settled. Today’s lesson is about why the NWMP were needed and what they did.

Procedure:

1. Have students turn to textbook, pages 318 and 319. Note that there are some ideas about the NWMP that are myths and some that are accurate.

   Myth or Accurate?
   - The NWMP wore bright red uniforms. (myth – mainly black)
   - The NWMP were trusted by the First Nations (accurate)
   - The NWMP were actually started by the United States government (myth – Canadian government)

2. Guide the reading of the pages, if possible, to find out why the NWMP were dispatched to the West and the type of relationships they had with First Nations peoples.


4. Optionally, distribute Worksheets #7.10.4a and #7.10.4b. Go over the directions.

Assignments:

- Read textbook, pages 318 and 319.
- Do Handout 10-6 AND/OR Worksheets #7.10.4a and #7.10.4b.
Mountie Messages

Name __________________________ Date ______________

What messages about the Mounties do the two images below convey?

Are these accurate messages? Use evidence from pages 318 and 319 of the textbook to decide.

**Message 1: North West Mounted Police protect white settlers**

Accurate __________ because:

Yes  established to protect surveyors, contract employees and railway laborers  established to protect settlers

No  NWMP sent to control whiskey trade

**Message 2: NWMP trusted by First Nations leaders**

Accurate __________ because:

Yes  NWMP developed trust with First Nations that helped them keep peace as railway advanced and settlers arrived

No

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The North West Mounted Police

Directions: Use Our Canada, pages 318 and 319 to answer the questions.

1. Put a check (√) in front of those statements that are true about the North West Mounted Police (NWMP).

   ______ The NWMP were founded in 1873.
   ______ One reason that the NWMP was formed was because traders were killing First Nations people.
   ______ One reason the NWMP was formed was because some Americans were moving in to Canadian territory.
   ______ Fort Whoop-Up was the first NWMP headquarters.
   ______ The NWMP was supposed to protect white settlers.
   ______ The police chiefs of the towns on the Prairies were in charge of protecting the railway workers.
   ______ In general, the First Nations leaders supported the presence of the NWMP.

2. Match the letters with the statements each may have made.

   a. NWMP officer  
   b. First Nations chief  
   c. American whiskey trader  
   d. railway worker  
   e. Anglophone settler

   ______ “Those Indians love to drink what I have to sell. I am going to earn a great living.”
   ______ “Things on my little ranch were going well until those whiskey traders started coming around. Now there is always trouble between them and the First Nations.”
   ______ “The sooner we get our project finished, the easier I’ll rest. I cannot understand why the First Nations people don’t just let us build where the line is supposed to go.”
   ______ “My people and I trust that the NWMP will do what is best for all of us. The guns and whiskey have made us weak and poor. The NWMP will help us.”
   ______ “I am surprised because I thought the First Nations would be our enemy. Instead it is the whiskey traders that are the root of some much of the problems we deal with.”
3. Do you think the NWMP were right to advise the First Nations to sign the numbered treaties? Give reasons for your answer.
The North West Mounted Police

Directions: Use Our Canada, pages 318 and 319 to answer the questions.

1. Put a check (✓) in front of those statements that are true about the North West Mounted Police (NWMP).

   ✓ The NWMP were founded in 1873.
   ✓ One reason that the NWMP was formed was because traders were killing First Nations people.
   ✓ One reason the NWMP was formed was because some Americans were moving in to Canadian territory.
   ____ Fort Whoop-Up was the first NWMP headquarters.
   ✓ The NWMP was supposed to protect white settlers.
   ____ The police chiefs of the towns on the Prairies were in charge of protecting the railway workers.
   ✓ In general, the First Nations leaders supported the presence of the NWMP.

2. Match the letters with the statements each may have made.

<table>
<thead>
<tr>
<th>a. NWMP officer</th>
<th>b. First Nations chief</th>
<th>c. American whiskey trader</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. railway worker</td>
<td>e. Anglophone settler</td>
<td></td>
</tr>
</tbody>
</table>

   C “Those Indians love to drink what I have to sell. I am going to earn a great living.”
   e “Things on my little ranch were going well until those whiskey traders started coming around. Now there is always trouble between them and the First Nations.”
   d “The sooner we get our project finished, the easier I’ll rest. I cannot understand why the First Nations people don’t just let us build where the line is supposed to go.”
   b “My people and I trust that the NWMP will do what is best for all of us. The guns and whiskey have made us weak and poor. The NWMP will help us.”
   a “I am surprised because I thought the First Nations would be our enemy. Instead it is the whiskey traders that are the root of some much of the problems we deal with.”
3. Do you think the NWMP were right to advise the First Nations to sign the numbered treaties? Give reasons for your answer.

*Answers will vary:*
Lesson 10.5

The National Policy

NOTE: The independent work for this lesson may take more than one class.

Specific Outcome: Evaluate the impact on Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:
- How did the National Policy determine the economic and demographic aspects of Canadian expansion?
- How did Asian immigrants contribute to the development of Canada (i.e., Chinese railway workers)?
- In what ways did the building of the Canadian Pacific Railway affect the growth of Canada?

Resources/Materials: Our Canada, pages 320 – 325
Handout 10-7, 2 pages (student copies)
Worksheets #7.10.5a, #7.10.5b, and #7.10.5c (student copies)
Handout 10-8 (student copies, optional)

Introduction: Review that the prevailing thinking of the English-speaking majority in Canada was that all minority groups should be assimilated into the “English” culture. The prime minister, John A. Macdonald, came up with a plan called “The National Policy”. Explain that the next few lessons are about The National Policy and that it very much reflected the assimilation attitude.
NOTE: You may want to explain that a policy is a set of guidelines that sets a course of action.

Procedure:

1. Have students turn to textbook, page 320. Guide the reading of this page.

2. Distribute Handout 10-7, 2 pages. Have the students fill in the “My Predictions” columns. Explain that they will be filling in the “What Happened?” columns in a couple of days.

3. Have students turn to textbook, pages 321-325. If you can guide the reading of the pages; otherwise, students can read the pages independently. Be sure to ask them how the idea of assimilation fits into this section.

4. Distribute Worksheets #7.10.5a, #7.10.5b, and #7.10.5c. Go over the directions.

5. Optionally, distribute Handout 10-8. You might have students create a montage of all the different images presented in the song.

Assignments:
- Read textbook, page 320.
- Fill in first columns of Handout 10-7.
- Read textbook, pages 321-325.
- Do Worksheets #7.10.5a, #7.10.5b, and #7.10.5c.
- Create a montage or some other art form using the images presented in the song on Handout 10-8.
Predicting the Plus-Minus of the National Policy

Name ___________________________ Date ________________

Most political decisions have a "plus side" and a "minus side." On the plus side are groups of people who benefit from the decision. On the minus side are groups that do not.

Predict a plus-minus breakdown for the three elements of the National Policy. As you work through Chapter 10, assess your predictions.

**Plus Side of the National Policy**

<table>
<thead>
<tr>
<th>Political Decision:</th>
<th>+ My Predictions</th>
<th>+? What Happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The National Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place tariffs on foreign products</td>
<td></td>
<td>Industries (all based in eastern Canada) protected by tariffs</td>
</tr>
<tr>
<td>Complete the national railway</td>
<td></td>
<td>BC connected to rest of provinces, provided means for settlers to get to the west (i.e., opened west to settlement)</td>
</tr>
<tr>
<td>Settle the west</td>
<td></td>
<td>Prevented annexation by United States</td>
</tr>
</tbody>
</table>
Predicting the Plus-Minus of the National Policy (Continued)

Name ___________________ Date __________________

**Minus Side of the National Policy**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Place tariffs on foreign products</td>
<td></td>
<td>Consumers had to pay tariffs on imported goods</td>
</tr>
<tr>
<td>Complete the national railway</td>
<td>Metis: rights ignored in drive to build railway</td>
<td>First Nations: permanent loss of traditional lands</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chinese labourers discriminated against</td>
</tr>
<tr>
<td>Settle the west</td>
<td>Canadians: immigration policy targeted non-Francophones</td>
<td>First Nations: traditional lands and lifestyle jeopardized</td>
</tr>
</tbody>
</table>
Worksheet #7.10.5a

The National Policy: The Building of the Railway

Directions: Read page 320 of Our Canada. Fill in the missing words.

This was the policy of John A. _______________'s government which had deep impacts on the development of the ________________.

The “______________ Scandal” had caused trouble and a federal election loss for Macdonald in ________________, because the government had not yet come through on its promise to B.C. – the Canadian Pacific ________________. Sir Hugh ________________ had been given the contract to build the railway, and had contributed $350 000 to the ________________ party (Macdonald’s party).

In ________________ Macdonald won the election through the ________________ Policy. In it, he promised:

- to promote Canadian ________________ by putting a tax on ________________ goods.
- finish the ________________ to take settlers to the ________________ and bring their ________________ to the east.
- to bring European ________________ to settle the west by giving them free ________________. They would buy products from Canadian industries and grow grain for Canada and for ________________. New farms and communities would be located ________________ to the railway.

Directions: Read Our Canada, pages 321 – 323. Find evidence for each of the following statements: (The chart continues on the next page.)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Evidence from Our Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>John A. Macdonald wants Canada to be a “British” country.</td>
<td></td>
</tr>
<tr>
<td>Most Chinese wanted to immigrate to Canada.</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Statement</th>
<th>Evidence from Our Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Canadian government discriminated against the Chinese workers.</td>
<td></td>
</tr>
<tr>
<td>Chinese workers were not prepared for railway work.</td>
<td></td>
</tr>
<tr>
<td>The Canadian government did not want the Chinese to be in powerful positions.</td>
<td></td>
</tr>
<tr>
<td>Today many Chinese are making an important contribution to Canadian society.</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Read the *History Happens* news article on Our Canada, pages 324 and 325. Then complete the chart.

### HISTORY HAPPENS

Who?

What?

When?

Where?

Why?

How?
Directions: Use Our Canada, pages 324 – 325 to match each of the people to their point of view.

- French Canadian
- First Nations
- Métis
- English Canadian
- Chinese Canadian

Our workers built the line through the Rockies and took the most dangerous jobs, yet none are in the Last Spike photo.

It is a disaster for our people. The government ignored our petitions to protect the communities ploughed through by the railway. We don’t want to be in the photo.

It is an amazing engineering feat and a political promise which unites our country.

Probably none from our group are present in the photo. The railway stands for the power of English-speaking Canadians against the Francophones.

We should have been in the photo because we showed our commitment to our promise to share our land by allowing the railway.
The National Policy: 
The Building of the Railway

Directions: Read page 320 of Our Canada. Fill in the missing words.

This was the policy of John A. Macdonald’s government which had deep impacts on the development of the west.

The “Pacific Scandal” had caused trouble and a federal election loss for Macdonald in 1873, because the government had not yet come through on its promise to B.C. – the Canadian Pacific Railway. Sir Hugh Allen had been given the contract to build the railway, and had contributed $350 000 to the Conservative party (Macdonald’s party).

In 1873 Macdonald won the election through the National Policy. In it, he promised:

- to promote Canadian industries by putting a tax on American goods.
- finish the railway to take settlers to the west and bring their crops to the east.
- to bring European immigrants to settle the west by giving them free land. They would buy products from Canadian industries and grow grain for Canada and for export. New farms and communities would be located close to the railway.

Directions: Read Our Canada, pages 321 – 323. Find evidence for each of the following statements: (The chart continues on the next page.)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Evidence from Our Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>John A. Macdonald wants Canada to be a “British” country.</td>
<td>restricted Chinese immigration because Chinese had no British instincts or British feelings or aspirations</td>
</tr>
<tr>
<td>Most Chinese wanted to immigrate to Canada.</td>
<td>between 1885 and 1920 more than eighty-two thousand Chinese paid the head tax</td>
</tr>
</tbody>
</table>
Worksheet #7.10.5b

<table>
<thead>
<tr>
<th>Statement</th>
<th>Evidence from Our Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Canadian government discriminated against the Chinese workers.</td>
<td>- had to pay head tax</td>
</tr>
<tr>
<td></td>
<td>- not paid as much as other workers</td>
</tr>
<tr>
<td></td>
<td>- not allowed to become Canadian citizens or own property</td>
</tr>
<tr>
<td>Chinese workers were not prepared for railway work.</td>
<td>- wore unsuitable clothing</td>
</tr>
<tr>
<td>The Canadian government did not want the Chinese to be in powerful positions.</td>
<td>- barred from entomology professions such as law or teaching</td>
</tr>
<tr>
<td>Today many Chinese are making an important contribution to Canadian society.</td>
<td>- emphasize hard work, fortitude, academic achievement</td>
</tr>
<tr>
<td></td>
<td>- contribute to integrity and richness of Canadian society</td>
</tr>
</tbody>
</table>

**Directions:** Read the *History Happens* news article on *Our Canada*, pages 324 and 325. Then complete the chart.

### HISTORY HAPPENS

<table>
<thead>
<tr>
<th>Who?</th>
<th>Donald A. Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>Put in last spike of the Canadian Pacific Railway</td>
</tr>
<tr>
<td>When?</td>
<td>Sunday, November 8, 1885</td>
</tr>
<tr>
<td>Where?</td>
<td>Craigellachie, British Columbia</td>
</tr>
<tr>
<td>Why?</td>
<td>Project united Canada from sea to sea</td>
</tr>
<tr>
<td>How?</td>
<td>Culmination seven years of construction</td>
</tr>
</tbody>
</table>
Worksheet #7.10.5c

Directions: Use Our Canada, pages 324 – 325 to match each of the people to their point of view.

- a. French Canadian
- b. First Nations
- c. Métis
- d. English Canadian
- e. Chinese Canadian

e. Our workers built the line through the Rockies and took the most dangerous jobs, yet none are in the Last Spike photo.

c. It is a disaster for our people. The government ignored our petitions to protect the communities ploughed through by the railway. We don’t want to be in the photo.

d. It is an amazing engineering feat and a political promise which unites our country.

a. Probably none from our group are present in the photo. The railway stands for the power of English-speaking Canadians against the Francophones.

b. We should have been in the photo because we showed our commitment to our promise to share our land by allowing the railway.
Optional Lesson

Lesson 10.6  Identity Interviews: Kayla Mooseawah and Kevan Jangze

Specific Outcomes: Students will evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:

- How did Asian immigrants contribute to the development of Canada?
- What impact did immigration have on Aboriginal peoples on communities in Canada?

Resources/Materials: Our Canada, pages 316, 317, 322, and 323
Worksheet #7.10.6 (student copies)

Introduction: Discuss how our identities are tied to past events. (e.g., part of Hutterite identity is a result of their history)

Procedure:

1. Ask students to recall the articles on Kayla Mooseawah and Kevan Jangze. It may help if they briefly scan the articles on pages 316 and 317 and 322 and 323 respectively.

2. Distribute Worksheet #7.10.6. Ask them to complete the webs.

3. Have students write an essay comparing and contrasting the two individuals’ experiences.

Assignments:

- Reread textbook, pages 316, 317, 322, and 323.
- Complete the webs on Worksheet #7.10.6
- Write an essay comparing and contrasting the experiences of Kayla Mooseawah and Kevan Jangze.
Directions: Read the articles on Our Canada, pages 316 and 317 and 322 and 323. Then complete the webs.
**Directions:** Read the articles on **Our Canada**, pages 316 and 317 and 322 and 323. Then complete the webs.

**Cree**
- Cultural Group and Language
  - Traditions
    - Sweat lodge
    - Teachings
    - Lodges
    - Four directions/colours

**Métis**
- Cultural Identity
  - Name: Kayla Moosewah
    - From: Alberta
  - Advice to Others
    - Embrace heritage
    - Create loving relationships
    - Contribute to society

**Chinese-Canadian**
- Cultural Group and Language
  - Father's Life
    - Building railway
    - Starting small orchard
    - Helped new immigrants

**Chinese? English**
- Education
- Hard work

**Chinese People Today**
- Name: Kevan Jangze
  - From: Kamloops, BC
  - Advice to Others
    - Know past discrimination
    - Prevent future discrimination
Lesson 10.7
Impacts of Immigration on Western Canada: 
Advertising for Immigrants 
Recruiting British Peoples for the West

Specific Outcomes: Evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:

- How did the National Policy determine the economic and demographic aspects of Canadian expansion?
- In what ways did the building of the Canadian Pacific Railway affect the growth of Canada?
- What strategies were used by the government to encourage immigration from Europe?

Resources/Materials: Our Canada, pages 326 – 329
Worksheet #7.10.7a (student copies)
Worksheet #7.10.7b, optional (student copies)
Five dollar bill, ten dollar bill

Introduction: Recall with students that part of The National Policy was to build a railway and settle the West. Explain to students that in contrast to the United States, settlers came to the Canadian west via the railway. Ask students to speculate as to where the settlers might come from.

Procedure:

1. Have students turn to textbook, pages 326 and 327. Have them examine the posters. Note that they are designed to show the west as a place of abundance.

2. Guide the reading of the pages, if you can.

3. Show the students Wilfred Laurier’s picture on the five dollar bill and John A. Macdonald’s picture on the ten dollar bill.

4. Then have students read textbook, pages 328 and 329.

5. Distribute Worksheet 37.10.7a. Go over the directions.

6. As optional activities, you may want your students to do one or both of the following:
   - On Worksheet #7.10.7b, have students write letters home from the three Manitoba women featured on textbook, pages 328 and 329.
   - Create a poster designed to entice people from Britain to immigrate to the Canadian west.

Assignments:

- Read textbook, pages 328 and 329.
- Do Worksheet #7.10.7a.
- Optionally, do Worksheet #7.10.7b.
- Optionally, create a “Come to the West” poster.
Worksheet #7.10.7a  

Advertising for Immigrants

Directions: Use Our Canada, pages 326 – 329 to complete the questions.

1. Match the words in the box with the phrases and sentences.

<table>
<thead>
<tr>
<th>farming</th>
<th>John A. Macdonald</th>
<th>Wilfred Laurier</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>posters and pamphlets</td>
<td>English-speaking countries</td>
</tr>
<tr>
<td>two percent</td>
<td>Clifford Sifton</td>
<td>French-speaking countries</td>
</tr>
</tbody>
</table>

a. ___________________________ The number of Canadians living in the West in 1890.

b. ___________________________ The prime minister who introduced The National Policy.

c. ___________________________ Canada's first Francophone prime minister. He made the settling of Canada's west a priority.

d. ___________________________ Canada knew that if it settled the west, it would stop any ideas of expansion into the area by this country.

e. ___________________________ Canada used these as part of its advertising campaign to attract settlers to the west.

f. ___________________________ He was the minister of the interior in charge of advertising.

g. ___________________________ The minister of the interior wanted immigrants from these places.

h. ___________________________ The minister of the interior did not want immigrants from these places.

2. What kinds of things do the posters say to entice immigrants?

________________________________________________________________________

________________________________________________________________________

3. Think about what Mrs. A. Bethune, Mrs. N. Brown, and Mrs. G. Butcher wrote. What is common about their advice?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Letters Home

Directions: Using the information on Our Canada, pages 328 and 329, write one letter each home to Britain from each of the women.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Advertising for Immigrants

Directions: Use Our Canada, pages 326 – 329 to complete the questions.

1. Match the words in the box with the phrases and sentences.

<table>
<thead>
<tr>
<th>farming</th>
<th>John A. Macdonald</th>
<th>Wilfred Laurier</th>
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<td>United States</td>
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</tr>
<tr>
<td>two percent</td>
<td>Clifford Sifton</td>
<td>French-speaking countries</td>
</tr>
</tbody>
</table>

a. [two percent] The number of Canadians living in the West in 1890.


c. [Wilfred Laurier] Canada’s first Francophone prime minister. He made the settling of Canada’s west a priority.

d. [United States] Canada knew that if it settled the west, it would stop any ideas of expansion into the area by this country.

e. [posters and pamphlets] Canada used these as part of its advertising campaign to attract settlers to the west.

f. [Clifford Sifton] He was the minister of the interior in charge of advertising.

g. [English-speaking countries] The minister of the interior wanted immigrants from these places.

h. [French-speaking countries] The minister of the interior did not want immigrants from these places.

2. What kinds of things do the posters say to entice immigrants?

- free farms
- The new Eldorado
- great resources
- rich virgin soil

3. Think about what Mrs. A. Bethune, Mrs. N. Brown, and Mrs. G. Butcher wrote. What is common about their advice?

- be industrious
- use money sparingly
- be versatile
Letters Home

Directions: Using the information on Our Canada, pages 328 and 329, write one letter each home to Britain from each of the women.

EXAMPLES:

March 1886
Archibald, Manitoba

Dear Mary,
You’ll need to do things yourself here, at first. Save your money.
Plant a garden, get a few pigs and a cow.

Yours truly,
Mrs. A. Bethune

July 1886
High Bluff, Manitoba

Dear Susie,
I hope you’re ready to work hard and you’ll be fine.
Don’t expect any luxuries!

Sincerely,
Mrs. N. Brown (Rev.)

September 1886
Russell P.O.
Shell River, Manitoba

Dear Katie,
Don’t be too proud to ask for help when you come, or be set with British ways. You’ll have to bake, do laundry, tailor, make soap and candles and knit.

All the best,
Mrs. G. Butcher
Lesson 10.8  Inquiry Minds Want to Know

Specific Outcomes How does immigrating affect identity of individuals?

Students will evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:

- How were immigrants’ identities (from diverse geographic locations and cultural backgrounds) affected by immigration?

Resources/Materials: Our Canada, page 330
Worksheets #7.10.8a. and #7.10.8b (student copies)
Information Sheets (student copies)

Introduction: Ask students how they would feel if they suddenly found themselves in a totally new environment. What kinds of adjustments might they have to make? Would they feel homesick? How might the others view and behave towards you?

Procedure:

1. Explain that the way that immigrants and their descendants view themselves (their identities) is affected by their experiences as immigrants.

2. Have students turn to textbook, page 330. Guide the reading of the page so the students understand their assignment.

3. Distribute Worksheets #7.10.8a, #7.10.8b, and the information sheets.

4. Students can use the information from the textbook as well as the information on the sheets to help them with the assignment.

Assignments:

- Read textbook, page 330.
- Do research and complete Worksheets #7.10.8a and #7.10.8b.
Worksheet #7.10.8a

INQUIRING MINDS WANT TO KNOW...

Chapter Project

Planning  My topic is _____________________________. I will find my information 
_____________________________________________. I will present it to 
_____________________________________________. Here’s my plan...

Retrieving  Information I found...


Processing

- I have recorded my information.
- I took out information that did not fit.

I noticed something interesting. ____________________________________________


Creating

- I finished my project. It is neat and complete.

Sharing

- I presented my project to ____________________________________________.
Worksheet #7.10.8b

**Evaluating**

My strengths in the project (what I did well).

________________________________________________________________________

________________________________________________________________________

My areas of weakness in this project

________________________________________________________________________

________________________________________________________________________

Peer or Teacher’s Evaluation

I really enjoyed ____________________________________________

________________________________________________________________________

Next time try _________________________________________________

________________________________________________________________________

Evaluation Rubric

- Information was accurate. 1 2 3 4 5
- I answered the inquiry question well. 1 2 3 4 5
- My project was need and carefully done. 1 2 3 4 5

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Total ____ /25 = ____%
Evacuee Child - Stanley Goat

British Child War Evacuee: CORB #61
Ship: RMS Anselm
Country: England
Date of Entry: August 2, 1940

British Evacuee Children Arrive at Pier 21

Being a member of the first group of British children evacuated to Canada under the terms of the Children’s Overseas Reception Board (CORB) scheme was a great privilege. It was to prove one of the most wonderful and beneficial events of my life.

Following a miserable (seasick) passage, and despite two attacks by enemy submarines, entry through Pier 21 allowed me to escape the horrors of war and to experience the safety, the beauty, the vastness of Canada and, later, the generous rewards of becoming a Canadian citizen.

Like many other children brought to this country during stressful times, I was welcomed into the home and the lives of a young, loving and extremely generous couple who cared for my every need during the war years. During my formative years, they nurtured and guided me as one of their own; when the need arose, they comforted and consoled me; and they contributed immeasurably to my welfare and my education, through their guidance and financial aid.

For me, Pier 21 was, indeed, an entrance into a new world.
War Bride - Doreen Dallaire

My name is Doreen Dallaire and I came on the Queen Mary in June 1946 with my daughter. The one thing that stands out in my mind is of a woman that took care of my 3 year old little girl Jenny. I was very grateful as I was sea sick at the time. She was going to Sault Ste-Marie while I was going to Montreal but I always wondered if she stayed in Canada, unfortunately I don't remember her name.

I recall the train ride to Montreal and how intrigued I was with the sound of the train whistle. I also enjoyed the food. Another nice memory was the song “Spring time in the Rockies” which my sister used to play on her record player back home. I always loved to listen to it never thinking that one day I would be coming to the country where these beautiful Rockies are.

My reason for coming to Canada was simple, I had a new husband waiting for me and I was ready to start married life in a new country. The adjustment was difficult - I was homesick as I am sure many were, but I was determined to make a new home. My husband and I went on to have five more children. I was and still am proud to be Canadian.
Lesson 10.9  

Recruiting Canadiens for the West

Specific Outcomes: Students will evaluate the impact of Confederation and of subsequent immigration on Canada from 167 to the First World War by exploring and reflecting upon the following questions and issues:

- To what extent was agriculture a key factor in the population growth of western Canada?
- How did changing demographics resulting from Clifford Sifton’s immigration policies affect the collective identity of Francophones in communities across western Canada?
- How did communities and businesses established by Francophones contribute to the overall development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)?

Resources/Materials: Our Canada, pages 331 – 335  
Worksheets #7.10.9a and #7.10.9b (student copies)  
Handout 10-9, 2 pages and Worksheet #7.10.9c (student copies) (optional)

Introduction: Recall with students that Alberta had become the home of many Francophone and Métis people. Discuss how they would feel about the number of Anglophones moving into Alberta. Explain that Francophone leaders felt that the French culture might be threatened and decided to take action.

Procedure:

1. Have students turn to textbook, page 331. Examine the posters. Guide the reading of the page.

2. Direct students to read textbook, pages 332 – 335 to find out more about the efforts to attract Francophones to Alberta and about some of the people involved.

3. Distribute Worksheets #7.10.9a and #7.10.9b. Go over the directions.

4. If you like have students complete Handout 10-9 (2 pages). Worksheet #7.10.9c is an outline map of Alberta that students can use to do Handout 10-9.

5. Instead of doing the handouts and worksheets, you may want to have students make point-form notes in their notebooks instead.

Assignments:

- Read textbook, pages 331 – 335.
- Do Worksheets #7.10.9a and #7.10.9b.
- Optionally, do Handout 10-9. Worksheet #7.10.9c can be used with the handout.
Worksheet #7.10.9a  
**Recruiting Canadiens for the West**

**Directions:** Use *Our Canada*, pages 331 – 335 to help you with the questions.

1. Finish the sentences.
   
a. By 1889, Bishop Vidal Grandin was becoming concerned because ____________________

b. Bishop Grandin wrote a letter to the bishops of Québec asking them to ____________________

c. The bishops agreed with Grandin, but they did not want to ____________________

d. The bishops decided to recruit ____________________

e. Missionary-colonizers established Francophone communities in ____________________

2. On the map below, **highlight** three Francophone communities settled during this time period. (see p. 331)

3. Make a list of the items you could purchase at the LaRue and Picard’s general store.

4. How else were they involved in the community?
Worksheet #9.10.9b

5. Our Canada, page 332 tells about some of the Francophones who made contributions. Complete the chart.

<table>
<thead>
<tr>
<th>Person or Group</th>
<th>Father Lacombe</th>
<th>Father Remas</th>
<th>Picard and Gariépy</th>
<th>The Oblates</th>
<th>Lessard, Gariépy, and Côté</th>
<th>Francophones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
<td>-------</td>
</tr>
</tbody>
</table>

6. Use the following web to organize information in *Identity Then and Now*, pages 334 and 335 for Michelle Chamberland, a Franco-Albertaine.
   Main Heading: Michelle Chamberland from Legal AB
   Subheadings: Culture and Language
               Education
               Personal Achievements
               Advice to Others
Worksheet #7.10.9a  Recruiting Canadiens for the West

Directions: Use Our Canada, pages 331 – 335 to help you with the questions.

1. Finish the sentences.

   a. By 1889, Bishop Vidal Grandin was becoming concerned because Clifford Sifton’s immigration campaign did not foster Canadian culture. Canadians were once the majority. Now they were the minority.

   b. Bishop Grandin wrote a letter to the bishops of Québec asking them to encourage Canadians and Catholics to settle in the west.

   c. The bishops agreed with Grandin, but they did not want to depopulate their own parishes.

   d. The bishops decided to recruit Canadiens living in the northeastern United States.

   e. Missionary-colonizers established Francophone communities in Alberta and Saskatchewan.

2. On the map below, highlight three Francophone communities settled during this time period. (see p. 331)

![Map of Canada with highlighted communities](image)

3. Make a list of the items you could purchase at the LaRue and Picard’s general store.

   - clothes, including shoes, boots, hats, gloves, dresses, shirts, coats
   - groceries, including flour, salt, canned fruit, dried walnuts

4. How else were they involved in the community?

   - supported church
   - helped set up board of trade in Edmonton
   - Picard was an alderman on Edmonton city council
5. **Our Canada**, page 332 tells about some of the Francophones who made contributions. Complete the chart.

<table>
<thead>
<tr>
<th>Person or Group</th>
<th>Father Lacombe</th>
<th>Father Remas</th>
<th>Picard and Gariépy</th>
<th>The Oblates</th>
<th>Lessard, Gariépy, and Côté</th>
<th>Francophones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>established St. Albert</td>
<td>established mission at Lac La Biche</td>
<td>protected Catholic schools in the west</td>
<td>established French colleges in Alberta</td>
<td>became ministers in Alberta government</td>
<td>founded French newspapers in Alberta</td>
</tr>
<tr>
<td>Year</td>
<td>1841</td>
<td>1852</td>
<td>--------</td>
<td>--------</td>
<td>1905</td>
<td>--------</td>
</tr>
</tbody>
</table>

6. Use the following web to organize information in *Identity Then and Now*, pages 334 and 335 for Michelle Chamberland, a Franco-Albertaine.

Main Heading: Michelle Chamberland from Legal AB

Subheadings: Culture and Language

Education

Personal Achievements

Advice to Others

---

Franco-Albertaine

French

Culture and Language

Michelle Chamberland from Legal, Alberta

Education

Francophone:

École Citadelle

in Edmonton

¼ hr away

plays soccer

bilingual

Personal Achievements

Advice to Others

keep intensity in language

- celebrate French culture and history

Fête Franco-albertaine
Francophone Communities in Alberta (continued)

Name __________________________ Date ______________

NOTE: Most coloy teachers will not find this page appropriate

How could technology assist me in creating this map?

Using the Skills Centre in your textbook for guidance (pages 386 and 387), create a plan for using information online to help you complete your map.

What steps could I take to find an outline map of Alberta?

See Geographic Information Systems (GIS) computer program p. 387

What steps could I take to find information that would help me map the location of communities?

See How to Show Population Data on a Map (p. 386)

What steps could I take to find information that would help me map geographic features?

See How to Determine Elevation from a Map p. 386
Lesson 10.10  Eastern European Immigration

Specific Outcomes: Students will evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:

- To what extent was agricultural activity a key factor in the population growth of Canada?
- How did immigrants from eastern Europe contribute to the development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture?)

Resources/Materials: Our Canada, pages 336 – 338
   - Worksheets #7.10.10a and #7.10.10b (student copies)
   - Wall Map of the World
   - Handout 10-7, 2 pages (students should have this)

Introduction: Discuss with students that immigrants such as Hutterites came to the west because they wanted a better life. Up until now, most European immigrants were from western and northern Europe. Point out western and northern Europe and their proximity to Britain on the map.

Explain that in the very late 1800s and the 1900s immigrants from eastern Europe started arriving in Canada. Point out eastern European countries on the map.

Procedure:

1. Explain that most eastern European countries were from cultural groups quite different from those of northern and western Europe. Discuss the challenges they would face as immigrants.

2. Have students turn to textbook, pages 336 – 338. Note the subheadings and that the text gives information on three eastern European immigrant groups. Guide the reading, if you have time; otherwise, have students read the pages independently.

3. Note that there is no section on Hutterites. Discuss why all groups of eastern European origin are not included.

4. Distribute Worksheets #7.10.10a and #7.10.10b. Go over the directions.

5. If you prefer, have students make their own notes using point form or a graphic organizer in place of the worksheets.

6. If you had students make their predictions about the consequences of The National Policy, this would be a good time complete the second columns of Handout 10-7.

Assignments:

- Read textbook, pages 336 – 338.
- Do Worksheets #7.10.10a and #7.10.10b
- OR make notes on the section.
- Complete the second columns of Handout 10-7.
Worksheet #7.10.10a  Eastern European Immigrants

Directions: Use Our Canada, pages 336 – 338 to complete the questions.

1. Read the first paragraph of textbook, page 336. Tell about three ways that eastern European immigrants contributed to the western Canada’s growth.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Read the first paragraph under the heading “Ukrainian People”. Complete the flow chart to tell about the movements of Wasyl Eleniak and Ivan Pylypiw.

________________________________________________________________________

________________________________________________________________________

3. Examine the photo and caption at the bottom of textbook, page 336. How do you think historical re-enactors like the Ukrainian Heritage Cultural Village contribute to the identities of the descendants of immigrants?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. The photo on the left was taken in the Ukraine. The photo on the right was taken near the town of Vegreville, Alberta more than eighty years ago. Many Ukrainian immigrants settled near Vegreville. From the photos why do you supposed they chose Vegreville?

________________________________________________________________________

________________________________________________________________________
5. Read about Russian immigrants on textbook, page 337. Then fill in the outline.

**Russian Immigrants**

a. Russian Jewish People

b. Doukhobors

6. Read about Polish immigrants on textbook, page 337.

a. How many immigrants came from Poland between 1895 and 1913? ________________

b. What were their main occupations?

7. Complete the following web about Tatiana Cheladyn.

```
  Culture and Language
     /\
    /  \
---/    \\---
  Education

Tatiana Cheladyn
from Edmonton, AB

  Personal Achievements
     /\
    /  \
---/    \\---
  Advice for Others
```
Worksheet #7.10.10a  Eastern European Immigrants

Directions: Use Our Canada, pages 336 – 338 to complete the questions.

1. Read the first paragraph of textbook, page 336. Tell about three ways that eastern European immigrants contributed to the western Canada’s growth.
   - formed new labour force in west
   - formed a new market for goods from factories of eastern Canada
   - built farms and increased production of grain and agricultural products

2. Read the first paragraph under the heading “Ukrainian People”. Complete the flow chart to tell about the movements of Wasyl Eleniak and Ivan Pylypiw.

   September 7, 1891  
   - docked at Montreal

   moved to Western Canada

   returned to Ukraine to tell friends they would be settling permanently in Canada

3. Examine the photo and caption at the bottom of textbook, page 336. How do you think historical re-enactors like the Ukrainian Heritage Cultural Village contribute to the identities of the descendants of immigrants?
   - connection to the past
   - learn about traditions/culture

4. The photo on the left was taken in the Ukraine. The photo on the right was taken near the town of Vegreville, Alberta more than eighty years ago. Many Ukrainian immigrants settled near Vegreville. From the photos why do you suppose they chose Vegreville?
   - similar landscape
   - suitability for farming
5. Read about Russian immigrants on textbook, page 337. Then fill in the outline.

**Russian Immigrants**

a. Russian Jewish People

- Came in groups by special arrangement between Canadian and Russian governments.
- Several thousand came in 1890s.
- Most settled in cities.

b. Doukhobors

- 1894-7500 came from Russia.
- Settled first in Saskatchewan, then British Columbia.
- Grand Forks, BC - set up brick factory, flour-mill, cannery, bee colonies.

6. Read about Polish immigrants on textbook, page 337.

   a. How many immigrants came from Poland between 1895 and 1913? 119,600

   b. What were their main occupations?

      - Farmers, coal miners

7. Complete the following web about Tatiana Cheladyn.

   - **Culture and Language**
     - Ukrainian-Canadian
     - Ukrainian and English

   - **Tatiana Cheladyn**
     - from Edmonton, AB

   - **Personal Achievements**
     - Viter Ukrainians dancer
     - Studies choreography with Ukrainian dancer

   - **Education**
     - Ukrainian language in Ukraine
     - Ukrainian bilingual school in Edmonton

   - **Advice for Others**
     - Excitement for future
     - Excitement for travel to heritage country
Lesson 10.11        Alberta and Saskatchewan

Specific Outcome: Students will evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:

- How were the needs of varied populations considered through the creation of Alberta and Saskatchewan?

Resources/Materials: Our Canada, pages 339 – 341
Handout 10-10 (student copies)
Handout 10-11, 2 pages (student copies)
OR Worksheets #7.10.11a and #7.10.11b (student copies)
Handout 10-12 (student copies)

Introduction: Explain that up until 1905 Alberta and Saskatchewan were part of the Northwest Territories. Discuss reasons why they became provinces so many years after Confederation (relatively little people lived there in 1867; low population density. Explain that today’s lesson has to do with the factors that led to Alberta and Saskatchewan becoming provinces.

Procedure:

1. Have students read and examine the map on textbook, page 339. Discuss what links there might be between population and good agricultural soil.

2. Discuss also that areas of good farming do not always mean high population density.

3. Distribute Handout 10-10. Go over the directions.

4. Have students turn to textbook, pages 340 and 341. Guide the reading if you have the time; otherwise direct students to read the pages on their own.

5. Distribute either Handout 10-11 (2 pages) or Worksheets #7.10.11a and #7.10.11b. Go over the directions.


Assignments:

- Read textbook, pages 339 – 341.
- Do Handout 10-10.
- Do Handout 10-11 OR Worksheets #7.10.11a and #7.10.11b.
- Do Handout 10-12.
Population Density Map of Western Canada

Name __________________________ Date ______________________

Use the map below to create an overlay for the map on page 339 of the textbook.

1. What conclusions can you draw by "putting the maps together"?
   
   Places with prime agricultural land correspond closely with areas of highest population density.

2. Consult the map of ecoregions at the bottom of page 292 of the textbook. What information can this map add to the information you have?
   
   - What land is most suitable for settlement
   - Natural resources found
   - Location of major rivers/lakes

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History of the North-West Territories

Name ___________________________ Date __________________

How did the North West Territories become part of Canada? (page 258)

' transferred to Canada through an agreement between Britain and
Canada

How did Canada govern the territory? (page 340)

' elected assembly with representatives from settlements with more than 1000 people

What groups formed the majority of the population of the territory at this point in time? (page 345)

First Nations / Métis

How did the National Policy and Clifford Sifton's immigration campaign change the demographics of the territory? (page 345)

' First Nations and Métis made up only two percent in 1921

' Anglophones, Francophones, and other Europeans made up 97.2% in 1921
History of the North-West Territories (continued)

Name ______________________ Date ______________________

Canada, 1870

Map showing the North-West Territories and surrounding regions.

Make a prediction: how do you think the provinces of Alberta and Saskatchewan will emerge from this history?

Who will want provincial status?

parts of North-west Territories (i.e. Alberta, Saskatchewan)

Based on your knowledge of Confederation history, why will people want provincial status?

more control over decisions affecting the territory

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Worksheet #7.10.11a  Alberta and Saskatchewan

Directions: Use Our Canada, pages 339 and 341 to answer the questions.

1. Look at the population density map of Canada in the Skills Centre at the back of Our Canada. Compare the population density map with the map of agricultural land on page 339. How are they alike?

2. What other geographic features might correspond to the population density patterns in western Canada?

3. Beside each date in the chart, briefly explain the events in the creations of Alberta and Saskatchewan.

<table>
<thead>
<tr>
<th>Year</th>
<th>What Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>1867</td>
<td></td>
</tr>
<tr>
<td>1869</td>
<td></td>
</tr>
<tr>
<td>1875</td>
<td></td>
</tr>
<tr>
<td>1885</td>
<td></td>
</tr>
<tr>
<td>1891</td>
<td></td>
</tr>
<tr>
<td>1892</td>
<td></td>
</tr>
<tr>
<td>1905</td>
<td></td>
</tr>
</tbody>
</table>
4. How did the assembly of 1891 change things?

5. What were the issues in education and language rights?

6. Match the person to his quote and background.

   a. Antonio Prince
   b. Frederick Haultain
   c. David Mowat

   ______ "All schools should be...English. We will never have true patriotic feeling...until until there is one language."

   ______ "French people are not foreigners...They loved their language...but they were not less loyal...or true Canadians..."

   ______ leader of the assembly, proposed to remove French as the language of the assembly in the North-West Territories before Alberta and Saskatchewan were created.

   ______ Francophone member of the assembly

   ______ member of the assembly from Regina, who proposed all schools should teach English.
Alberta and Saskatchewan

Directions: Use Our Canada, pages 339 and 341 to answer the questions.

1. Look at the population density map of Canada in the Skills Centre at the back of Our Canada. Compare the population density map with the map of agricultural land on page 339. How are they alike? See p. 387
   The areas of population density are the same as those with prime agricultural land.

2. What other geographic features might correspond to the population density patterns in western Canada?
   - Latitude (closer to equator = warmer = more people)
   - Topography = easier to build on flatter land
   - Nearest to a major river or lake

3. Beside each date in the chart, briefly explain the events in the creations of Alberta and Saskatchewan.

<table>
<thead>
<tr>
<th>Year</th>
<th>What Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>1867</td>
<td>Confederation</td>
</tr>
<tr>
<td>1869</td>
<td>Canada takes over North-West Territories; appoints government</td>
</tr>
<tr>
<td>1875</td>
<td>Northwest Territories Act - established public funding for Protestant and Catholic schools - French and English languages of the assembly - representatives from settlements over 1000</td>
</tr>
<tr>
<td>1885</td>
<td>Louis Riel petitioned government to allow assembly to assume control of areas</td>
</tr>
<tr>
<td></td>
<td>Battle of Batoche</td>
</tr>
<tr>
<td>1891</td>
<td>Assembly allowed to take over</td>
</tr>
<tr>
<td>1892</td>
<td>David Monet proposes schools teach only English</td>
</tr>
<tr>
<td></td>
<td>Assembly voted to allow French instruction for grades one and twopeny</td>
</tr>
<tr>
<td>1905</td>
<td>Alberta Act/Saskatchewan Act - publicly funded Protestant and Catholic schools - accept restrictions on French as a language of instruction</td>
</tr>
</tbody>
</table>
Worksheet #7.10.11b

4. How did the assembly of 1891 change things?
   Elected assembly could not take over and decide on such things
   as schools, roads, and other services

5. What were the issues in education and language rights?
   They proposed to teach only English after grade two.
   In Alberta Act and Saskatchewan act — publicly funded
   Protestant (English) and Catholic (French) schools were created
   with restrictions on French

6. Match the person to his quote and background.

   a. Antonio Prince
   b. Frederick Haultain
   c. David Mowat

   C  “All schools should be...English. We will never have true patriotic feeling...until
      until there is one language.”

   a  “French people are not foreigners...They loved their language...but they were
      not less loyal...or true Canadians...”

   b  leader of the assembly, proposed to remove French as the language of the
      assembly in the North-West Territories before Alberta and Saskatchewan were
      created.

   a  Francophone member of the assembly

   c  member of the assembly from Regina, who proposed all schools should teach
      English.
A History of Rights

Which of these events would you put on a timeline demonstrating the foundation for Francophone rights in Canada?

Make choices, and explain the reasons for your choices. Consult the Skills Centre for tips on making timelines (pages 384 and 385 of your textbook).

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1600</td>
<td>Founding of New France - established Francophone community</td>
</tr>
<tr>
<td>1625</td>
<td>British Conquest of North America</td>
</tr>
<tr>
<td>1650</td>
<td>Royal Proclamation of 1763</td>
</tr>
<tr>
<td>1675</td>
<td>Québec Act of 1774 - confirmed rights to French law and customs</td>
</tr>
<tr>
<td>1700</td>
<td>Constitutional Act of 1791 - gave Lower Canada its own system of civil law</td>
</tr>
<tr>
<td>1725</td>
<td>Act of Union</td>
</tr>
<tr>
<td>1750</td>
<td>Confederation - established equality between Anglophones and Francophones</td>
</tr>
<tr>
<td>1775</td>
<td>Manitoba Act - established official bilingualism and public funding of Catholic schools</td>
</tr>
<tr>
<td>1800</td>
<td>Manitoba School Act</td>
</tr>
<tr>
<td>1825</td>
<td>North-West Territories Act - established official bilingualism and public funding of Catholic schools</td>
</tr>
<tr>
<td>1850</td>
<td>Haultain Resolution</td>
</tr>
<tr>
<td>1875</td>
<td>Mowat Resolution</td>
</tr>
<tr>
<td>1900</td>
<td>Alberta Act</td>
</tr>
</tbody>
</table>
Lesson 10.12

Chapter Task
Create a Conference Promotion Flyer
about the Settlement of Western Canada

Resources/Materials: Our Canada, page 308
Worksheet 7.10.12 (student copies)
 Sheets of bond paper, coloured or white
Examples of tri-fold brochures or any other type of brochure

Introduction: Explain that now that the unit is almost over, students will have the chance to imagine they are going to plan a conference whose subject is the settlement of western Canada.

Procedure:

1. Have students turn to textbook, page 308. Guide the reading.

2. Discuss possible formats for the brochures (tri-fold, large poster, multi-page, etc.).

3. Discuss content. For example:
   - Location
   - Dates
   - Time
   - Theme
   - Session titles
   - Conference fees
   - Registration information

4. Discuss design. For example:
   - Order of information
   - Attention-getting devices
   - Appropriate types of lettering

5. Distribute Worksheet #7.10.12.
CHAPTER TASK

Create a Conference Promotion on Western Canadian Settlement

Create a Conference Promotion for a university conference by the Prairie University Department of History. This flyer will be given to people who should come and learn about the settlement of western Canada for a several-day conference. Create a brochure or flyer containing at least the following information:

1) The **Title** of your conference

2) **Sessions** at the Conference and **Brief Outlines** of What the Speaker Will Discuss

Examples:
- The numbered treaties with the First Nations
- The contributions of the Francophones
- The contributions of the Mètis
- The National Policy – positives and negatives
- Contribution of immigrants
- Issues shaping the creating of Alberta and Saskatchewan

3) **Registration** Information:

- Name
- Address
- Telephone
- Email address
- Registration fees

4) Other Information:

- Location
- Dates
- Hotel reservations
Lesson 10.13  

Review and Study Sheets

Review of subject matter in Chapter 10.

Provide students with the Review Sheets.
Chapter 10 Review Sheets

1. **Reasons for Expanding West** (page 307)

   Which of the following were reasons that the Canadian government wanted to expand west? Circle all the right answers.

   - People in Ontario wanted farmland.
   - The Canadian government wanted to secure the west from an American takeover.
   - The Canadian government wanted to build a transcontinental railway.
   - Canada wanted settlers to take up farming in the west to provide eastern provinces with food, and provide a market for goods made in the eastern provinces.

2. **Treaties with First Nations** (pages 309 – 312)

   Match the sentence beginning with the endings.

   a. Before Canada could begin construction of the transcontinental railway...
   
   b. Unlike the Americans who conquered the First Nations in a series of wars, the Canadian government...
   
   c. The treaties were numbered...
   
   d. Canada’s government thought the treaties gave Canada ownership of the land, but...
   
   e. First Nations recorded the Numbered Treaties in their oral histories, unlike the Canadian government which...
   
   f. The First Nations saw the Numbered Treaties as a way to adapt to change, while the Canadian government saw them as...

   ______ chose to negotiate agreements with its First Nations.

   ______ it had to negotiate treaties with the Cree, Nakoda and other First Nations living in the west.

   ______ a way to assimilate the First Nations peoples – to give up their traditional ways and adopt British ways.

   ______ the First Nations understood them as agreements to share the land.

   ______ according to the order in which they were concluded.

   ______ did everything in writing.
List five things that the Treaties promised First Nations peoples.

3. **Residential Schools** (page 313)
   Which of the following are true about residential schools? (Circle all right answers.)
   - Children were taken away from their families and communities to attend schools, usually run by churches.
   - The idea of residential schools was to help First Nations children to adapt and not assimilate.
   - While at residential schools, First Nations children were not allowed to speak their traditional languages.
   - At residential schools, First Nations children were taught many parts of “English” culture.
   - Unfortunately, the churches and religious orders involved in residential schools have never apologized to the First Nations people.

4. **Demographic Changes** (page 315)
   Examine the graphs on page 315 of *Our Canada*; then fill in the spaces.

   a. Between 1891 and 1921, the population of Western Canada increased by ____________________.

   b. In 1871, First Nations and Métis people had formed the ____________________ of the population of western Canada. By 1921 ____________________ had formed the majority.

   c. Between the years 1700 and 1900, the buffalo population went from ____________________ to almost zero.

   d. These graphs show that the changes in demographics meant that the ____________________ and ____________________ peoples way of life would change drastically.
5. **Kayla Moosewah.** How did Kayla's identity change after she began learning more about her past and her traditional culture? (pages 316 and 317)

6. **The North West Mounted Police (NWMP)** (page 318 – 319)

   Answer T for true and F for false.
   
   _____ The North West Mounted Police were first founded in England.
   
   _____ One reason the North West Mounted Police were sent west because a group of whiskey traders had massacred thirty-six Nakoda people
   
   _____ The NWMP had its headquarters at Fort Macleod.
   
   _____ The NWMP wanted to protect the settlers from harm.
   
   _____ The NWMP wanted to get rid of the whiskey traders.
   
   _____ One reason the NWMP was sent west to ensure that the Americans did not try to take over Canadian lands.
   
   _____ The NWMP felt it was not their responsibility to protect the railway workers.
   
   _____ The NWMP gained the trust of the First Nations people.
   
   _____ By 1874 the NWMP had established fourteen forts in the west.

   In your opinion did the North West Mounted Police do the right thing when they encouraged the First Nations to agree to the Numbered Treaties. Tell why.
7. The National Policy (page 320)

What were the three parts to the National Policy?

8. The Chinese Railway Workers (pages 321 – 323)

a. Read the section in red type on page 321 of Our Canada. You can infer from this passage that the speaker
   - does not feel that Chinese railway workers earned their money.
   - feels that the Chinese are not as good as British people and could never assimilate into a British way of life.
   - thinks the railway might not be made safely.
   - feels that Chinese workers should never have been hired.

b. The Canadian Pacific Railway used Chinese workers because
   - they were bigger and stronger than most English workers.
   - the Chinese workers had more education and skills than English workers.
   - the Chinese workers did not need to eat as much.
   - the Chinese workers were willing to work for less and do more dangerous jobs than the English workers.

c. The main reason the Canadian government introduced the “head tax” was to
   - discourage Chinese people from immigrating to Canada.
   - make money so it would not have to raise taxes.
   - raise money to give to the CPR.
   - encourage Chinese people to emigrate from China to Canada.

d. Because the Canadian government did not want Chinese people to be influential in Canada, it
   - made it illegal for Chinese people to speak English in public.
   - asked Chinese people to open restaurants and laundries.
   - did not allow Chinese people from entering professions such as law or teaching.
   - did not allow Chinese people to eat non-Chinese food.

e. As non-citizens, Chinese people
   - were not allowed to own property.
   - had to vote in a separate area from other people.
   - could not start businesses.
   - had to return to China to find a marriage partner.
9. The Completion of the Railway (pages 324 – 325)

   a. The transcontinental railway was finished on ________________________ at
      ________________________.

   b. Examine the photograph and read the Behind the Scenes section of the news article on page 325 of Our Canada. You can infer from the photograph and news article that
      • the completion of the railway was a huge accomplishment for all Canadian residents.
      • the workers in British Columbia were much more lazy than those from the other provinces.
      • the CPR insisted that its workers be well-dressed.
      • feelings about the transcontinental railway’s completion varied depending on the group.

10. Advertising for Immigrants (pages 326 – 330)

   a. When advertising for immigrants to settle western Canada _______________________ was the prime minister and _______________________ was the Minister of the Interior.

   b. Examine the posters on pages 326 and 327 of Our Canada. What kinds of words and phrases are used to make the west sound appealing?

   c. What kinds of immigrants did Sifton try to attract?

   d. What kinds of immigrants did Sifton try not to attract?

   e. Would you say that Sifton’s actions were discriminatory? Tell why.
f. Which of the following best describes the life of a settler?
   • It was just as the posters and brochures had said it would be.
   • You needed to be willing to work hard, spend money wisely, put up with the unexpected, and do many different jobs.
   • The land and climate were perfect for farming, except for the fact that you could not have more than one cow.
   • Life was more luxurious than it had been back home, in every way.

11. Recruiting Canadians for the West (pages 331 – 335)

a. Match the words in the box with the phrases and sentences.

   a. Bishop Grandin  b. Father Lacombe  c. Canadiens living in northeast United States  
   e. missionary-colonizers  f. Villeneuve, Beaumont, Morinville  g. Clifford Sifton

   ______ did not want Francophones to settle the west
   ______ had established St. Albert which became a centre for Canadien and Francophone Métis
   ______ was concerned there were so many more Protestants than Catholics settling the west
   ______ Québec bishops recruited them to settle in Alberta
   ______ established Francophone communities in Alberta and Saskatchewan
   ______ Alberta communities established by Francophones

b. Match the people in the box with what they did.

   a. Canadien missionaries  b. Picard and Gariépy  c. The Oblates
   d. Lessard, Gariépy and Côté  e. Francophone newspapers

   ______ established colleges in Alberta, Saskatchewan, and Manitoba
   ______ established settlements in the west
   ______ L’Ouest canadien and Le Courier de l’ouest
   ______ worked to protect Catholic schools for French-speaking people in the west
   ______ became ministers in the Alberta government
c. Tell about two ways that Michelle Chamberland tries to keep her Francophone identity.


12. Eastern European Immigrants (pages 336 – 338)

a. In what three ways did eastern European immigrants contribute to the economic and industrial growth of Canada’s west?


b. Put a check (✓) in front of all the statements that are true about eastern European immigrants to Canada’s west.

_____ Ukrainian immigrants established farms in Alberta, Saskatchewan, and Manitoba.

_____ Ukrainian immigrants returned to their homeland to tell others about the opportunity to come to Canada.

_____ By 1914 there were 27 000 people of Ukrainian descent living in the west.

_____ Most Russian immigrants came to Canada individually.

_____ Russian Jewish people preferred to settle in rural areas.

_____ The Doukhobors settled first in Saskatchewan and then in British Columbia.

_____ The Doukhobors stuck strictly to farming activities.

_____ Between 1895 and 1913 almost 120 000 Polish people arrived in Canada.

_____ Some Polish immigrants worked to make working conditions better.

c. Tell about three ways that Tatiana Cheladyn tries to maintain her Ukrainian identity.


13. The Big Picture (page 339)

Which of the following factors influence where people settled in the west. (Circle)

- closeness to Ottawa
- latitude
- closeness to rivers and lakes
- closeness to their homelands
- where the best agricultural lands

14. Alberta and Saskatchewan (page 340)

Write T for true and F for false.

_____ Alberta and Saskatchewan became provinces in 1905.

_____ Frederick Haultain asked Prime Minister Laurier to make the Northwest Territories into two provinces.

_____ When becoming provinces, Alberta and Saskatchewan had control over education.

_____ Francophones knew they were in the minority and, in the end, felt it best that children only receive an English education.

15. Language and Education Rights in the North-West Territories

Match the resolution and acts to the descriptions.

| a. North-West Territories Act | b. Haultain Resolution |
| c. Mowat Resolution           | d. Alberta Act, Saskatchewan Act |

_____ A bill was proposed to require all schools in the territory to teach in English. In the end French instruction was allowed for grades one and two only.

_____ Both Protestant and Catholic schools were publicly funded. In addition, both English and French were official languages.

_____ There were to be publicly funded Protestant and Catholic schools. There were, however, some restrictions on French as a language of instruction.

_____ The leader of the North-West Territory proposed that French be removed as an official language. The proposal was never signed into law.
Chapter 10 Review Sheets

1. **Reasons for Expanding West** (page 307)

   Which of the following were reasons that the Canadian government wanted to expand west? Circle all the right answers.
   - People in Ontario wanted farmland.
   - The Canadian government wanted to secure the west from an American takeover.
   - The Canadian government wanted to build a transcontinental railway.
   - Canada wanted settlers to take up farming in the west to provide eastern provinces with food, and provide a market for goods made in the eastern provinces.

2. **Treaties with First Nations** (pages 309 – 312)

   Match the sentence beginning with the endings.

   a. Before Canada could begin construction of the transcontinental railway…
   b. Unlike the Americans who conquered the First Nations in a series of wars, the Canadian government…
   c. The treaties were numbered…
   d. Canada’s government thought the treaties gave Canada ownership of the land, but…
   e. First Nations recorded the Numbered Treaties in their oral histories, unlike the Canadian government which…
   f. The First Nations saw the Numbered Treaties as a way to adapt to change, while the Canadian government saw them as…

   h____ chose to negotiate agreements with its First Nations.
   q____ it had to negotiate treaties with the Cree, Nakoda and other First Nations living in the west.
   f____ a way to assimilate the First Nations peoples – to give up their traditional ways and adopt British ways.
   d____ the First Nations understood them as agreements to share the land.
   c____ according to the order in which they were concluded.
   e____ did everything in writing.
List five things that the Treaties promised First Nations peoples.

- Education
- Health Care
- Reserves
- Rights to Hunt and Fish
- Farming Assistance
- Payments - small amount of money

3. Residential Schools (page 313)

Which of the following are true about residential schools? (Circle all right answers.)

- Children were taken away from their families and communities to attend schools, usually run by churches.
  - The idea of residential schools was to help First Nations children to adapt and not assimilate.
- While at residential schools, First Nations children were not allowed to speak their traditional languages.
- At residential schools, First Nations children were taught many parts of "English" culture.
- For First Nations children, their residential school experience affected their identities.
  - Unfortunately, the churches and religious orders involved in residential schools have never apologized to the First Nations people.

4. Demographic Changes (page 315)

Examine the graphs on page 315 of Our Canada; then fill in the spaces.

a. Between 1891 and 1921, the population of Western Canada increased by

   1.75 million

b. In 1871, First Nations and Métis people had formed the majority of the population of western Canada. By 1921 Anglophones had formed the majority.

c. Between the years 1700 and 1900, the buffalo population went from

   (about) 58,000,000 to almost zero.

d. These graphs show that the changes in demographics meant that the First Nations and Métis peoples way of life would change drastically.
5. Kayla Moosewha. How did Kayla’s identity change after she began learning more about her past and her traditional culture? (pages 316 and 317)

As a child she had no one to teach or guide her → did not have sense of her history; did not feel loved and felt abandoned.
Once she began learning more about her past and Cree language and culture, her life improved → has better appreciation of her heritage.

6. The North West Mounted Police (NWMP) (page 318 – 319)

Answer T for true and F for false.

F The North West Mounted Police were first founded in England.

T One reason the North West Mounted Police were sent west because a group of whiskey traders had massacred thirty-six Nakoda people.

T The NWMP had its headquarters at Fort Macleod.

T The NWMP wanted to protect the settlers from harm.

T The NWMP wanted to get rid of the whiskey traders.

T One reason the NWMP was sent west to ensure that the Americans did not try to take over Canadian lands.

F The NWMP felt it was not their responsibility to protect the railway workers.

T The NWMP gained the trust of the First Nations people.

F By 1874 the NWMP had established fourteen forts in the west.

In your opinion did the North West Mounted Police do the right thing when they encouraged the First Nations to agree to the Numbered Treaties. Tell why.

Responses May Vary:

Possible Answers

Yes: NWMP would look out for their rights
• First Nations would have to accept that Europeans were here to stay

No: First Nations did not really understand what they were giving up
• Would mean the end of traditional way of life
7. The National Policy (page 320)

What were the three parts to the National Policy?
- Promote Canadian Industry
- Finish the National Railway
- Settle the West

8. The Chinese Railway Workers (pages 321 – 323)
   a. Read the section in red type on page 321 of Our Canada. You can infer from this passage that the speaker
      - does not feel that Chinese railway workers earned their money.
      - feels that the Chinese are not as good as British people and could never assimilate into a British way of life.
      - thinks the railway might not be made safely.
      - feels that Chinese workers should never have been hired.
   b. The Canadian Pacific Railway used Chinese workers because
      - they were bigger and stronger than most English workers.
      - the Chinese workers had more education and skills than English workers.
      - the Chinese workers did not need to eat as much.
      - the Chinese workers were willing to work for less and do more dangerous jobs than the English workers.
   c. The main reason the Canadian government introduced the “head tax” was to
      - discourage Chinese people from immigrating to Canada.
      - make money so it would not have to raise taxes.
      - raise money to give to the CPR.
      - encourage Chinese people to emigrate from China to Canada.
   d. Because the Canadian government did not want Chinese people to be influential in Canada, it
      - made it illegal for Chinese people to speak English in public.
      - asked Chinese people to open restaurants and laundries.
      - did not allow Chinese people from entering professions such as law or teaching.
      - did not allow Chinese people to eat non-Chinese food.
   e. As non-citizens, Chinese people
      - were not allowed to own property.
      - had to vote in a separate area from other people.
      - could not start businesses.
      - had to return to China to find a marriage partner.
9. **The Completion of the Railway** (pages 324 – 325)

   a. The transcontinental railway was finished on **November 8, 1885** at **Craigellachie, British Columbia**.

   b. Examine the photograph and read the *Behind the Scenes* section of the news article on page 325 of *Our Canada*. You can infer from the photograph and news article that
   - the completion of the railway was a huge accomplishment for all Canadian residents.
   - the workers in British Columbia were much more lazy than those from the other provinces.
   - the CPR insisted that its workers be well-dressed.

   Feelings about the transcontinental railway’s completion varied depending on the group.

10. **Advertising for Immigrants** (pages 326 – 330)

   a. When advertising for immigrants to settle western Canada **Wilfred Laurier** was the prime minister and **Clifford Sifton** was the Minister of the Interior.

   b. Examine the posters on pages 326 and 327 of *Our Canada*. What kinds of words and phrases are used to make the west sound appealing?

   - great resources
   - great fertile plains
   - free farms
   - the new Eldorado
   - healthiest climate in the world
   - rich virgin soil
   - vast coal fields

   c. What kinds of immigrants did Sifton try to attract?

   - United States
   - Britain

   d. What kinds of immigrants did Sifton try not to attract?

   - French-speaking populations

   e. Would you say that Sifton’s actions were discriminatory? Tell why.

   - Probably yes - felt immigrants from some countries would not assimilate into ‘British’ way of life
f. Which of the following best describes the life of a settler?

- It was just as the posters and brochures had said it would be.
- You needed to be willing to work hard, spend money wisely, put up with the unexpected, and do many different jobs.
- The land and climate were perfect for farming, except for the fact that you could not have more than one cow.
- Life was more luxurious than it had been back home, in every way.

11. Recruiting Canadiens for the West (pages 331 – 335)

a. Match the words in the box with the phrases and sentences.

|-------------------|-------------------|---------------------------------------------|-------------------------|---------------------------------|----------------|

- g. did not want Francophones to settle the west
- h. had established St. Albert which became a centre for Canadien and Francophone Métis
- q. was concerned there were so many more Protestants than Catholics settling the west
- c. Québec bishops recruited them to settle in Alberta
- e. established Francophone communities in Alberta and Saskatchewan
- f. Alberta communities established by Francophones

b. Match the people in the box with what they did.

<table>
<thead>
<tr>
<th>a. Canadien missionaries</th>
<th>b. Picard and Gariépy</th>
<th>c. The Oblates</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Lessard, Gariépy and Côté</td>
<td>e. Francophone newspapers</td>
<td></td>
</tr>
</tbody>
</table>

- c. established colleges in Alberta, Saskatchewan, and Manitoba
- q. established settlements in the west
- e. L'Ouest canadien and Le Courrier de l'ouest
- b. worked to protect Catholic schools for French-speaking people in the west
- j. became ministers in the Alberta government
c. Tell about two ways that Michelle Chamberland tries to keep her Francophone identity.
   - keeps up French speaking skills
   - keeps up with provincial and federal Francophone activities
   - took education in French
   - attends Fête franco-alsatienne

12. Eastern European Immigrants (pages 336 – 338)

a. In what three ways did eastern European immigrants contribute to the economic and industrial growth of Canada’s west?
   - formed new labour force
   - were a new market for goods from eastern Canadian factories
   - built farms and increased the production of grain and agricultural products

b. Put a check (✓) in front of all the statements that are true about eastern European immigrants to Canada’s west.

   ✓ Ukrainian immigrants established farms in Alberta, Saskatchewan, and Manitoba.

   ✓ Ukrainian immigrants returned to their homeland to tell others about the opportunity to come to Canada.

   By 1914 there were 27 000 people of Ukrainian descent living in the west.

   Most Russian immigrants came to Canada individually.

   Russian Jewish people preferred to settle in rural areas.

   The Doukhobors settled first in Saskatchewan and then in British Columbia.

   The Doukhobors stuck strictly to farming activities.

   Between 1895 and 1913 almost 120 000 Polish people arrived in Canada.

   Some Polish immigrants worked to make working conditions better.

c. Tell about three ways that Tatiana Cheladyn tries to maintain her Ukrainian identity.

   - studied Ukrainian in Ukraine
   - attended Ukrainian bilingual school
   - performs with Ukrainian dance troupe
13. The Big Picture (page 339)

Which of the following factors influence where people settled in the west. (Circle)

- closeness to Ottawa
- latitude
- closeness to rivers and lakes
- closeness to their homelands
- where the best agricultural lands

14. Alberta and Saskatchewan (page 340)

Write T for true and F for false.

T Alberta and Saskatchewan became provinces in 1905.

F Frederick Haultain asked Prime Minister Laurier to make the Northwest Territories into two provinces.

T When becoming provinces, Alberta and Saskatchewan had control over education.

F Francophones knew they were in the minority and, in the end, felt it best that children only receive an English education.

15. Language and Education Rights in the North-West Territories

Match the resolution and acts to the descriptions.

<table>
<thead>
<tr>
<th>a. North-West Territories Act</th>
<th>b. Haultain Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Mowat Resolution</td>
<td>d. Alberta Act, Saskatchewan Act</td>
</tr>
</tbody>
</table>

C A bill was proposed to require all schools in the territory to teach in English. In the end French instruction was allowed for grades one and two only.

A Both Protestant and Catholic schools were publicly funded. In addition, both English and French were official languages.

D There were to be publicly funded Protestant and Catholic schools. There were, however, some restrictions on French as a language of instruction.

B The leader of the North-West Territory proposed that French be removed as an official language. The proposal was never signed into law.
Lesson 10.14

Chapter Ten Test

Outcome: Evaluation

The students will demonstrate knowledge of specific outcomes as stated in the lessons for Chapter 10.

You may want to allow the students to select one short answer and one essay question in order to keep the test period down to 30 – 40 minutes.
Chapter Ten
Western Expansion and the National Policy

Test

Directions: Write the letter of the best answer on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

Write T for true and F for false.

1. Unlike the Americans, the Canadian government wanted to negotiate treaties with the First Nations.

2. One of the problems with the treaties is that the First Nations peoples recorded them in their oral histories, while the Canadian government insisted everything was in writing.

3. First Nations children were placed in residential schools as a way to assimilate them into the “British” way of life.

4. Between the years 1871 and 1921 the population of Francophones in the west outnumber the population of Anglophones.

5. After the completion of the railroad in 1885, many pressures were placed on First Nations peoples to allow immigrants to farm and develop the land First Nations used for hunting and trapping.

6. After several years of trying, the North West Mounted Police were never really able to gain the trust of First Nations leaders.

7. The Chinese railway workers were paid lower wages and were required to do more dangerous work than other workers. They also had to pay a head tax before entering Canada. This is an example of adaptation.

8. Clifford Sifton chose first to advertise in French-speaking countries, encouraging settlers to come to western Canada.

9. Catholic church leaders were concerned that almost all of the settlers to the west were Protestant and that Catholics were no longer in the majority.

10. Immigrants from eastern Europe included those from France, Britain, and Denmark.
Write the letter of the **best** answer.

11. Which of the following was **not** a reason why the Canadian government wanted to settle the west?

   a. People in Ontario wanted more farmland.
   b. The government wanted to secure the west from an American takeover.
   c. The government wanted to build a transcontinental railway that joined British Columbia with the eastern provinces.
   d. The First Nations and Métis peoples wanted settlers to help them learn to farm.

*Use the following information to answer question 12.*

By the 1870s, First Nations peoples knew they faced change. They negotiated the Numbered Treaties to help their people adapt, and to ensure their cultures survived. They saw the treaties as permanent agreements between different, independent peoples.

Canada’s government, however, saw the treaties as ways to assimilate First Nations peoples— to get them to give up their traditional ways and adopt British ways.

12. One conclusion you can draw from the above information is that

   a. the government believed that British ways were superior to First Nations ways.
   b. the First Nations people felt that they would be better off assimilating.
   c. the Canadian government felt that First Nations cultures were particularly interesting and other cultures could learn from them.
   d. the Canadian government should have adopted First Nations ways.

13. Which of the following was a likely outcome when First Nations children were removed from their homes to attend residential schools?

   a. First Nations parents were happy to be rid of the responsibility of raising children.
   b. First Nations children were better off because they were not under the bad influence of their old communities.
   c. First Nations adults never had to learn how to be good parents, and First Nations children never learned what it was like to be raised in a family home.
   d. First Nations children were much happier because they got to learn a new language and be away from their families.

14. Which of the following were **not** part of the Numbered Treaties?

   a. First Nations peoples would have access to fish and game on all lands at all times.
   b. Land was set aside for the exclusive use of First Nations.
   c. First Nations would have assistance for their education and health care.
   d. First Nations would be given tickets to use the new transcontinental railway at any time and for any destination.
Use the following information to answer question 15.

Canada's government struck this medal to commemorate Treaty 8 in 1899. It was presented to the First Nations leaders who negotiated Treaty 8.

Cree painter Gerald McMaster created this painting in 1990. It shows John A. Macdonald, Canada's first prime minister.

15. Which of the following can you infer from the above?


b. The Canadian government should have insisted that First Nations give up all their rights to land.

c. First Nations leaders now feel that the Numbered Treaties were good for them but not good for the Canadian government.

d. There is no really good reasons why the First Nations should not be very happy about the Numbered Treaties.

Use the information below to answer question 16.

<table>
<thead>
<tr>
<th>Group</th>
<th>Aboriginal</th>
<th>Francophone</th>
<th>Anglophone</th>
<th>Other European</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>2</td>
<td>6</td>
<td>56</td>
<td>35</td>
<td>1</td>
</tr>
</tbody>
</table>

Demography of the Prairies, 1921

16. From the above information you can infer that

a. the Canadian government was successful in its attempts to make the west more "British".

b. the populations of Aboriginal peoples increased along with those of Francophones.

c. the Anglophone population decreased on the Prairies between 1871 and 1921.

d. people from non-English speaking countries were not allowed to immigrate to Canada.
17. Which of the following was **not** a reason why the North West Mounted Police were formed?

a. Traders were smuggling whiskey and guns into the west from the United States.
b. Railway workers and settlers needed protection.
c. Eastern Canada had more police than was needed.
d. The Canadian government wanted peace with the First Nations.

18. Which of the following was **not** part of John A. Macdonald’s National Policy?

a. Promote Canadian industry.
b. Encourage fur traders to expand their territory.
c. Finish the national railway.
d. Settle the west.

**Use the information below to answer question 19.**

“My son is sixteen now, and life is open to him. In many ways, he’s more Chinese than I am. He’s up on pop culture in China and can tell you who the latest singers are. He’s aware of what happened here in Canada, but it’ll mean more to him when he’s older. I think more people should know, too. If they do, it will prevent discrimination like that from happening in the future.

- Kevan Jangze, son of Chinese railway worker

19. You can infer from the above that Kevan Jangze feels that

a. your identity is tied to your heritage.
b. Canadian youth should know more about pop culture in China.
c. it is better for people to assimilate into the English culture when they move to Canada.
d. life in Canada is not as good as life in China.

**Use the information below to answer question 20.**

The Canadian Pacific Railway was finally completed on November 8, 1885. One crew started on the west coast and the other crew started in eastern Canada. The two crews worked toward each other and finally met at Craigellachie, British Columbia, the place where the last spike was driven into the ground. The crew that started in the east laid more times more track than the crew that began in the west.

20. The most likely reason that the crew that began in the west laid less track than the crew that began in the east is that

a. the west crew had Chinese workers and the east crew had British workers.
b. the west crew was lazier.
c. the west crew had more difficult land to lay track on than the east crew.
d. the west crew did not have good equipment like the east crew.
Use the following information to answer question 21.

Poster advertising life and land in the Canadian west

21. In 1900 posters like the one above most likely appeared in

   a. United States and Britain.
   b. France and Switzerland.
   c. China and Japan.
   d. Ukraine and Poland.

22. In the late 1800s and early 1900s many Francophones moved to Alberta because

   a. they wanted a more English lifestyle.
   b. they were no longer able to practise their religion in Québec.
   c. the population of France had just doubled and living conditions were not good.
   d. Catholic church leaders in Alberta feared that the Francophone population had not
grown as quickly as the Anglophone population.

23. Which of the following is not true of immigrants from eastern Europe?

   a. They formed a new labour group in the west.
   b. Farming was new to most of them.
   c. They were a new market for goods from the factories in eastern Canada.
   d. They built farms and increased the production of grain and other agricultural products.

24. Frederick Haultain felt that the North-West Territories should have provincial rights. The result of his efforts was

   a. the territory of Nunavut was formed.
   b. an assembly was created.
   c. Alberta and Saskatchewan were created.
   d. He was fired as premier of the North-West Territories.
Match the words in the box with the phrases and sentences.

<table>
<thead>
<tr>
<th>a. Alberta Act, Saskatchewan Act</th>
<th>b. Bishop Vital Grandin</th>
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<tbody>
<tr>
<td>c. buffalo population</td>
<td>d. head tax</td>
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<tr>
<td>e. National Policy</td>
<td>f. pamphlets and posters</td>
</tr>
<tr>
<td>g. political decision</td>
<td>h. reserves</td>
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<tr>
<td>i. treaty</td>
<td>j. Ukrainian Heritage Cultural Village</td>
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</table>

25. It is made on the basis of who will benefit from it.

26. agreement

27. land set aside for the exclusive use of First Nations.

28. declined from almost 60 000 000 to zero between the years 1700 and 1900

29. John A. Macdonald was re-elected as prime minister based on it.

30. money paid by Chinese in order to be able to immigrate to Canada

31. a way of advertising for immigrants to settle in the west

32. encouraged more Francophones to settle in Alberta

33. place where a traditional culture is displayed

34. created publicly funded separate Protestant and Catholic schools
Short Answer and Essay Questions

Answer one of the short answer questions and one essay question. Write your answers on a separate paper.

35. **Short Answer Questions:**
    
    a. Explain what residential schools were. Tell whether you think they were a good thing for First Nations people and why.
    
    b. Was the development of the Canadian Pacific Railway a good thing? Tell why.
    
    c. What effect did the North West Mounted Police have on the settling of the west?

36. **Essay Questions:**
    
    a. How does immigration affect a person’s identity and individualism. Provide supporting details and examples.
    
    b. Was the National Policy good for all Canadians? Explain your answer in a few well-written paragraphs. Be sure to provide supporting details and examples.
Chapter Ten
Western Expansion and the National Policy
Test

Answer Sheet

1. __________

2. __________

3. __________

4. __________

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6. __________

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34. __________
# Chapter Ten
**Western Expansion and the National Policy**

## Test

### Answer Sheet

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</table>
Chapter Ten

35. Short Answer Questions: Main Ideas

a. Residential Schools
   - Main purpose was to assimilate First Nations children
   - Provided First Nations peoples with education, as the government had promised in its treaties.
   - Separated children from their families
   - Children lost connections with their communities and languages
   - Children punished for speaking in their own language
   - Parents “lost” parenting skills

b. Canadian Pacific Railway
   - provided means of transport for new immigrants to populate the west and develop land
   - prevented Americans from annexing western lands
   - helped develop a Canadian identity
   - caused First Nations’ way of life to be destroyed as settlers were allowed to take First Nations land and farm it.
   - Canadiens became a much smaller proportion of the population and had to fight to keep their culture alive after large numbers of English-speaking people move in
   - Chinese workers who built railway were discriminated against and had to pay a head tax if they wanted to remain in Canada after railway was built

c. Northwest Mounted Police
   - Ended illegal whiskey and firearms trades which were having a negative effect on First Nations
   - Provided security for settlers
   - Provided security for railway workers
   - Gain trust of First Nations
   - Looked out for some First Nations interests
36. Essay Questions: Main Ideas

a. Immigration’s Effect on Identity and Individualism
   - History and heritage part of identity and individualism
   - Importance of learning about cultural traditions
   - Role of adapting to new country
   - Role of assimilation when moving to a new country

b. National Policy
   - Railway was good for settlers
   - Railway was good for British Columbia
   - Settlers provided market for eastern goods
   - Settlers improved agricultural productivity
   - First Nations lost rights to traditional lands
   - First Nations traditional lifestyle was forever lost
   - Métis lifestyle threatened
   - Francophones became a minority population
Chapter Eleven

Citizenship in an Evolving Society

ADVANCE PREPARATION: Teachers may want to copy focus questions for Chapter 11 on chart paper and post them in the classroom prior to beginning the chapter.

- How do social and political changes affect ideas of citizenship in Canada?
- How do they affect the identities of Canadians?
- How do factors such as technology and urbanization affect citizenship and identity in Canada?
Our Canada

Grade Seven Social Studies
Chapter 11

Citizenship in an Evolving Society

Table of Contents

Lesson 11.1  Changing Roles for Women / The Right to Vote  3
Lesson 11.2  Affirming Francophone, First Nations, and Others Rights  4
Lesson 11.3  Patriating Canada’s Constitution  5
Lesson 11.4  Francophones in Alberta  6
Lesson 11.5  Aboriginals in Western Canada  7
Lesson 11.6  The Creation of Nunavut  8
Lesson 11.7  Inquiry Minds Want to Know…  9
Lesson 11.8  Encouraging Immigration  10
Lesson 11.9  The Big Picture  11
Lesson 11.10  Changing Technologies  13
Lesson 11.11  Urbanization  14
Lesson 11.12  Chapter Task: Growing Up in Canada  15
Lesson 11.13  Review and Study Sheets  16
Lesson 11.14  Chapter Test  17
Lesson 11.1 Changing Roles for Women/The Right to Vote

Specific Outcomes: Assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- What are the social and economic effects of the changing roles and images of women in Canadian society (i.e., right to vote, working conditions, changing family structures)?

Resources/Materials: Our Canada, pages 343, 345 – 347
Worksheet #7.11.1a and #7.11.1b (student copies)

Introduction: Briefly compare the use of technology on a colony today compared to a hundred years ago. Discuss the reasons for the differences. Then discuss if the roles of men, women and children have changed on a colony. (For the most part they have not, but students may come up with some.) Why the difference? Conclude that changes occur as circumstances change in any particular part of culture.

Discuss that in Canada, any citizen who is eighteen years of age or older has the right to vote, regardless of gender, religion, or cultural heritage. This was not always the case. But circumstances and values changed.

Procedure:

1. Have students turn to textbook, page 343. Guide the reading.

2. Then have students turn to textbook, page 345. Guide the reading of the page.

3. Explain that the next two pages have to do with how Canada got to the point of giving all citizens the right to vote and the consequences of this right.

4. Have students read textbook, page 346 and 347.

5. Distribute Worksheets #7.11.1a and #7.11.1b. Go over the directions.

6. Alternately, have students make point-form notes on textbook, pages 345 – 347.

7. Journal entry starter: “Hutterite women’s role is...”

Assignments:

- Read textbook, pages 345 – 347.
- Do Worksheets #7.11.1a and #7.11.1b.
- OR Make point-form notes on textbook, pages 345 – 347.
Worksheet #7.11.1a  **Gaining the Right to Vote**

**Directions:** Use *Our Canada*, pages 345 – 347 to answer the questions. You will also need to use the information on Worksheet #7.11.1b.

1. What was the “message” of the mock parliament staged in Winnipeg in 1916?

2. Who were the “Famous Five” and what goal did they have?

3. Tell what year each of the following were given the right to vote. Use the information on Worksheet #7.11.1b.

<table>
<thead>
<tr>
<th>Year</th>
<th>Group</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• British subjects, who were active or retired armed forces members</td>
</tr>
<tr>
<td></td>
<td>• Women with a close relative who were serving or had served in the armed forces</td>
</tr>
<tr>
<td></td>
<td>• Men over 21 who owned property</td>
</tr>
<tr>
<td></td>
<td>• All citizens 18 years of age and older</td>
</tr>
<tr>
<td></td>
<td>• All Inuits</td>
</tr>
<tr>
<td></td>
<td>• Canadians of Asian origin</td>
</tr>
<tr>
<td></td>
<td>• Canadian women 21 and over who were native-born property owners</td>
</tr>
<tr>
<td></td>
<td>• All First Nations people</td>
</tr>
</tbody>
</table>

4. What effect did the right to vote have on education and employment for women?
Worksheet #7.11.1b  The History of the Vote in Canada

Today, almost every Canadian citizen who is eighteen years of age or older on election day can vote. There are some exceptions, and these are relatively unknown. At the time of Confederation, the reverse was true. Only a small minority of the population could vote. The establishment of universal suffrage in Canada was a very gradual process. Here are the milestones in that process.

1867
At the first general election after Confederation, only males over the age of 21 who met certain property qualifications were eligible to vote and run as candidates in a federal election. Women, First Nations and members of certain religions could not vote. Immigrants from Japan, China and India, were not allowed to vote.

1885
Some Aboriginal people acquired the right to vote, depending on where in the country they lived.

1917
All British subjects, male and female, who were active or retired members of the armed forces were granted the right to vote. In addition, men who had a son or grandson in the army were temporarily given the right to vote, as were women with a father, mother, husband, son, daughter, brother or sister who was serving or had served in the army.

1918
The right to vote at the federal level was extended to all Canadian women 21 and over who were native-born and own property.

1920
All British subjects were now given the right to vote.

1948
Canadian citizens of Asian origin acquired the right to vote.

1953
The Inuit were given the right to vote.

1960
All First Nations people could now vote in elections.

1970
The minimum voting age was reduced from 21 to 18.

1982
The new Canadian Charter of Rights and Freedoms gave all Canadian citizens the right to vote.
Gaining the Right to Vote

Directions: Use Our Canada, pages 345 – 347 to answer the questions. You will also need to use the information on Worksheet #7.11.1b.

1. What was the "message" of the mock parliament staged in Winnipeg in 1916?
   - Women are as qualified to vote as men
   - If the roles were reversed, politicians would readily grant suffrage

2. Who were the “Famous Five” and what goal did they have?
   - Five Alberta women
   - Wanted women to be recognized as “persons” in Canadian law

3. Tell what year each of the following were given the right to vote. Use the information on Worksheet #7.11.1b.

<table>
<thead>
<tr>
<th>Year</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1917</td>
<td>British subjects, who were active or retired armed forces members&lt;br&gt;Women with a close relative who were serving or had served in the armed forces</td>
</tr>
<tr>
<td>1867</td>
<td>Men over 21 who owned property</td>
</tr>
<tr>
<td>1970</td>
<td>All citizens 18 years of age and older</td>
</tr>
<tr>
<td>1953</td>
<td>All Inuits</td>
</tr>
<tr>
<td>1948</td>
<td>Canadians of Asian origin</td>
</tr>
<tr>
<td>1918</td>
<td>Canadian women 21 and over who were native-born property owners</td>
</tr>
<tr>
<td>1960</td>
<td>All First Nations people</td>
</tr>
</tbody>
</table>

4. What effect did the right to vote have on education and employment for women?
   - More women entered workforce and received pay
   - Women wanted more say
Lesson 11.2  Affirming Francophone, First Nations, and Others Rights

Specific Outcomes: Assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- How has the Official Languages Act contributed to bilingualism in Canada?
- What strategies and conditions are needed for the Franco-Albertan community to counter assimilation?
- What challenges and opportunities have emerged as a result of increases in the Aboriginal population in western Canada?

Resources/Materials: Our Canada, pages 348 – 351
Worksheet #7.11.2 (student copies)

Introduction: Discuss the situation on the colony if a particular way of doing things is proving unsatisfactory. What happens? (Outcome is usually one of two things: leave things the way they are; make changes) Tell students that Francophones in Canada were concerned because “official” bilingualism and biculturalism was not proving to be true bilingualism and biculturalism.

Procedure:

1. Have students turn to textbook, page 348. Have students read to find the consequences of the dissatisfaction that Francophones felt.

2. Tell students to read textbook, pages 349 – 351 to find the reactions of various groups.

3. Distribute Worksheet #7.11.2. Go over the directions.

4. Optionally, have students write an essay where they express their point of view on official bilingualism. Should it be encouraged or abolished?

5. Journal entry starter: “I think bilingualism is…”

Assignments:

- Read textbook, pages 348 – 351.
- Do Worksheet #7.11.2
- AND/OR write an essay about bilingualism
Worksheet #7.11.2  Official Bilingualism

Directions: Use Our Canada, pages 348 – 351 to answer the questions.

1. Define bilingualism.

2. Complete the chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francophones were concerned that the BNA Act did not deliver true bilingualism and biculturalism</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
</tbody>
</table>

3. Create a newspaper headline for each of the perspectives on pages 349 – 351. Make sure each headline captures the ideas of all the different perspectives for each group.

Anglophone Voices
My headline: ____________________________________________________________

Francophone Voices
My headline: __________________________________________________________

First Nations Voices
My headline: __________________________________________________________

Other Voices
My headline: __________________________________________________________
Official Bilingualism

Directions: Use Our Canada, pages 348 – 351 to answer the questions.

1. Define bilingualism.
   Example: __________ policy of having two official languages __________

2. Complete the chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
</table>
| Francophones were concerned that the BNA Act did not deliver true bilingualism and biculturalism | • Official Language Act (1969) spelled out duties of all government departments to provide services in both English and French  
• Canadian government supported the development of French immersion schools |

3. Create a newspaper headline for each of the perspectives on pages 349 – 351. Make sure each headline captures the ideas of all the different perspectives for each group.

   Ideas to include:
   Anglophone Voices: Many Anglophones do not support Official Languages Act; others do.
   Francophone Voices: Francophones in Québec do not believe Official Language Act goes far enough; those outside Québec see it as a positive step.
   First Nations Voices: First Nations say Official Languages Act fails to acknowledge their languages.
   Other Voices: Non-Anglophones and non-Francophones feel Official Languages Act excludes other minority groups.
Lesson 11.3  

Patriating Canada’s Constitution

Specific Outcomes: Assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- How has the Official Languages Act contributed to bilingualism in Canada?
- What strategies and conditions are needed for the Franco-Albertan community to counter assimilation?

Resources/Materials: Our Canada, page 352
Worksheet #7.11.3 (student copies)

Introduction: Remind students that the British North America Act of 1867 was the act spelled out rules and laws under which the new Dominion of Canada would operate. It was passed by the British parliament. Thus, if Canada wanted to change anything in its constitution, it would have to ask the British parliament to make the changes. In 1982, Prime Minister Pierre Trudeau decided it was time to change this.

Procedure:


2. Distribute Worksheet #7.11.3.

3. Optionally, have students do some or all of the “Respond” questions at the bottom of page 352.

4. Journal entry starter: “I feel part of Canada because…”

Assignments:

- Read textbook, page 352.
- Do Worksheet #7.11.3.
- AND/OR some or all of the “Respond” questions on page 352.
ACROSS
1 To bring the constitution under the authority of Canada’s parliament
6 The authority of Canada’s constitution 1867 - 1982
9 Someone whose first language is English
10 Did not stop the move for Quebec’s independence

DOWN
2 Sections 25 and 35 affirm the rights of these peoples
3 The rules governing how the federal and provincial governments would make future constitutional changes
4 Section 15 of the Charter of Rights and Freedoms stops this
5 Section 27 recognizes our heritage as this
6 Sections 16 - 20 of the constitution makes Canada officially this
7 Someone whose first language is French
8 Has not yet signed Canada’s constitution because they don’t agree with the amending formula

Directions: Use Our Canada, page 352 to help you complete the crossword puzzle.
Worksheet #7.11.3

Patriating Canada's Constitution

Crossword

Directions: Use Our Canada, page 352 to help you complete the crossword puzzle.

ACROSS
1. To bring the constitution under the authority of Canada's parliament
6. The authority of Canada's constitution 1867 - 1982
9. Someone whose First language is English
10. Did not stop the move for Quebec's independence

DOWN
2. Sections 25 and 35 affirm the rights of these peoples
3. The rules governing how the federal and provincial governments would make future constitutional changes
4. Section 15 of the Charter of Rights and Freedoms stops this
5. Section 27 recognizes our heritage as this
6. Sections 16 - 20 of the constitution makes Canada officially this
7. Someone whose First language is French
8. Has not yet signed Canada's constitution because they don't agree with the amending formula
Lesson 11.4  Francophones in Alberta

Specific Outcomes: Assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- How has the Official Languages Act contributed to bilingualism in Canada?
- What strategies and conditions are needed for the Franco-Albertan community to counter assimilation?

Resources/Materials: Our Canada, pages 353 – 356
Worksheets #7.11.4a and #7.11.4b (student copies)
AND/OR Handout 11-5 (student copies)

Introduction: Discuss reasons why Hutterites prefer to speak German in their day-to-day lives. Discuss advantages and disadvantages. Conclude that speaking German is an important way for Hutterites to retain their culture.

Procedure:

1. Discuss common reactions that students hear about speaking French. Ask students about possible reactions that Francophone Albertans might have when they hear these comments. Tell them that today’s lesson involves examining the Francophone Albertan’s point of view.

2. Have students turn to textbook, pages 353 – 356. Direct students to read the pages to find out ways that Francophone Albertans feel their identity is being reinforced and how they feel their identity if being challenged. (Guide the reading, if possible.)

3. Distribute Worksheets #7.11.4a and #7.11.4b. Go over the directions.

4. If you like, assign Handout 11-5.

5. Optionally have students construct and complete a two column chart:

<table>
<thead>
<tr>
<th>Factors Reinforcing Hutterite Culture</th>
<th>Factors Challenging Hutterite Culture</th>
</tr>
</thead>
</table>

6. Journal entry starter: “My language is important to me because…”

Assignments:

- Read textbook, pages 353 – 356.
- Do Worksheets #7.11.4a and #7.11.4b.
- AND/OR Handout 11-5.
- AND/OR Make chart detailing factors that reinforce and challenge Hutterite culture.
Worksheet #7.11.4a

**Being Francophone in Alberta**

**Directions:** Use *Our Canada*, pages 353 – 356 to answer the questions.

1. Summarize the story of Mathieu. From whose perspective is it written?

2. In the space below, sketch the Franco-Albertan flag. How does it reflect the identity of Francophones in Alberta?
Worksheet #7.11.4b

3. Complete this Venn Diagram comparing Francophone schools to French immersion schools.

4. Read the quote from Yvon Mahé. Summarize it. What is his point of view?

5. Summarize Corey Loranger's point of view.
1. Summarize the story of Mathieu. From whose perspective is it written?

Francophone

Mathieu was a French student at a Francophone School. At a store a woman said he should speak English in Canada. The clerk said she didn’t “get” Canada. Mathieu’s mother had once said people are afraid of what they don’t understand. Mathieu and his mother listened to Radio-Canada on the drive home. They commented that labels do not always have proper French. His mother encouraged Mathieu to stand up for his identity when he told her about the incident at the store. Later his mother gave Mathieu his great-grandfather’s diary to read.

2. In the space below, sketch the Franco-Albertan flag. How does it reflect the identity of Francophones in Alberta?

- fleur-de-lis: symbol of their French ancestry
- wild rose: Alberta’s provincial flower
- solid blue: Alberta
- solid white: Francophones
- blue/white stripes: roads and rivers travelled
3. Complete this Venn Diagram comparing Francophone schools to French immersion schools.

Francophone Schools                French Immersion Schools

French in language, culture, and identity

French is language of the school

English-speaking students learn French

4. Read the quote from Yvon Mahé. Summarize it. What is his point of view?

Francophone schools allow students to learn, talk, and live in a Francophone environment. He is Franco-Albertan.

5. Summarize Corey Loranger's point of view.

Corey believes that the Franco-Albertan community needs to reach out to and be reached by other cultures. If you learn French, you can better enjoy events such as La Raje.
Factors Affecting Mathieu’s Identity

Complete the graphic organizer to identify factors affecting Mathieu’s identity as Franco-Albertan in “Mathieu’s Story” on pages 353 and 354 of the textbook.

<table>
<thead>
<tr>
<th>+ Factors reinforcing Mathieu’s identity</th>
<th>- Factors challenging Mathieu’s identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>- his family</td>
<td>- not everyone accepts Mathieu’s identity</td>
</tr>
<tr>
<td>- his Francophone school</td>
<td>- experiences of rejection as a Francophone person, even though Francophones have rights and a long history in western Canada</td>
</tr>
<tr>
<td>- Radio-Canada</td>
<td>- people who recognize and respect his identity</td>
</tr>
<tr>
<td>- people who recognize and respect his identity</td>
<td>-</td>
</tr>
</tbody>
</table>

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Lesson 11.5  
Aboriginals in Western Canada

Specific Outcomes: Assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:
- What challenges and opportunities have emerged as a result of increases in the Aboriginal population in western Canada?

Resources/Materials: Our Canada, pages 357 – 360
Worksheets #7.11.5a and #7.11.5b (student copies)
AND/OR Handout 11-6 (student copies)

Introduction: Review the challenge of minority groups living in a multicultural society: how to balance the maintenance of cultural traditions while living in a predominately English country. Explain that many Aboriginal citizens struggle with this on a daily basis. Today they will find out how some are trying to find this balance.

Procedure:

1. Have students turn to textbook, pages 357 and 358. Have students read the pages to get an overall view.

2. Then have students read the story on textbook, pages 359 and 360 of a Cree girl named Autumn Rider who lives in the city, but is trying to learn more about her native culture.

3. Distribute Worksheets #7.11.5a and #7.11.5b. Go over the directions.

4. If you like, have students do Handout 11-6.

5. Journal entry starter: “A tradition I think we should never give up is...”

Assignments:
- Read textbook, pages 357 – 360.
- Do Worksheet #7.11.5a and #7.11.5b
- AND/OR Handout 11-6
Worksheet #7.11.5a  

**Aboriginals in Canada**

**Directions:** Use pages 357 – 360 of *Our Canada* to answer the questions.

Unscramble the sentences. Write them correctly on the lines.

1. Aboriginal growing rate times Canada’s than of its population rest the a at 1.5 faster.

   ____________________________

2. Nunavut, Manitoba fastest-growing populations Saskatchewan, Within have Canada Alberta and the Aboriginal

   ____________________________

Answer true of false. If the statement is false, change it to make it true.

3. _________ About two-thirds of Canada’s Aboriginal peoples live on reserves.

   ____________________________

4. _________ Aboriginal peoples face pressures from rapid population growth, high unemployment, and limited access to education.

   ____________________________

5. _________ Many people stay on reserves to seek jobs and education.

   ____________________________

6. _________ Young Aboriginal people represent an important source of workers for the future.

   ____________________________
7. Match the speaker with his/her perspective on prosperity.
   a. Dene leader George Erasmus
   b. Chief Rose Laboucan, Driftpile First Nation

   _____ We were nations in the past and we are nations now. We have never given up our rights and need a better fair relationship with Canada.

   _____ We agreed to share through the treaties, but Canada has not given us what we should have.

8. Complete the following from “Autumn’s Story” on pages 359 and 360.

   Autumn is a __________________ at a city __________________ who speaks at the ceremony when the __________________ comes to her in the circle. She has moved from the __________________ and misses her grandfather’s __________________.

   In her grandmother’s dream, Autumn teaches the __________________ alphabet, which is her dream, too! She hopes to get used to living in the city and go to __________________.

   She likes going to the __________________ and playing basketball, but misses the __________________ at night, roasting __________________ over the fire, and laughing and joking in __________________ with family.
Aboriginals in Canada

Directions: Use pages 357 – 360 of Our Canada to answer the questions.

Unscramble the sentences. Write them correctly on the lines.

1. Aboriginal growing rate times Canada’s than of its population rest the a at 1.5 faster.

   Canada’s Aboriginal population is growing at a rate 1.5 times faster than the rest.

2. Nunavut, Manitoba fastest-growing populations Saskatchewan, Within have Canada Alberta and the Aboriginal

   Within Canada Nunavut, Saskatchewan, Manitoba, and Alberta have the fastest growing Aboriginal populations.

Answer true of false. If the statement is false, change it to make it true.

3. False About two-thirds of Canada’s Aboriginal peoples live on reserves

   About one-half of Canada’s Aboriginal peoples live on reserves

4. True Aboriginal peoples face pressures from rapid population growth, high unemployment, and limited access to education.

5. False Many people stay on reserves to seek jobs and education.

   Many people leave reserves to seek jobs and education

6. True Young Aboriginal people represent an important source of workers for the future.
7. Match the speaker with his/her perspective on prosperity.

a. Dene leader George Erasmus
b. Chief Rose Laboucan, Driftpile First Nation

a We were nations in the past and we are nations now. We have never given up our rights and need a better fair relationship with Canada.

b We agreed to share through the treaties, but Canada has not given us what we should have.

8. Complete the following from “Autumn’s Story” on pages 359 and 360.

Autumn is a ______ child ________ at a city ______ school ________ who speaks at the ceremony when the ______ feather ________ comes to her in the circle. She has moved from the ______ reserve ________ and misses her grandfather’s ______ stories ________.

In her grandmother’s dream, Autumn teaches the ______ Cree ________ alphabet, which is her dream, too! She hopes to get used to living in the city and go to ______ university ________.

She likes going to the ______ library ________ and playing basketball, but misses the ______ coyotes ________ at night roasting ______ meat ________ over the fire, and laughing and joking in ______ Cree ________ with family.
Factors Affecting Autumn's Identity

Complete the graphic organizer to identify how population growth on her reserve has created challenges and opportunities for Autumn's identity in "Autumn's Story" on pages 359 and 360 of the textbook.

<table>
<thead>
<tr>
<th>Factors reinforcing Autumn's identity</th>
<th>Factors challenging Autumn's identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning circle grows each year because more Aboriginals moving into community. Population growth means Aboriginal peoples are becoming bigger segment of Canadian society. As a bigger segment they can take action to reinforce their identities more effectively — e.g. through schools that teach Aboriginal languages and values.</td>
<td>People move to the city to get better jobs and better education —→ less connection with family, traditions and communities; also less connection to the land. Autumn misses grandfather's stories. Misses gathering roots with grandmother. Misses sounds of nature. Misses uncle back from hunting. Misses gathering around big fire with family.</td>
</tr>
</tbody>
</table>
Lesson 11.6 The Creation of Nunavut

Specific Outcomes: Assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- What challenges and opportunities have emerged as a result of increases in the Aboriginal population in western Canada?

Resources/Materials: Our Canada, page 361
- Worksheets #7.11.6a and #7.11.6b (student copies)
- Wall map of Canada

Introduction: Review the importance of collective identity for cultural groups. Explain that over the years many Aboriginal groups, including the Inuit have become influenced by the English culture. To many Inuit the creation of the territory of Nunavut was an important step is helping the Inuit maintain some of their cultural traditions. Point out Nunavut on the wall map of Canada.

Procedure:

1. Distribute Worksheet #7.11.6a. Point out the differences between the pre- and post-Nunavut maps.

2. On the wall map point out that the area we now know Nunavut was actually part of the Northwest Territories.

3. The discovery of oil, gas, and minerals in the western part of the old Northwest Territories led to an increase in population of non-Aboriginal people. This influx of “outsiders” changed much of the traditional ways.

4. The eastern part of the old Northwest Territories was relatively uninhabited by non-Aboriginals. The Aboriginal people living in this area realized that the Government of the Northwest Territories was making decisions that suited the western part, but not necessarily the eastern part. This concern eventually led to the Government of Canada creating Nunavut.

5. Have students turn to textbook, page 361. Have students read the page and then complete Worksheets #7.11.6a and #7.11.6b.

Assignments:

- Read textbook, page 361.
- Do Worksheet #7.11.6a and #7.11.6b.
The Creation of Nunavut

Directions: Use Our Canada, page 361 to help you with these questions.

Canada Before 1999  Canada After 1999

1. Describe the relative location of Nunavut.

2. How does the creation of Nunavut help the Inuit living in Nunavut reinforce their collective identity?
Worksheet #7.11.6b

3. Illustrate each of the principles which guide the Nunavut government.

<table>
<thead>
<tr>
<th>Respecting others, relationships and caring for people</th>
<th>Fostering good spirit by being open and welcoming</th>
<th>Serving and providing for family and community</th>
<th>Decision making through discussion and consensus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing skills through practice, effort and action</td>
<td>Working together for a common cause</td>
<td>Being innovative and resourceful</td>
<td>Respecting and caring for the land, animals and the environment</td>
</tr>
</tbody>
</table>

Our Canada Teacher’s Resource
Grade 7 Social Studies
The Creation of Nunavut

Directions: Use Our Canada, page 361 to help you with these questions.

1. Describe the relative location of Nunavut.
   - northeastern part of Canada
   - north of Manitoba, Ontario, Quebec, and Newfoundland and Labrador
   - west of Atlantic Ocean; south of Arctic Ocean

2. How does the creation of Nunavut help the Inuit living in Nunavut reinforce their collective identity?
   - laws can be made with tradition Inuit beliefs and values in mind
   - institutions such as schools and government offices/departments can be set up to be sensitive to Inuit beliefs/values
Lesson 11.7  Inquiry Minds Want to Know…

Specific Outcome: How can volunteering demonstrate your idea of citizenship and affirm your identity?
- Social participation as a democratic practice
  - Volunteerism

Resources/Materials: Our Canada, page 362
Worksheets #7.11.7a and #7.11.7b (student copies)

Introduction: Discuss what volunteering is with your students. If possible, explain to them the ways you yourself have volunteered in your community.

Possibly, your class has worked on projects which have a volunteer aspect to them; for example, Samaritan’s Purse Christmas Box program, Mennonite Central Committee school kits or health kits (These programs are to help other children in less fortunate countries.).

Remind students that this does not mean doing a job which is part of their expected role on the colony. It does mean doing extra in order to help others, for which you are not paid.

Procedure:


2. Distribute the articles regarding the philosophies and objectives of the 4-H organization and the United Farmers of Alberta. If you wish, students could use these to compare how they work with volunteers on agricultural issues. The story at the end of the chapter deals with 4-H and was prepared with assistance from the U.F.A. Comparing and learning about these organizations can help students prepare for that section.

3. Other types of issues include women’s, Francophone, Aboriginal, immigration, or urbanization issues. Since students are further removed from these, perhaps agricultural issues (as suggested in the Nelson website for students) would be appropriate.

4. Have students complete Worksheets #7.11.7a and #7.11.7b.

5. Perhaps, instead of this activity comparing existing organizations, students could come up with a group or individual volunteering projects which affirms their identity as Hutterites.

   For example: students could volunteer to read to kindergarten students from the books which they have written and illustrated about colony traditions.

   Consider your own colony students and make appropriate plans for this lesson. Check with your German teacher before you begin.

Assignments:

- Read textbook, page 362.
- Do volunteer activity using Worksheets #7.11.7a and #7.11.7b.
National Farmers’ Union

NFU members believe that the problems facing farmers are common problems, and that farmers producing diverse products must work together to advance effective solutions. The NFU works toward the development of economic and social policies that will maintain the family farm as the primary food-producing unit in Canada.

Associate Members are a valued part of the National Farmers Union family. Associate Members are non-farmers that understand that food issues are everyone’s issues and want to help farmers build a sustainable and nutritious food system in Canada.

The National Farmers Union is the only voluntary, direct-membership national farm organization in Canada. It is also the only farm organization incorporated through an Act of Parliament (June 11, 1970).

The NFU works on the non-partisan development of economic and social policies that will maintain the family farm as the basic food-producing unit in Canada. To help realize this goal, the NFU and its members work to create, expand, and safeguard orderly marketing and supply-management systems. NFU members believe that individual farmers must work collectively to assert their interests in an agricultural industry increasingly dominated by multi-billion-dollar corporations.

Objectives

The objectives of the National Farmers Union, as outlined in its constitution, are:

a) To promote the betterment of farmers in the attainment of their economic and social goals;

b) To conduct projects for the benefit of farmers in the development of markets for, and the marketing of, farm products;

c) To achieve the reduction of costs and other measures designed to increase the economic benefits of farming;

d) To conduct educational and research projects for the benefit of farmers;

e) To promote and secure legislation and other forms of government action for the benefit of farmers;

f) To promote a higher standard of community in agriculture;
g) To provide services for its members consistent with its objects and work jointly with any other persons or organizations for the attainment of its objects.

History

The NFU was formed in 1969 through the merger of the Saskatchewan Farmers Union, the Ontario Farmers Union, the Farmers Union of B.C. and the Manitoba Farmers Union. Prior to 1969, these provincial unions worked autonomously in their respective provinces.

Provincial Unions were at a disadvantage in working with the federal government. For this reason, they created a coordinating body, the National Farmers Union Council, consisting of representatives of the executives of each provincial union.

Over time, the officials and members of the provincial unions realized that the major policy decisions which affected farmers were being made at the federal level. At a joint meeting of the executives of the provincial unions in Winnipeg in March, 1968, the executive members passed a motion to strike a committee to develop a constitution for a direct membership national farm organization.

The founding convention of the National Farmers Union was held in Winnipeg in July, 1969. In the following months the provincial unions were phased out and their assets and liabilities transferred to the NFU. Following the 1969 founding convention in Winnipeg, the NFU is the only farm organization in Canada with its own federal charter. The NFU was recognized by an Act of Parliament in 1970.
The 4-H Motto . . .

"Learn to do by doing"

Learning through experience is a key objective of 4-H. At all levels of 4-H, members are encouraged to learn through active participation.

The 4-H Pledge is . . .

I pledge
My head to clearer thinking,
My heart to greater loyalty,
My hands to larger service,
And my health to better living,
For my club, my community, and my country.

Our Philosophy . . .
4-H is young people and adults learning project and life skills, cooperating and having fun together, sharing leadership and learning to do by doing.

Our Mission . . .
To develop youth as self-reliant, contributing individuals with marketable skills to succeed in today's society.

Our Vision . . .
4-H in Alberta is the youth organization of choice to develop marketable skills and outstanding community leaders.

Our History . . .
4-H has been an integral part of Alberta communities since 1917, with deep-rooted history and tradition that stems back to the efforts of individuals that formed the very first club for boys and girls (later called 4-H) in our province.

Though each decade since our beginning has brought with it new challenges and milestones, the simple vision that started 4-H has endured the test of time, making us one of Alberta's most recognized and valued youth programs.

Our Values . . .

- developing technical skills and knowledge of the agricultural industry in rural youth and adult volunteers
- development of leadership in rural communities
- fostering entrepreneurial skills in youth
Worksheet #7.11.7a

INQUIRING MINDS WANT TO KNOW...

Chapter Project

Planning  My topic is __________________________. I will find my information
___________. I will present it to
___________. Here’s my plan...

Retrieving  Information I found...

Processing

- I have recorded my information.
- I took out information that did not fit.

I noticed something interesting. ____________________________________________

Creating

- I finished my project. It is neat and complete.

Sharing

- I presented my project to ____________________________________________.
Worksheet #7.11.7b

Evaluating

My strengths in the project (what I did well).


My areas of weakness in this project


Peer or Teacher's Evaluation

I really enjoyed


Next time try


Evaluation Rubric

Information was accurate.

1 2 3 4 5

I answered the inquiry question well.

1 2 3 4 5

My project was need and carefully done.

1 2 3 4 5


Total _____ /25 = _____%
Lesson 11.8  Encouraging Immigration

**Specific Outcomes:** Assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- How have Canadian immigration policies contributed to increased diversity and multiculturalism within the Canadian population?

**Resources/Materials:** Our Canada, pages 363-366
  - Worksheet #7.11.8 (student copies)
  - AND/OR Handout 11-7 (student copies)

**Introduction:** Review the ideas of prejudice and discrimination. Be sure to clarify that **prejudice** is more of an attitude or opinion that one group is inferior, whereas **discrimination** refers to action that treats one person or group differently than another based on prejudice.

Explain that society’s evolve and change over time due to changes in circumstance and influences from other societies. Canada’s views of minorities groups has changed over the years.

**Procedure:**

1. Have students turn to textbook, page 363. They are to read to find examples where the Canadian government has been discriminatory towards some groups.

2. Then have students read textbook, page 364 to find out why Canada decided to try to end discriminatory practices.

3. Finally, have students read textbook, pages 365 and 366 to find out about the experience of an immigrant from India.

4. Distribute Worksheet #7.11.8. Go over the directions.

5. If you like, have students do Handout 11-8.

6. Finally, depending on your students and your situation, consider having your students list examples of times when governments or others have been fair in their treatment and other when they felt prejudice and discrimination.

7. Journal entry starter: “If I were standing in the citizenship ceremony picture…”

**Assignments:**

- Read textbook, pages 363-366.
- Do Worksheet #7.11.8.
- AND/OR Handout 11-8
- Optionally, have students list examples of fair treatment and prejudicial treatment of Hutterites.
Encouraging Immigration

Directions: Use Our Canada, pages 363 – 366 to answer the questions.

1. The following statements tell about how Canadian immigration policies and treatment of immigrants have displayed racial discrimination. Unscramble the letters to make words that fit into the blanks.

   a. In 1923, Canada passed a law that _________________ (addeillosw) Chinese and most other people from immigrating to this country. This law also did not permit them to work as teachers, lawyers and other _________________ (efinoopsssr)

   b. In 1900, the Canadian government passed a law that prohibited people of _________________ (beiilsy) _________________ (eiimnorst) from voting in provincial elections.

   c. From 1939 to 1945, during World War II, Canada interned Canadians of Japanese and Italian _________________ (cdeenst), because _________________ (aajnp) and _________________ (ailty) were enemy countries.

   d. From 1914 to 1918, during World War I, the Canadian government _________________ (deeinrnt) Canadians of eastern European descent. This means that they were _________________ (adeerrst) and forced them to live in camps.

2. After World War II, the Canadian government tried to do things to end racial discrimination. Tell what years each of these occurred.

   a. _________________ Refugees and people who want to be reunited with the families in Canada were allowed to immigrate without qualifying through the “point” system.

   b. _________________ Chinese, Japanese, and South Asian Canadians could vote.

   c. _________________ Canada ended restrictions to immigration based on racial discrimination.

3. Read “Shekhar’s Story”. Then fill the blanks.

   Shekhar has his _________________ citizenship certificate, but he didn’t have to take the _________________ because he is not old enough. He emigrated from a crowded _________________ and did not speak _________________ at first in Canada. His first language is _________________. He is proud to be Hindu, but appreciates the _________________ in Canada. His father is not working as a _________________ manager in Canada like he did in India, and his _________________ has to work.
Encouraging Immigration

Directions: Use Our Canada, pages 363 – 366 to answer the questions.

1. The following statements tell about how Canadian immigration policies and treatment of immigrants have displayed racial discrimination. Unscramble the letters to make words that fit into the blanks.
   a. In 1923, Canada passed a law that disallowed (addeillosw) Chinese and most other people from immigrating to this country. This law also did not permit them to work as teachers, lawyers and other professions (efinoopsssr).
   b. In 1900, the Canadian government passed a law that prohibited people of visible (beiilsv) minorities (eiimnorst) from voting in provincial elections.
   c. From 1939 to 1945, during World War II, Canada interned Canadians of Japanese and Italian descent (cdeenst), because Japan (aajnp) and Italy (ailty) were enemy countries.
   d. From 1914 to 1918, during World War I, the Canadian government interned (deeenrnt) Canadians of eastern European descent. This means that they were arrested (adeerrst) and forced them to live in camps.

2. After World War II, the Canadian government tried to end racial discrimination. Tell what years each of these occurred.
   a. 1976 Refugees and people who want to be reunited with the families in Canada were allowed to immigrate without qualifying through the “point” system.
   c. 1947 Canada ended restrictions to immigration based on racial discrimination.

3. Read “Shekhar’s Story”. Then fill the blanks.

   Shekhar has his Canadian citizenship certificate, but he didn’t have to take the oath because he is not old enough. He emigrated from a crowded city and did not speak English at first in Canada. His first language is Hindi. He is proud to be Hindu, but appreciates the freedoms in Canada. His father is not working as a business manager in Canada like he did in India, and his mother has to work.
Factors Affecting Shekhar's Identity

Name __________________________ Date __________

Complete the graphic organizer to identify factors affecting Shekhar's identity as a new Canadian in "Shekhar's Story" on pages 365 and 366 of the textbook.

<table>
<thead>
<tr>
<th>+ Factors reinforcing Shekhar's identity</th>
<th>- Factors challenging Shekhar's identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>received Canadian citizenship</td>
<td>did not speak English well;</td>
</tr>
<tr>
<td>able to speak Hindi to many in the neighbourhood</td>
<td>spoke with accent</td>
</tr>
<tr>
<td>able to retain much of Hindi culture while enjoying aspects of Canadian culture</td>
<td>some friends' parents do not allow their children to watch TV</td>
</tr>
<tr>
<td>enjoys freedoms and rights</td>
<td>economic struggles; things more expensive than in India</td>
</tr>
<tr>
<td></td>
<td>mother now has to take job</td>
</tr>
</tbody>
</table>
Lesson 11.9  The Big Picture

Specific Outcomes: Assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- How have Canadian immigration policies contributed to increased diversity and multiculturalism within the Canadian population?

Resources/Materials: Our Canada, page 367, 386, 387
Handout 11-9 (student copies)
Atlases

Introduction: Discuss with students that the first Hutterites came to Canada from the United States (South Dakota) in 1918. Like many other immigrants of the time, they farmed. Others went to work as miners and lumberers. Many were attracted by the jobs in cities. Ask students how immigration patterns might be different now as compared to 1918 with respect to who the immigrants are and where they settle.

Procedure:

1. Tell students they will be examining the immigration patterns of today compared to a hundred years ago.

2. Have students turn to textbook, page 367. With them go over the three tables.

3. Tell students they will be doing the “Respond” questions at the bottom of the page.

4. Go over the “Respond” questions with students. (For teachers, possible answers to these questions are on the following page (taken from the Teacher’s Resource, pages 321 and 322).

5. Distribute Handout 11-9. If necessary, with students go over the information on textbook, pages 386 and 387 to help them with the first question. (You might suggest they make up a legend to be used in conjunction with the percentage of immigration each city receives.)

Assignments:

- Examine the tables on textbook, page 367.
- Do the “Respond” questions at the bottom of textbook, page 367. Use the map on Handout 11-9 and the information on textbook, pages 386 and 387.
Lesson 11.9 (continued)

**Build the Big Picture.** Our Canada, page 367.

2. **What patterns do you see in these population and immigration data?**
   
   Possible Answers:
   - Cities receive the highest proportion of immigration (Table 1).
   - Big cities (Toronto, Montréal, Vancouver) receive more immigrants than small cities (Table 1).
   - Canada’s population is becoming more diverse (Table 2).
   - Anglophones and Francophones have become smaller segments of the total population (Table 2).
   - All other groups have become larger segments of the population (Table 2).
   - Changes in the groups making up Canada’s population correlate with the changes in the origins of immigration – from emphasis on Britain and the U.S. to emphasis on China and India (Table 3).

3. **In what way have Canada’s immigration policies contributed to Canada’s diversity?** Use the information in Tables 2 and 3 to explain.

   Canada discourages (and sometimes prevented) immigration from Asia in the early twentieth century. During the 1960s, it adopted a non-discriminatory immigration policy. Since then, Asia has become Canada’s top source of immigration, and the proportion of Asian peoples in Canada’s total population has grown.

4. **What opportunities do you see in Canada’s growing diversity? In what way might it affect your life in a positive way?**

   Possible ideas:
   - Learn new ways to see and experience the world.
   - Work out new ways to solve difficult problems in society, such as environmental problems, by applying the experience and knowledge of a variety of citizens.
   - Accept and be accepted by a wide variety of people.

5. **In what way might Canada’s growing diversity affect the world?**

   Because of Canada’s diversity, some people call it “the world in miniature.” Canada’s experience in building a peaceful society that includes a diversity of peoples could provide insights for resolving conflicts in the world.
Students should make legend using colour-codes and/or shape codes that show immigration destinations.
Lesson 11.10  

Changing Technologies

Specific Outcomes: Assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- What effects have La Societe Radio-Canada and the Canadian Broadcasting Corporation had on Canadian identity?
- In what ways did technological advances contribute to the development of Canada (e.g., aviation, farming equipment, radio transmissions, electronics, multimedia)?

Resources/Materials: Our Canada, pages 370 – 372
- Worksheet #7.11.10 (student copies)
- Handout 11-10, 2 pages (student copies)
- Handout 11-11, optional (student copies)
- Wall map of Canada

Introduction: Discuss how technology enables people to visit and know about people and places that are relatively far away (example, colony people being able to drive to towns and colonies in a few hours as opposed to a number of days, previously). The result is we can appreciate and feel a part of communities that are not necessarily close to us.

Explain that in 1936, the Canadian government set up the Canadian Broadcasting Corporation – the CBC. It is an organization consisting of radio and television stations found all across Canada that broadcasts similar programs to all stations.

Procedure:

1. Discuss how learning about other parts of Canada through the CBC might influence Canadian identity.

2. Have students turn to textbook, pages 368 – 370. If at all possible, guide the reading as most Hutterite students will be quite unfamiliar with the content.

3. Distribute Worksheet #7.11.10.

4. Distribute both pages of Handout 11-10. Explain that the introduction of the CBC is only one of many many ways that technology has affected Canada. Handout 11-10 asks students to examine other technologies and their effects on Canadians. Go over the directions.

5. If you like, have students do Handout 11-11.

Assignments:

- Read textbook, pages 368 – 370.
- Do Worksheet #7.11.10.
- Do Handout 11-10.
- Optionally, do Handout 11-11.
Worksheet #7.11.10  

**Changing Technologies**

**Directions:** Use *Our Canada*, pages 368 – 370 to answer the following.

Answer true or false.

1. __________ The Canadian Broadcasting Corporation was formed in 1936 because Canada's government wanted Canadians to have American radio programs.

2. __________ CBC/Radio Canada is owned by the Canadian government, with television and radio stations in separate English and French networks.

3. __________ In 1958, the CBC microwave network linked Halifax to Toronto.

4. __________ The microwave network carried both television and radio signals.

5. __________ CBC/Radio Canada supports original French and English writing, music, dance, opera, news and documentaries.

6. __________ Aboriginal producers have not been allowed to produce programs.

7. __________ Henry Bergeron told a story about a little girls hearing an English radio program.

8. __________ Patrick Watson says the CBC reflects the people of Canada as a compromise of all sides.

9. __________ Carol Morin hopes that CBC-TV can be a way she can help show her people's strength as Aborignals in Canada.
Worksheet #7.11.10

**Changing Technologies**

**Directions:** Use *Our Canada*, pages 368 – 370 to answer the following.

Answer true or false.

1. **false** The Canadian Broadcasting Corporation was formed in 1936 because Canada’s government wanted Canadians to have American radio programs.

2. **true** CBC/Radio Canada is owned by the Canadian government, with television and radio stations in separate English and French networks.

3. **false** In 1958, the CBC microwave network linked Halifax to Victoria.

4. **true** The microwave network carried both television and radio signals.

5. **true** CBC/Radio Canada supports original French and English writing, music, dance, opera, news and documentaries.

6. **false** Aboriginal producers have not been allowed to produce programs.

7. **false** Henry Bergeron told a story about a little girls hearing a French radio program.

8. **true** Patrick Watson says the CBC reflects the people of Canada as a compromise of all sides.

9. **true** Carol Morin hopes that CBC-TV can be a way she can help show her people’s strength as Aboriginals in Canada.
A Snapshot of Technology

Name __________________________ Date ____________________

These photos show technologies from the early twentieth century. What technologies do we use today to meet the same needs?

For each technology, label the need. Then describe or visually represent your “update” on how people generally meet that need in Canada today.

Need: way to communicate more efficiently over distance
My Update:
- telephone
- computer
- iphone
- Blackberry
- etc

Need: harvest grain
My Update:
combine / swather
A Snapshot of Technology (continued)

Name ________________ Date ________________

Need: keep food cold

My Update:

- refrigerator
- freezer
- air conditioner

Need: transportation

My Update:

- diesel locomotive; high speed trains
- airplane
- cars/trucks

What technologies today influence your life the most, in your opinion? Why?

________________________

________________________

________________________
Lesson 11.11

Urbanization

Specific Outcomes: Assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- How did the emergence of large factories in Canada contribute to the development of Canada’s economy?
- What impact has increased urbanization had on rural communities in Canada?

Resources/Materials: Our Canada, pages 371 – 375
Worksheets #7.11.11a and #7.11.11b (student copies)
AND/OR Handout 11-12 (student copies)

Introduction: With students discuss the idea that compared to several years ago, a typical Hutterite colony has much more land than a typical colony fifty years ago. Similarly, other farm operations are increasing in size and need fewer people to run them. Why is this? (Technology has made running a farm less labour-intensive, efficient, and more time-efficient.) Explain that more people are moving to the cities. Cities are increasing in size. This is called urbanization.

Procedure:

1. Have students turn to textbook, pages 371 – 375.
2. With students examine the double line graph on textbook, page 371.
3. Have students read textbook, pages 371 – 375.
4. If you like, have students make point form notes on what they read on textbook, pages 371 – 373.
5. Otherwise, distribute Worksheets #7.11.11a and #7.11.11b. Go over the directions.
6. You may also want them to complete Handout 11-12.
7. Journal entry starter: “I think urbanization…”

Assignments:

- Read textbook, pages 371 – 375.
- Have students make point form notes on textbook, pages 371 – 373.
- AND/OR do Worksheets #7.11.11a and #7.11.11b
- AND/OR do Handout 11-12.
Worksheet #7.11.11a  Urbanization

Directions: Use Our Canada, pages 371 – 375 to answer the questions.

1. Match the term to its meaning or description.

<table>
<thead>
<tr>
<th>a. urbanization</th>
<th>b. mechanization</th>
<th>c. refrigeration</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. technologies</td>
<td>e. threshing machines</td>
<td>f. factories</td>
</tr>
<tr>
<td>g. teams of horses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

____ replaced by the combine in the 1920’s, requiring two workers rather than twelve
____ replaced by tractors after the 1940’s
____ using machines to do jobs instead of people
____ an increase in the number of people living in cities
____ cooling in trucks which allows foods to be shipped long distances after the 1940’s
____ inventions such as refrigerated trucks and the internal combustion engine
____ needed workers so they developed near centres such as Toronto and Montréal, and created more jobs

Examine the graphs on page 372 to help you answer questions 2, 3, and 4.

2. What conclusions can you make about agriculture?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What conclusions can you make about services?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Worksheet #7.11.11b

4. List two examples of services, and explain why more were needed in the time between 1871 and 2001.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Use “Chenelle’s Story”, pages 374 and 375 to fill in the blanks on question 5.

5. Chenelle was at a _______________ Club meeting. She and her brother talked about Shawn leaving the _______________. He was going to _______________ to drive truck for the _______________ industry. He said it would help pay for the new _______________. His brother wants to go to _______________ school in the city, but Chenelle says she doesn’t like the thought of stress and _______________. She is raising prize _______________ and a horse for 4-H. Her brother promised to come _______________ to help on the farm.
Worksheet #7.11.11a

**Urbanization**

**Directions:** Use *Our Canada*, pages 371 – 375 to answer the questions.

1. Match the term to its meaning or description.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. urbanization</td>
<td>b. mechanization</td>
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<td>f. factories</td>
</tr>
<tr>
<td>g. teams of horses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **e** replaced by the combine in the 1920’s, requiring two workers rather than twelve
- **g** replaced by tractors after the 1940’s
- **b** using machines to do jobs instead of people
- **a** an increase in the number of people living in cities
- **c** cooling in trucks which allows foods to be shipped long distances after the 1940’s
- **d** inventions such as refrigerated trucks and the internal combustion engine
- **f** needed workers so they developed near centres such as Toronto and Montréal, and created more jobs

Examine the graphs on page 372 to help you answer questions 2, 3, and 4.

2. What conclusions can you make about agriculture?

   *Percentage of jobs in agriculture decreased from 52% (1871) to only 2% (2001) of the population.*

3. What conclusions can you make about services?

   *Percentage of jobs in services increased from 18% (1871) to 76% (2001)*
Worksheet #7.11.11b

4. List two examples of services, and explain why more were needed in the time between 1871 and 2001.

Two examples are schools and hospitals (and stores). ________
More were needed because factories were built after mechanization made them possible. Workers for factories lived in those large centres where factories were built. The demand for services increased as urbanization increased ________

Use "Chenelle's Story", pages 374 and 375 to fill in the blanks on question 5.

5. Chenelle was at a ________ Club meeting. She and her brother talked about Shawn leaving the _________. He was going to Fort McMurray ________ to drive truck for the ________ industry. He said it would help pay for the new _________. His brother wants to go to ________ school in the city, but Chenelle says she doesn't like the thought of stress and _________. She is raising prize ________ and a horse for 4-H. Her brother promised to come back ________ to help on the farm.
Factors Affecting Chenelle’s Identity

Name ______________________ Date ______________

Complete the graphic organizer to identify factors affecting Chenelle’s identity as person living in rural Alberta in “Chenelle’s Story” on pages 374 and 375 of the textbook.

<table>
<thead>
<tr>
<th>+ Factors reinforcing Chenelle’s identity</th>
<th>- Factors challenging Chenelle’s identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family has owned farm for years</td>
<td>1. Difficulty getting access to services</td>
</tr>
<tr>
<td>2. Takes pride in her work on farm (raising two prize bulls and quarter horse)</td>
<td>2. Now difficult to make money farming</td>
</tr>
<tr>
<td>3. Pride in quality of land.</td>
<td>3. Quality of life: hometown deteriorating</td>
</tr>
</tbody>
</table>
Lesson 11.12  Chapter Task: Growing Up in Canada

Resources/Materials:  Worksheet #7.11.12 (student copies)
                      Poster paper or 11” X 17” bond paper, if needed

This task will allow students to use their creativity in writing or drawing to show how their identity is or will be affected by bilingualism, Franco-Albertan identity promotion, Alberta’s growing Aboriginal population, Canada’s policies encouraging immigration, the Canadian Broadcasting Corporation, or urbanization.

This task will be especially challenging for colony students. Their first reaction may be to say that, living on the colony, they are not affected by any of these issues in Canada. It can be argued that they are affected by all of them.

Here are some examples to get them going if they are stumped:

- Bilingualism laws require labels in French and English on many things they buy. Federal government workers with whom they may have to deal in the future probably have to be able to speak both languages. Colony people will have to be careful not to discriminate against them and do their best to understand if people have accents.

- Franco-Albertans may assert more rights in the future, and all schools may require French instruction. How does this affect colonies?

- The growing Aboriginal population may mean they will have jobs in may industries, including sales to colony people, workers in retail stores, and so on. Colony people will have to be careful not to discriminate against them.

- Changing immigration may mean, also, that there are many more visible minority groups present in Alberta. Again, awareness of discrimination is an issue. Terms such as “nigger” must never be used, and so on.

- The CBC carries Hockey Night in Canada. Need I say more?

- Urbanization brings more people to cities and fewer remaining in the agricultural industry, which may mean more prosperity for colonies. Perhaps sensitivity to the importance of the small family farm could be discussed….

Assignment:

- Create a poster or composition that shows how you could contribute to a show about growing up in Canada.
CHAPTER TASK

Growing Up in Canada

This poster or writing project shows how I could contribute to your show about growing up in Canada. I have checked my chosen topic:

My identity as a Canadian is / will be affected by

- bilingualism
- Franco-Albertan identity promotion
- Alberta’s growing Aboriginal population
- Canada’s policies encouraging immigration
- the Canadian Broadcasting Corporation
- urbanization
- other (specify) ____________________________
Lesson 11.13       Review and Study Sheets

Review of subject matter in Chapter 11.

Provide students with the Review Sheets.
Chapter Eleven Review Sheets

A. Changing Roles for Women (Pages 345 – 347)

1. The provinces that were first to allow women to vote were

   a. Manitoba, Alberta and Saskatchewan.
   b. Manitoba, Ontario and Québec.
   c. Alberta, Saskatchewan and British Columbia.
   d. Alberta, Manitoba and New Brunswick.

2. The “Famous Five” were

   a. Ontario men who wanted to grant women the right to vote.
   b. women from Alberta who published the first cookbook for farm women.
   c. best known for their contribution to the cattle industry.
   d. Alberta women who wanted women to be recognized as “persons in Canadian law.

3. Nellie McClung and other women activists staged the “Women’s Parliament”

   a. because they wanted to earn more income for their struggling farms.
   b. because they wanted to show how unfair it was that women could not vote.
   c. in Calgary during the annual Calgary Stampede.
   d. to show that women were just as capable of entertaining as men.

4. Suffrage means

   a. the right to speak up in public places.
   b. putting up with a great deal of discomfort or pain.
   c. the right to vote.
   d. being able to keep a home and become involved in politics at the same time.

5. Which of the following was not an outcome of women gaining the right to vote?

   a. Women were more likely to get more education.
   b. Women were more likely to earn money by getting jobs outside the home.
   c. Men and women shared more of the responsibilities of keeping a home.
   d. Men were less likely to get an education.

6. Which of the following is not true about the right to vote?

   a. In the early 1900s, women, Aboriginals and many of Asian descent could not vote.
   b. Women of non-European descent gained the right to vote before women of European descent.
   c. Men and women of non-European descent did not get the right to vote until mid-1900s or later.
   d. Women could not vote because none of them could read or write.
B. **Affirming Francophone Rights** (Page 348)

*Write the correct letters from the phrases in the box in the spaces.*

- a. dissatisfied with their situation in Canada
- b. French immersion schools
- c. bilingual and bicultural country
- d. as Confederation had promised
- e. Royal Commission on Bilingualism and Biculturalism
- f. Official Languages Act

1. The British North America Act of 1867 established Canada as a ______.

2. By the 1960s, many Francophones were ______ because they did not feel that "official" bilingualism and biculturalism delivered true bilingualism and biculturalism.

3. The ______ was established to investigate the concerns of Francophones.

4. The commission found that Francophones were not "equal partners" in Canada ______.

5. The ______ of 1969 spelled out the duties of all federal government institutions to provide services in both English and French, and to employ both Francophones and Anglophones.

6. In 1985, Canada’s government began to support the establishment of _____ where non-Francophone students would learn French.

7. Complete the chart to summarize the reactions to bilingualism and biculturalism. (Pages 349 - 351)

<table>
<thead>
<tr>
<th>Anglophone Voices</th>
<th>Francophone Voices</th>
<th>First Nations Voices</th>
<th>Other Voices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had Concerns</td>
<td>Had Concerns</td>
<td>Had Concerns</td>
<td>Had Concerns</td>
</tr>
<tr>
<td>Supported</td>
<td>Supported</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Chart completed with: Supported, ______, ______]
8. What was the goal of the Canada adopting a policy of multiculturalism?

9. What was the Multiculturalism Act of 1988?

10. Answer T (true) or F (false) about these statements about “Patriating Canada’s Constitution”. (Page 352)

   a. _____ One of the reasons that Prime Minister Trudeau wanted to patriate Canada’s constitution was because there was a movement in Québec to become independent from the rest of the country.

   b. _____ Before 1982 any changes to Canada’s constitution could only be done by the British Parliament.

   c. _____ The reason patriating the constitution was important was that Canada could change the constitution so it would ensure that the French language and Francophone identity would be protected.

   d. _____ A key issue was the “amending formula” which outlined the rules governing how the federal and provincial governments would make future changes to the constitution.

   e. _____ All ten provinces agreed to the amending formula.

   f. _____ Canada’s new constitution spelled out rights and freedoms that confirmed Canada’s nature as a bilingual society of diverse cultures.

11. “Mathieu’s Story” illustrates that there are events in the daily lives of Francophones that reinforce their identity, but also those that challenge it. Tell about one event from the story that reinforces their identity and one that challenge it. (Pages 353 and 354)
12. Explain how Francophone schools are different from French immersion schools. (Pages 355 and 356)

C. Aboriginal Canadians (Pages 357 – 361)

1. Circle the correct words.
   a. Canada’s Aboriginal population is growing at a rate 1.5 times / 3.0 times / 0.5 times faster than the rest of Canada’s population.
   
   b. Within Canada, Nunavut, Saskatchewan, Manitoba and Alberta Aboriginals have the lowest / the fastest / the same population growth rates.
   
   c. Most / One-third / One-half of Canada’s Aboriginal peoples live on reserves.
   
   d. Often on reserves there is high unemployment. For this reason many Aboriginal peoples leave to go live in cities. One consequence of this is that many lose touch with their culture / many reserves have shut down completely / most learn to keep their traditions.
   
   e. George Erasmus and Rose Laboucan feel that the gap in prosperity between Aboriginal peoples and other Canadians comes from failing to treat Aboriginals as full partners in Canadian society / Aboriginals failing to treat others well / poor international trade.

2. “Autumn’s Story” illustrates how many Aboriginal people struggle with their identities. Tell about one thing that reinforces Autumn’s identity and one that challenges it.

3. Finish the sentence. Nunavut has a majority Inuit population. This has allowed the government of Nunavut to introduce
D. **Encouraging Immigration** (Pages 363 – 367)

1. Each of the following sentences is false. Draw a line through the incorrect word or phrase and write a correct word or phrase near it.

   a. Because Canada has a low birth rate, without immigration its population would increase.

   b. Throughout Canada's history there have been many examples of its immigration policies and treatment of immigrants have displayed glacial discrimination.

   c. In 1947 and 1948, Polish, South Asian and Japanese Canadians gained the right to vote.

   d. In 1967, Canada began using restrictions to immigration based on racial discrimination.

   e. In 1976, Canada began to allow some people to immigrate because they were refugees or people seeking to reunite with their friends.

2. "Shekhar's Story" illustrates how many immigrants struggle with their identities. Tell about one thing that reinforces Shekhar's identity and one that challenges it.

   __________________________________________
   __________________________________________
   __________________________________________

3. Circle all the statements that are true about immigration patterns in Canada.

   - In 2005 most immigrants to Canada came from Britain.
   - Today, the city where most immigrants live is Toronto.
   - The percentage of Francophones in Canada today has increased compared to a hundred years ago.
   - In 2004 fewer than ten percent of immigrants chose to live in Calgary.
   - In 1905 Russia was the third highest immigrant source; today the third highest is the Philippines.
   - Over the past century the source of immigrants has generally shifted from Europe to Asia.
E. Changing Technologies and Growing Cities (Pages 369 – 375)

1. Which of the following is **not** true about the CBC / Radio-Canada?
   
   - The Canadian government created the CBC because it wanted to foster national spirit and interpret national citizenship in Canada.
   - New technologies enable the CBC to broadcast to everyone in Canada.
   - CBC / Radio-Canada funds the development of Anglophone, Francophone and Aboriginal programs.
   - CBC / Radio-Canada broadcasts cannot be heard in many parts of Canada.

2. Examine the double line graph on textbook, page 371. Tell about the general trends in population shown by the graph.

   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

   For each sentence, **cross out** the wrong ending.

   a. The shift of people from rural to urban places is called **mechanization** / **urbanization**.

   b. More people began to move to cities because they could find jobs in large **factories** / **farms**.

   c. The graph on textbook, page 372 shows that in 1871 most people worked in **agriculture** / **construction**.

   d. The graph on textbook, page 372 shows that in 2001 most people worked in **manufacturing** / **services**.

   e. Farms are getting larger and require fewer workers because of **mechanization** / **fertilization**.
F. **Short Answer and Essay Questions**

On your test you will be asked to answer one of the short answer and one of the essay questions below.

1. **Short Answer Questions**
   
a. Explain how Nellie McClung and other women activists such as the “Famous Five” were able to get women the right to vote.

b. Write a paragraph about the importance of patriating the constitution.

c. Explain how technology has influenced the way people live in Canada in the past and in the present.

2. **Essay Questions**
   
a. Explain why the Official Languages Act was passed. Then tell about some of the reactions to the act from Anglophones, Francophones, First Nations, and other minority groups.

b. Write an essay about how Canada’s policy of multiculturalism has influenced the identities of minority groups. Be sure to give specific examples from what you read in your textbook and from your personal experiences.
Chapter Eleven Review Sheets

A. Changing Roles for Women (Pages 345 – 347)

1. The provinces that were first to allow women to vote were
   a. Manitoba, Alberta and Saskatchewan.
   b. Manitoba, Ontario and Québec.
   c. Alberta, Saskatchewan and British Columbia.
   d. Alberta, Manitoba and New Brunswick.

2. The “Famous Five” were
   a. Ontario men who wanted to grant women the right to vote.
   b. women from Alberta who published the first cookbook for farm women.
   c. best known for their contribution to the cattle industry.
   d. Alberta women who wanted women to be recognized as “persons in Canadian law.

3. Nellie McClung and other women activists staged the “Women’s Parliament”
   a. because they wanted to earn more income for their struggling farms.
   b. because they wanted to show how unfair it was that women could not vote.
   c. in Calgary during the annual Calgary Stampede.
   d. to show that women were just as capable of entertaining as men.

4. Suffrage means
   a. the right to speak up in public places.
   b. putting up with a great deal of discomfort or pain.
   c. the right to vote.
   d. being able to keep a home and become involved in politics at the same time.

5. Which of the following was not an outcome of women gaining the right to vote?
   a. Women were more likely to get more education.
   b. Women were more likely to earn money by getting jobs outside the home.
   c. Men and women shared more of the responsibilities of keeping a home.
   d. Men were less likely to get an education.

6. Which of the following is not true about the right to vote?
   a. In the early 1900s, women, Aboriginals and many of Asian descent could not vote.
   b. Women of non-European descent gained the right to vote before women of European descent.
   c. Men and women of non-European descent did not get the right to vote until mid-1900s or later.
   d. Women could not vote because none of them could read or write.
B. **Affirming Francophone Rights** (Page 348)

*Write the correct letters from the phrases in the box in the spaces.*

| a. dissatisfied with their situation in Canada |
| b. French immersion schools |
| c. bilingual and bicultural country |
| d. as Confederation had promised |
| e. Royal Commission on Bilingualism and Biculturalism |
| f. Official Languages Act |

1. The British North America Act of 1867 established Canada as a __C__.

2. By the 1960s, many Francophones were __a__ because they did not feel that "official" bilingualism and biculturalism delivered true bilingualism and biculturalism.

3. The __e__ was established to investigate the concerns of Francophones.

4. The commission found that Francophones were not "equal partners" in Canada __d__.

5. The __f__ of 1969 spelled out the duties of all federal government institutions to provide services in both English and French, and to employ both Francophones and Anglophones.

6. In 1985, Canada's government began to support the establishment of __b__ where non-Francophone students would learn French.

7. Complete the chart to summarize the reactions to bilingualism and biculturalism.
   *(Pages 349 - 351)*

<table>
<thead>
<tr>
<th>Anglophone Voices</th>
<th>Francophone Voices</th>
<th>First Nations Voices</th>
<th>Other Voices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Had Concerns</strong></td>
<td><strong>Had Concerns in Québec</strong> could lead to more Francophones learning English</td>
<td><strong>Had Concerns</strong> Law should reflect their culture and languages too</td>
<td><strong>Had Concerns</strong> Some feel it excludes too many</td>
</tr>
<tr>
<td><em>Some do not see why they are emphasized.</em></td>
<td><strong>Supported Francophones living outside Québec see them as positive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supported</strong></td>
<td><strong>Supported</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Many embrace French-language learning → French immersion schools; French second language classes</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The completed chart shows a summary of the reactions to bilingualism and biculturalism.
8. What was the goal of the Canada adopting a policy of multiculturalism?

   recognize and promote Canada's diversity

9. What was the Multiculturalism Act of 1988?

   The Multiculturalism Act affirms that Canada's government will support languages that contribute to the multicultural heritage of Canada.

10. Answer T (true) or F (false) about these statements about “Patriating Canada’s Constitution”. (Page 352)

   a. T One of the reasons that Prime Minister Trudeau wanted to patriate Canada's constitution was because there was a movement in Québec to become independent from the rest of the country.

   b. T Before 1982 any changes to Canada's constitution could only be done by the British Parliament.

   c. T The reason patriating the constitution was important was that Canada could change the constitution so it would ensure that the French language and Francophone identity would be protected.

   d. T A key issue was the “amending formula” which outlined the rules governing how the federal and provincial governments would make future changes to the constitution.

   e. F All ten provinces agreed to the amending formula.

   f. T Canada's new constitution spelled out rights and freedoms that confirmed Canada's nature as a bilingual society of diverse cultures.

11. “Mathieu’s Story” illustrates that there are events in the daily lives of Francophones that reinforce their identity, but also those that challenge it. Tell about one event from the story that reinforces their identity and one that challenge it. (Pages 353 and 354)

   Reinforces: 
   - his family
   - people who recognize/respect his identity
   - his Francophone school
   - store clerk
   - Radio-Canada

   Challenges: 
   - people who do not accept his identity (like woman in store)
   - rejection as a Francophone person, although Francophones have rights and a long history in western Canada
12. Explain how Francophone schools are different from French immersion schools. (Pages 355 and 356)

- Francophone Schools: operate in French language, culture, and identity.
- French Immersion Schools: English-speaking students learn French by receiving instruction in French.

C. Aboriginal Canadians (Pages 357 – 361)

1. Circle the correct words.

a. Canada’s Aboriginal population is growing at a rate (1.5 times) / 3.0 times / 0.5 times faster than the rest of Canada’s population.

b. Within Canada, Nunavut, Saskatchewan, Manitoba and Alberta Aboriginals have the lowest / the fastest / the same population growth rates.

c. Most / One-third / One-half of Canada’s Aboriginal peoples live on reserves.

d. Often on reserves there is high unemployment. For this reason many Aboriginal peoples leave to go live in cities. One consequence of this is that many lose touch with their culture / many reserves have shut down completely / most learn to keep their traditions.

e. George Erasmus and Rose Laboucan feel that the gap in prosperity between Aboriginal peoples and other Canadians comes from failing to treat Aboriginals as full partners in Canadian society / Aboriginals failing to treat others well / poor international trade.

2. “Autumn’s Story” illustrates how many Aboriginal people struggle with their identities. Tell about one thing that reinforces Autumn’s identity and one that challenges it.

Reinforces: more people move to cities from reserve – more likely to keep language / traditions.

Challenges: In city have less connection with family / tradition / communities / the land.

3. Finish the sentence. Nunavut has a majority Inuit population. This has allowed the government of Nunavut to introduce traditional Inuit values into its programs and services.
D. **Encouraging Immigration** (Pages 363 – 367)

1. Each of the following sentences is false. Draw a line through the incorrect word or phrase and write a correct word or phrase near it.

   a. Because Canada has a low birth rate, without immigration its population would increase. **decrease (shrink)**

   b. Throughout Canada’s history there have been many examples of its immigration policies and treatment of immigrants have displayed **racial** discrimination.

   c. In 1947 and 1948, Polish, South Asian and Japanese Canadians gained the right to vote.

   d. In 1967, Canada **began using restrictions** to immigration based on racial discrimination.

   e. In 1976, Canada began to allow some people to immigrate because they were refugees or people seeking to reunite with their families.

2. “Shekhar’s Story” illustrates how many immigrants struggle with their identities. Tell about one thing that reinforces Shekhar’s identity and one that challenges it.

   **Reinforces:** many other Hindi-speakers in community ______________________________________
   can practice Hindu religion ______________________________________
   **Challenges:** pressures to forget about language and heritage ______________________________________
   pressures not to learn about Canadian culture redefining traditional roles ________________________________

3. Circle all the statements that are true about immigration patterns in Canada.

   - In 2005 most immigrants to Canada came from Britain.
   - Today, the city where most immigrants live is Toronto.
   - The percentage of Francophones in Canada today has increased compared to a hundred years ago.
   - In 2004 fewer than ten percent of immigrants chose to live in Calgary.
   - In 1905 Russia was the third highest immigrant source; today the third highest is the Philippines.
   - Over the past century the source of immigrants has generally shifted from Europe to Asia.
E. Changing Technologies and Growing Cities (Pages 369 – 375)

1. Which of the following is not true about the CBC / Radio-Canada?

- The Canadian government created the CBC because it wanted to foster national spirit and interpret national citizenship in Canada.
- New technologies enable the CBC to broadcast to everyone in Canada.
- CBC / Radio-Canada funds the development of Anglophone, Francophone and Aboriginal programs.
- CBC / Radio-Canada broadcasts cannot be heard in many parts of Canada.

2. Examine the double line graph on textbook, page 371. Tell about the general trends in population shown by the graph.

Percentage of people living in rural areas has decreased, while those living in urban areas has increased.

For each sentence, cross out the wrong ending.

a. The shift of people from rural to urban places is called mechanization / urbanization.

b. More people began to move to cities because they could find jobs in large factories / farms.

c. The graph on textbook, page 372 shows that in 1871 most people worked in agriculture / construction.

d. The graph on textbook, page 372 shows that in 2001 most people worked in manufacturing / services.

e. Farms are getting larger and require fewer workers because of mechanization / fertilization.
Lesson 11.14

Chapter Test

Outcome: Evaluation

The students will demonstrate knowledge of specific outcomes as stated in the lessons for Chapter 11.

You may want to allow the students to select one short answer and one essay question in order to keep the test period down to 30 – 40 minutes.
Chapter Eleven
Citizenship in an Evolving Society

Test

Directions: Write the answers to each question on the answer sheet. **DO NOT WRITE IN THIS BOOKLET.**

Answer T (true) or F (false).

1. In 1916, Manitoba, Alberta and Saskatchewan became the first provinces in Canada that allowed women to vote.

2. Nellie McClung was a women’s right activist who wanted to ensure that only men could vote in federal elections.

3. In general, people of European descent were given the right to vote before people of non-European descent.

4. The Official Languages Act of 1969 set out to make Canada a true bilingual and bicultural country.

5. Many First Nations people expressed concern that the Official Languages Act did not confirm the rights of Aboriginal peoples.

6. Patriating Canada’s constitution was important because it enabled the Canadian government to make changes to the constitution without going through the British parliament.

7. Francophone schools operate in the French culture and maintain a French identity.

8. The Aboriginal population is one of the slowest growing in Canada.

9. The creation of Nunavut was important because it enabled the Nunavut government to introduce traditional Inuit values into its programs and services.

10. In recent years Canada has discouraged immigration because there are now too many people living in Canada.

11. The CBC / Radio-Canada was set up to make Canadians think of themselves as citizens of a particular region and not as citizens of the country.

12. The biggest factor leading to urbanization in Canada is the increase in technology.
Write the letter of the **best** answer.

13. The “Famous Five”
   a. were a group of Alberta women who worked toward getting women recognized as “persons” in Canadian law.
   b. wanted women to have the right to vote, but only if their husbands approved of their choices.
   c. were women from across Canada who worked to get equal rights for females.
   d. were not successful in their efforts to get any rights for women.

14. One of the consequences of women gaining the right to vote in federal elections was
   a. it opened the door to equality for women in many aspects of Canadian society such as getting more education and getting jobs outside the home.
   b. the standard of living for most households went down.
   c. almost all women did not want the responsibility that went with the right to vote.
   d. most women turned against the Famous Five.

15. Which of the following was **not** a reaction to the “Official Languages Act” of 1969?
   a. Many Francophones in Québec did not believe it would protect their language and culture.
   b. Many Anglophones thought bilingualism should be thrown out and everyone taught to speak, read and write English.
   c. Many Aboriginals and people from other cultural minorities wondered why it did not recognize their languages.
   d. Every Canadian thought that the Official Languages Act was good.

16. Before Canada’s constitution was patriated in 1982
   a. all Canadian provinces had to agree to any changes to the constitution.
   b. only the British parliament could make changes to the constitution.
   c. only First Nations, Inuit and Métis could vote to make changes to the constitution.
   d. Queen Elizabeth was not able to make an official visit to Canada.

17. Under the Canadian Charter of Rights and Freedoms
   a. all Canadians of European descent are viewed as being equal.
   b. new immigrants do not have to follow the laws of the country.
   c. all Canadians are equal and there is to be no discrimination based on race, national or ethnic origin, colour, religion, gender, age or mental or physical disability.
   d. the rights of Canada’s Aboriginal peoples have not been recognized.
18. In general, a person’s cultural identity has been reinforced when the person
a. has experiences that make him/her feel he/she does not belong.
b. has experiences that make him/her feel connected to his or her heritage.
c. has experiences that force him/her to assimilate into the British culture.
d. wants to pretend he/she is only of British ancestry.

19. A challenge that many Aboriginals have in establishing and maintaining an identity is
a. they do not learn about their culture while living on a reserve.
b. they feel a responsibility to look out for each other.
c. many have strong ties with family and friends.
d. many lose touch with their families, communities and the land when they leave the reserve to find jobs or get more education.

Use the information below to answer question 20.

**Some Actions of the Canadian Government**

- The government passed a law that forbid visible minorities from voting in federal elections.
- During World War I Canada interned some Canadians of eastern European descent.
- In 1923, Canada passed a law that did not allow Asians to work as teachers or lawyers.
- During World War II Canada interned Canadians of Italian and Japanese descent.

20. From the information above you can infer that
a. at times, Canada’s treatment of immigrants has displayed racial discrimination.
b. Anglophones and Francophones never got into any trouble.
c. people of visible minorities are clearly inferior.
d. Canada only discriminated against Asians.
Use the information below to answer question 21.

During World War II Nazi Germany held the view that certain groups were superior to others. In order for the world to be a better place, the inferior groups must be taken away and killed. Canada and its allies did not agree with this. In the end Canada and its allies won over Germany and its allies. This caused Canada and its allies to re-examine their own societies and how they had, in the past, treated some groups as if they were inferior.

21. Which of the following was most likely an outcome of the above?

a. The Canadian and United States government signed a trade agreement called the Auto Pact.

b. Soon after World War II, Canada granted members of immigrant groups the right to vote.

c. Canada supported the founding of a new national airline.

d. The Canadian government encouraged its manufacturers to set up plants in foreign countries.

22. Which of the following best describes immigration patterns in Canada?

a. The largest sources of Canada's immigrants continue to be northern and western Europe.

b. People from Britain no longer immigrate to Canada.

c. Although the number of immigrants from Asia is increasing, it is still smaller than the number immigrating to Canada from the United States.

d. Most new immigrants to Canada are now from Asian countries.

23. The main reason the Canadian government decided to create the Canadian Broadcasting Corporation was

a. to make sure that every community had a radio and television station.

b. to provide jobs for people who would otherwise be unemployed.

c. because the United States had set up a similar set of radio and television stations.

d. to foster national spirit and interpret national citizenship in Canada.

24. The main reason why more people now live in urban areas compared to rural areas is

a. technology has meant fewer people are needed to run farms and more people are needed to work in factories and services found in cities.

b. it is difficult to find people to work on farms because they do not care for the rural lifestyle.

c. most people find that you are able to build a larger house in the city.

d. all city jobs pay much more than farm jobs.
Decide which words and phrases from the box best go in each space. Write the correct letters on your answer sheet.

<table>
<thead>
<tr>
<th>a. amending formula</th>
<th>b. collective rights</th>
<th>c. mechanization</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. mock parliament</td>
<td>e. Radio-Canada</td>
<td>f. suffrage</td>
</tr>
<tr>
<td>g. Toronto</td>
<td>h. tricultural</td>
<td>i. urbanization</td>
</tr>
<tr>
<td>j. visible minority</td>
<td>k. identity</td>
<td></td>
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</tbody>
</table>

25. In Winnipeg, Nellie McClung and other women put on a ________ to demonstrate how unreasonable it was that men could vote but women could not.

26. ________ means the right to vote.

27. The Official Languages Act confirmed that Canada was a bilingual and bicultural nation, but First Nations leaders feel Canada is a ________ country.

28. ________ protect the language and culture of groups within society.

29. With the patriation of Canada’s constitution, the ________ which outlines the rules governing how changes would be made in the future, was not supported by Québec.

30. A ________ is a group of people whose appearance distinguishes them from a majority population.

31. In 2004 most people who immigrated to Canada settled in ________.

32. The CBC makes its broadcasts in English, while ________ makes its broadcasts in French.

33. Because of vast improvements in technology, ________ has occurred, resulting in about eighty percent of Canadians living in cities.

34. Today, large factories have sprung up in cities because ________ made them possible.

35. Changes in demographics, voting rights and place of residence, along with a policy of multiculturalism have all had an influence on many people’s ________.
Short Answer and Essay Questions

Answer one of the short answer questions and one essay question. Write your answers on a separate paper.

36. Short Answer Questions

a. Explain who Nellie McClung was and how she and other women activists such as the “Famous Five” were able to get women the right to vote.

b. Write a paragraph about the importance of patriating the constitution.

c. Explain how technology has influenced the way people live in Canada in the past and in the present.

37. Essay Questions

a. Explain why the Official Languages Act was passed. Then tell about some of the reactions to the act from Anglophones, Francophones, First Nations, and other minority groups.

b. Write an essay about how Canada’s policy of multiculturalism has influenced the identities of minority groups. Be sure to give specific examples from what you read in your textbook and from your personal experiences.
Chapter Eleven
Citizenship in a Evolving Society
Test

Answer Sheet

1. __________  
2. __________  
3. __________  
4. __________  
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29. __________  
30. __________  
31. __________  
32. __________  
33. __________  
34. __________  
35. __________
Chapter Eleven
Citizenship in a Evolving Society
Test

Answer Sheet

1. T
2. F
3. T
4. T
5. T
6. T
7. T
8. F
9. T
10. F
11. F
12. T

13. a
14. a
15. d
16. b
17. c
18. b
19. d
20. a
21. b
22. d
23. d
24. a
25. d
26. f
27. h
28. b
29. a
30. j
31. g
32. e
33. i
34. c
35. k
Chapter Eleven

36. Short Answer Questions: Main Ideas

a. Nellie McClung and the Famous Five
   • Nellie McClung was an Albertan.
   • Famous Five were group of five Alberta women who strived to make women “persons” under the law
   • Held a mock parliament where the rights of men and women were reversed.
   • In the mock parliament the women dismissed the men’s demands and made fun of people who dismissed the same demands from women.

b. Patriating the Constitution
   • Since Confederation (1967) Canada’s constitution was under British authority.
   • Patriating the constitution would enable Canada to change its own constitution
   • With the constitution “brought home”, Canada could reaffirm itself as a bilingual nation of diverse cultural communities.
   • Part of the constitution was the Charter of Rights and Freedoms which said that all Canadians are equal.

c. Technology and a Changing Society
   • Mechanization on farms meant fewer farm workers needed. Farms became larger and rural people moved to cities.
   • Mechanization meant more factories in cities, which in turn, meant the need for more services.
   • Invention of radio led to formation of CBC / Radio-Canada which helped develop a Canadian culture and identity
   • Trucks with refrigeration could haul food long distances to cities.

37. Essay Questions

a. Official Languages Act
   • Set out to enable Francophones to have same status as Anglophones in the economy, education, government
   • Anglophones: Some felt all of Canada should adopt English language; others embraced French-language learning and enrolled children in French immersion schools.
   • Francophones: Francophones in Québec were not convinced that it would protect their language and culture. Francophones outside Québec viewed it as a positive step.
   • First Nations: Did not see Canada as bilingual and bicultural. They saw it as tricultural. They felt that the Official Languages act did not confirm them as members of Canadian society.
   • Other Minority Groups: Some thought idea of biculturalism excluded other minority groups and thought that it should have acknowledged the contributions made by non-Anglophone and non-Francophone groups.
b. Multiculturalism

- Multiculturalism seeks to recognize and promote Canada's diversity.
- Provides support for diverse cultural organizations and the full participation of people of diverse cultures in Canadian society.
- Minority group members can acknowledge the contribution of their heritage in an honourable way.
- Minority group members can participate in traditional cultural activities while respecting and participating in "Canadian" activities.
- Differences are viewed as positive and add interest to Canadian society.
- Multiculturalism advocates acceptance and tolerance.
- The "stories" from the textbook all cite instances where minority group members try to connect with their histories, traditions, and cultures while interacting with other Canadians.
Year End Examination
Directions: For each question write the letter for the best answer on the answer sheet. Do not write in this booklet.

1. When learning about the past, we can use both primary and secondary resources. Which of the following would not be considered to be a primary resource?
   a. letter written by a settler about his life in his new home
   b. an artifact uncovered by an archaeologist
   c. a photograph taken of an actual event
   d. a story written about an event that happened long ago

2. Economic structures in a society refer to
   a. how resources are obtained and used.
   b. how banks lend and borrow money.
   c. the ways in which individuals become wealthy.
   d. how people who do not have jobs are able to survive.

3. Which of the following would not be part of the social structures of a society?
   a. the different groups within a society
   b. how decisions are made in a society
   c. where a group of people live
   d. the roles of men and women

4. Which of the following does not illustrate how the Mi'kmaq, Haudenosaunee, and Anishinabe societies were alike with respect to decision making?
   a. In general, decisions that affected the community were made as a group.
   b. Leaders held authority by general agreement and not by force.
   c. Meetings were held in longhouses.
   d. Both men and women could influence decision making.
Use the following information to answer question 5.

The Mi’kmaq traditionally lived close to the coast in summer and away from the coast, in the forest, in winter. This seasonal movement allowed them to make the best use of the resources of their land. In summer, they fished and hunted sea mammals, such as whales. In winter, they hunted animals of the forest, such as moose. They did not change the land to suit their needs: they fit their way of life to the opportunities the land afforded.

5. From the above information you can infer that

a. the Mi’kmaq were better hunters than they were fishers.
b. the Mi’kmaq had respect for nature.
c. many Mi’kmaq were afraid of the sea.
d. some Mi’kmaq were skilful farmers.

Use the following information to answer question 6.

The Anishinabe had clans, each with different responsibilities. The clans worked together to provide balance and order in society. A person became a member of his or her father’s clan. Within clans, people treated each other like brothers and sisters.

6. From the above information you can infer that

a. the members of some clans were more respected than the members of other clans.
b. when a baby was born, his parents decided which clan he or she should join.
c. the clans were often jealous of each other.
d. clans helped decide the roles that individuals had in society.

7. The Haudenosaunee made decisions by consensus. The means that

a. everyone agreed that the decision made was in the best interests of everyone involved.
b. the leaders of the most powerful clans could put the interests of their people first.
c. all people voted on a particular issue.
d. the leaders of all clans met and voted on issues.
8. Oral histories of traditional First Nations served to
   a. form parts of their identities.
   b. provide a written record of what happened in the past.
   c. pass time when they were at war.
   d. help them predict what would happen in the future.

9. Which of the following was not a reason why First Nations negotiated alliances?
   a. to secure trade agreements
   b. to expand their farming land
   c. for defense
   d. to make peace

10. A talking circle is
    a. a type of organized discussion where ideas, feelings, and points of view are shared.
    b. a type of game played by the Haudenosaunee that involved using seven stones.
    c. the main way that First Nations learned about the past.
    d. no longer used by First Nations to make decisions.

11. The main reason why Europeans explored new lands was
    a. they wanted to try out new ships.
    b. they wanted to help other people in the world.
    c. they were looking for places in which to get resources.
    d. they wanted to learn about other cultures of the world.

12. Many European explorers first came to what today is Canada in search of
    a. the Silk Road.
    b. the Orient Express.
    c. the Cayuga Trail.
    d. the Northwest Passage.
Europe had a high demand for fish, so catching cod to sell in Europe made good, reliable profits. The New World was also a new and cheap source of furs. Most European nations were used to getting their furs from Russia, but it getting furs from Russia was becoming more difficult. It was exciting to think about all the new resources that could be taken from these new lands.

13. From whose perspective would the above most likely be written?
   a. First Nations  
   b. Beothuk  
   c. Europeans  
   d. Russians

14. Which of the following best describes the trading relationship between First Nations and Europeans?
   a. benefited only the Europeans  
   b. benefited only the First Nations  
   c. benefited both Europeans and First Nations  
   d. benefited neither Europeans nor First Nations

In 1534 the king of France sponsored an expedition to North America, led by Jacques Cartier. The king wanted Cartier to find a passage to Asia through North America and to “discover certain islands and lands where it is said that a great quantity of gold, and other precious things, are to be found.” He gave Cartier the power to claim these lands for France.

15. From the information above you can infer that
   a. the king of France was a wise person.  
   b. Cartier was an excellent sailor.  
   c. the king of France did not consider First Nations to be equal to France.  
   d. it would not be difficult to find the gold.
Excerpt from the journal of Samuel de Champlain.

I have often wished to explore [the Saquenay River], but could not do so without the savages, who were unwilling that I or any other of our party should accompany them. Nevertheless, they have promised that I shall do so.

16. Champlain uses the term savages to refer to First Nations peoples because

   a. at that time Europeans generally felt that they were superior to First Nations people.
   b. he wanted to show respect for First Nations peoples.
   c. he felt he and his men had much to learn from First Nations.
   d. he felt they were mean and dangerous.

Use the following information to answer question 17.

Speaker I: Some of the actions of European explorers of the 1500s would not be considered acceptable today. But those explorers had different values and attitudes than we do today. We should not judge them because they were acting according to principles most Europeans of the day believed were right.

Speaker II: Human rights are universal. They do not change from place to place, time to time. European explorers sometimes violated the human rights of First Nations people. Europeans believed First Nations people were inferior, and this justified their behaviour toward them.

Speaker III: What matters is what we learn from history, and how it shapes the way we act in our how time. History tells us how we “got here,” and why your society today has the characteristics it has.

Speaker IV: We should both understand and judge the values of the explorers and the Europeans of their time. In Canada today, we should encourage respect for diverse peoples and cultures. When we see examples of intolerance, in the past or now, we should say so.

17. The person who most believes that European explorers cannot be criticized for their behaviour toward First Nations is

   a. Speaker I.
   b. Speaker II.
   c. Speaker III.
   d. Speaker IV.
18. European countries established colonies all over the world. Which of the following best tells what a colony was?

a. a religious group that was named after one of its leaders  
b. a region claimed and governed by a country from another part of the world.  
c. a group of people that set up a community and its own government  
d. a mine that contained many valuable minerals, like gold.

*Use the following information to answer question 19.*

- Supply resources to the mother country  
- Act as a market for goods manufactured in the mother country  
- Help to make the mother country wealthier  
- Helped to add to the prestige of the mother country

19. A good heading for the above list would be

a. Purposes that Colonies Served  
b. Imperialism  
c. European Exploration in North America  
d. Disadvantages of Mercantilism

20. Beaver pelts were in high demand in Europe because

a. beavers were the most popular pets to own.  
b. coats made from beaver fur were the warmest.  
c. men’s hats made from beaver fur were popular.  
d. beavers were the only animal explorer found in the New World.

21. Which of the following best explains the idea of a *monopoly*?

a. All companies compete for the right to sell goods.  
b. The ruler of a country gives all those interested the right to buy and sell a certain product.  
c. A ruler or merchant gives complete control of a resource to a single company.  
d. A ruler or merchant designs a game for everyone to play.
### French and British Colonies in North America, about 1700

<table>
<thead>
<tr>
<th></th>
<th>New France (France)</th>
<th>Thirteen Colonies (Britain)</th>
<th>Rupert’s Land (Britain)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>European Population</strong></td>
<td>1700: 15,000</td>
<td>1700: 250,000</td>
<td>minimal</td>
</tr>
<tr>
<td></td>
<td>1760: 65,000</td>
<td>1760: 2,500,000</td>
<td></td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>Catholic</td>
<td>Protestant</td>
<td>Protestant</td>
</tr>
<tr>
<td></td>
<td>• Wanted to convert First Nations people to become Catholics</td>
<td>• Did not place high priority on converting First Nations to their religion</td>
<td>• Religion did not play a big role in the territory</td>
</tr>
<tr>
<td><strong>Government</strong></td>
<td>• Established monopolies during fur trade</td>
<td>• Each of the Thirteen Colonies had its own government led by a governor appointed by the mother country.</td>
<td>• Controlled by the Hudson’s Bay Company</td>
</tr>
<tr>
<td></td>
<td>• In 1663, France encouraged settlers to move to New France and set up farms</td>
<td>• Each colony also had an elected assembly</td>
<td>• Had a governor appointed by the Hudson’s Bay Company</td>
</tr>
<tr>
<td><strong>Economy</strong></td>
<td>• Fur trade played biggest role in the economy</td>
<td>• Agriculture was main economic activity</td>
<td>• Fur trade was main economic activity.</td>
</tr>
<tr>
<td></td>
<td>• New France established partnerships with First Nations in fur trade</td>
<td>• First Nations were pushed off land so that more land could be used for agriculture</td>
<td>• First Nations were an important part of fur trade</td>
</tr>
</tbody>
</table>

22. From the above information you can infer that

   a. Britain used its colonies mainly to get furs.
   b. France placed more emphasis on converting First Nations to the religion of the home country than Britain.
   c. The European populations of all colonies grew during the 1700s.
   d. France had larger colonies than Britain, in North America.

23. From the above information you can conclude that

   a. First Nations affected life in French and British colonies.
   b. the people of the Thirteen Colonies did not care about religion.
   c. farming was an important activities in all European colonies.
   d. governments were all formed by elected people.
24. Which of the following does not tell about how First Nations were affected by French and British colonies?

a. Many died from diseases brought to North America by the Europeans.
b. Wars broke out among some First Nations in order to get more fur trapping territory.
c. Many First Nations gave up some of their traditional ways.
d. First Nations lifestyles were really not affected much by European colonies.

25. The voyageurs were

a. rich tourists from France who came to New France for vacations.
b. the sons of powerful French citizens who governed parts of the colony of New France.
c. men from New France who travelled between the fur merchants of Montréal and the fur trade posts of the Great Lakes and points further west.
d. also called factors.

Use the following information to answer question 26.

<table>
<thead>
<tr>
<th>Who’s Who in New France?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sovereign Council:</strong> appointed by the king of France to govern New France</td>
</tr>
<tr>
<td><strong>Soldiers:</strong> first came to New France to defend the colony against the Haudenosaunee and the British. Later they were encouraged to settle in New France</td>
</tr>
<tr>
<td><strong>Seigneurs:</strong> Men who were given large parcels of land by the king of France</td>
</tr>
<tr>
<td><strong>Habitants:</strong> People who farmed land own by the seigneurs. Some were also involved in the fur trade.</td>
</tr>
<tr>
<td><strong>Merchants:</strong> People who sold goods.</td>
</tr>
<tr>
<td><strong>Clergy:</strong> People of the Catholic Church who set up missions to try to convert First Nations. They also established schools and hospitals to help First Nations people.</td>
</tr>
</tbody>
</table>

26. From the above information you can conclude that

a. Habitants became very wealthy people.
b. There was always peace between the settlers of New France and First Nations people.
c. There were many different types of people in New France.
d. The Catholic Church did not play an important role in New France.
Phases of the First Trade

Phase 1: The Early Fur Trade (1500 – 1603)
Phase 2: Expansion Inland (1603 – 1670)
Phase 3: Rival Networks (1670 – 1760)
Phase 4: The Drive West (1760 – 1821)
Phase 5: Monopoly in the West (1821 – 1870)

27. From the information above you can infer that

a. Britain and France competed for furs.
b. the fur trade changed as time went on.
c. before the Europeans arrived, First Nations were already trading furs.
d. there were few fur-bearing animals on Mi’kmaq lands.

28. Which of the following best describes the early fur trade?

a. It was between explorers and First Nations.
b. It was between the North West Company and the Hudson’s Bay Company.
c. It did not involve First Nations groups.
d. The Europeans traded fish for furs.

29. In New France the centres of the fur trade were

a. Montréal and Québec.
b. Montréal and Halifax.
c. Québec and Halifax.
d. Québec and Toronto.

30. The main reason that the fur trade gradually moved further west from the area around the St. Lawrence River was that

a. the Haudenosaunee were not good trappers.
b. the French settlers did not like people to trap close to their homes.
c. the areas around the St. Lawrence River were trapped out and traders needed new sources of furs.
d. the animals further west had better pelts.
31. The Hudson’s Bay Company
   a. was set up by a French merchant.
   b. controlled the territory on the island of Newfoundland.
   c. was owned by several British and French families.
   d. controlled the fur trade around Hudson Bay.

32. Which of the following is **not** true of the North West Company?
   a. It was formed to compete against the Hudson’s Bay Company.
   b. It was formed after New France became a British colony.
   c. It moved its headquarters from Québec to Edmonton.
   d. It expanded its territory to the east.

33. Which of the following best describes the roles of the Métis in the fur trade?
   a. suppliers, guides, interpreters
   b. trappers, traders, interpreters
   c. suppliers, trappers, guides
   d. merchants, guides, interpreters

34. Which of the following best tells why fur trading forts were often built next to each other?
   a. There were too many furs for one trading fort to handle.
   b. Both the Hudson’s Bay Company and the North West Company were competing for fur from the same First Nations.
   c. Land was scarce in the west.
   d. The people who worked at the forts could protect each other from First Nations attacks.

35. The fur trade gradually came to an end because
   a. fur hats went out of style in Europe.
   b. there were no more fur-bearing animals left.
   c. European countries found better furs in Russia.
   d. the British government outlawed fur trapping.

36. Which of the following was **not** a result of the fur trade?
   a. The fur trade brought the first Europeans to the west.
   b. The Métis settled in the areas around Red River.
   c. Missionaries came to the west.
   d. Many First Nations people moved to the Arctic regions of Canada.
Use the following information to answer question 37.

<table>
<thead>
<tr>
<th>Perspectives on the First Trade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaker 1:</strong> The fur trade affected the way that First Nations traditionally lived because it reduced the number of beaver and other fur-bearing animals. First Nations people relied on these animals for some of their basic needs.</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> The fur trade benefited both Europeans and First Nations. The Europeans got the furs they wanted and the First Nations got goods they wanted, but could not make for themselves.</td>
</tr>
<tr>
<td><strong>Speaker 3:</strong> If it weren’t for the fur trade, the Métis culture could never have formed and flourished.</td>
</tr>
<tr>
<td><strong>Speaker 4:</strong> The fur trade was an important factor that caused change in First Nations cultures. Many began to place less importance on their traditional ties to nature. They started to centre their lives around trying to get more goods like guns and ammunition.</td>
</tr>
<tr>
<td><strong>Speaker 5:</strong> The trade opened the west to missionaries. As Europeans became dominant in the fur trade, missionaries delivered the message that First Nations had incorrect beliefs and values. Missionaries also delivered services, such as health care, and became peacemakers in conflicts that developed as the fur trade declined.</td>
</tr>
</tbody>
</table>

37. Which speakers would most likely feel there were pluses and minuses of the fur trade for First Nations?

a. 1 and 2  
b. 3 and 4  
c. 2 and 5  
d. 3 and 5

38. Acadia was

a. the area bordered by Lake Ontario, Lake Erie, and Lake Huron.  
b. one of the Thirteen Colonies.  
c. part of New France that includes what we know today as the Gaspé, Prince Edward Island, New Brunswick, and most of Nova Scotia.  
d. the name of Jacques Cartier’s ship.
39. How is it that Acadia came under British rule?

a. The Hudson's Bay Company took it over as a fur trading region.
b. The king of France gave it to the king of England as a gift of peace.
c. The British government bought it from the French for $2500.
d. It was part of an agreement between France and England after Britain won a war against France in Europe.

Use the following information to answer questions 40 and 41.

In 1713, Britain told the Acadians to leave their homes and land within a year. The Acadians did not want to give up their farms and settlements. They had put so much effort into making their homes prosperous.

In 1730, the British required Acadians to take an oath. The oath required the Acadians to stay neutral, if a war between Britain and France broke out. The Acadians took this “oath of neutrality”.

By 1755, a war seemed likely. The British required a new oath from the Acadians – an “oath of allegiance” that said the Acadians would fight for Britain in a war against France. When the Acadians refused, Britain decided to deport them.

40. You can tell from the passage above that the word oath means

a. promise.
b. holiday from work.
c. land in exchange for their farms.
d. vote.

41. You can infer from the information above that

a. the British valued the work that the Acadian farmers had done.
b. the Acadians had taken farmed land once farmed by the Mi'kmaq.
c. there were few Acadians living in the region.
d. the British did not trust the Acadians to be loyal to Britain.

42. During the 1700s both France and Britain fought to gain control of Louisbourg. This illustrates that

a. the seafood around Louisbourg was the best in all of New France.
b. Louisbourg was well-built.
c. Louisbourg's location was important for both England and France in their efforts to control and defend their colonies.
d. Louisbourg was grander than any castle in England or France.
After Britain took control of France’s territories in North America, it brought down the Royal Proclamation of 1763, in which it tried to establish peace in its North American colonies.

**The Royal Proclamation of 1763**

1. The Province of Québec was established.
   - There would be a governor and council appointed by Britain.
   - There was the promise of an elected assembly.
   - Catholics could not hold positions in government.
   - French laws were not allowed.
   - Settlers from the Thirteen Colonies were encouraged to move to Québec.

2. The **Indian Territory** was established.
   - No settlement could occur in “Indian Territory” until First Nations peoples had come to an agreement about these lands with Britain.

43. You can tell that the Province of Québec was established to
   a. give more power to the Canadiens.
   b. make Québeckers feel more comfortable under British rule.
   c. assimilate the Canadiens.
   d. build up the British army and navy.

44. From the above information you can infer that
   a. the British king wanted all First Nations people to move out of its territories.
   b. the British wanted the there to be peace between the First Nations and Britain.
   c. the British wanted First Nations to assimilate.
   d. First Nations leaders were willing to cooperate with Britain.

45. In the Québec Act of 1774, Britain allowed Canadiens to practise their religion, allow them to hold government positions, use French laws, and increased the size of Québec. This was done because Britain
   a. feared that the Canadiens would try to rise against Britain.
   b. felt the Canadiens would never be good English speakers.
   c. found that not one English person lived in Québec.
   d. discovered that the Canadiens did not understand English laws.
The American War of Independence

The Seven Years’ War cost Britain a lot of money. Now Britain was deeply in debt and it needed to find ways to save money and find new ways to raise money. It decided to raise taxes in the Thirteen Colonies. The Thirteen Colonies were very angry. They felt they were being taxed without getting any services in return. Because they could not elect representatives to the British Parliament, they had no say about the matter either.

Soon anger turned to rebellion. The Thirteen Colonies decided they wanted to separate from Britain and set up their own country called the United States of America. Britain was not about to let this happen. The result was war between Britain and the Thirteen Colonies. This war was known as the American War of Independence.

The war deeply divided communities in the Thirteen Colonies. Most people supported the rebellion. They were known as Patriots. However, some wanted to remain part of the British Empire, which was ruled by the king or queen of England. These people called themselves United Empire Loyalists.

46. According to the information above, the main reason that the Thirteen Colonies were unhappy was

   a. they were being taxed without having any say in how the taxes would be used.
   b. the British Parliament did not listen to what the elected representatives from the Thirteen Colonies had to say.
   c. many people in the colonies did not pay their taxes.
   d. they felt Britain should station more troops in the Thirteen Colonies.

47. The United Empire Loyalists

   a. wanted Britain to lower taxes in all its colonies.
   b. agreed with the views of the Patriots.
   c. were residents of New France.
   d. wanted to remain loyal to Britain.

48. The reason that the United Empire Loyalists moved to the colonies of Québec and Nova Scotia was because

   a. they were not allowed to move to Britain.
   b. these colonies were under British rule.
   c. they wanted to be able to speak French.
   d. they wanted to become Catholics.
49. Which of the following did not immigrate to Canada after the American War of Independence?

a. Black slaves
b. Some members of the Haudensaunee Confederacy
c. German Mennonites
d. Patriots

50. One of the most important consequences of Loyalists moving to Nova Scotia was

a. the Acadians were allowed to return to their homes.
b. Prince Edward Island became a province.
c. Nova Scotia was split into two colonies – Nova Scotia and New Brunswick.
d. Newfoundland wanted to join Nova Scotia.

51. One of the most important outcomes of the Loyalists moving to Québec was

a. Québec grew larger in area.
b. all French-speaking people of Québec now had to learn English.
c. Britain divided Québec into Upper Canada and Lower Canada.
d. the Loyalists wanted to move back to the United States.

52. After the United Empire Loyalists moved to Québec and Nova Scotia, Britain passed the Constitutional Act. Which of the following was not part of this act?

a. Québec was divided into Upper Canada and Lower Canada.
b. Most laws in Upper Canada were like those in Britain while most in Lower Canada were like those in France.
c. Britain allowed Upper and Lower Canada to each elect an assembly.
d. The people were no longer allowed to speak French and could not practise the Catholic religion.

53. The main reason that Britain allowed different laws in Upper Canada than in Lower Canada was

a. it wanted to please both the French- and the English-speaking populations.
b. it wanted eventually to create two different countries.
c. the United Empire Loyalists were much wealthier than the French-speaking people.
d. the residents of Lower Canada were not used to British laws.
The War of 1812

The War of 1812 was a fight between the United States and British North America. It was really part of a war between France and Britain. Britain shut down trade between France and the United States by blocking American ships from landing at French ports. The United States decided to get back at Britain by declaring war on the nearest British territory – Canada.

Troops from the United States invaded Canada, expecting the colonists of British North America to join them in their fight against Britain. To their surprise, the Canadian colonists – British and French and First Nations – fought back and the invasion was unsuccessful.

54. The War of 1812 began because

a. the Americans did not like the Canadians.
b. the colonies in British North America were using too many of the United States’ resources.
c. Britain tried to stop trade between France and the United States.
d. the Canadian settlers were good fighters.

55. You can infer that the War of 1812 may have helped to shape Canada’s identity because

a. First Nations, Canadiens, and English-speaking settlers joined together to fight off the Americans.
b. France and Britain continued having war with each other.
c. the United States showed it was not afraid to take on Canada in war.
d. First Nations people felt they were being treated fairly by the British government.

56. The Great Migration occurred between 1815 and 1850. It involved many thousands of people moving to British North America from Britain. The main reason why people chose to move to British North America was

a. rich British people had come to British North America on vacations and decided they wanted to settle in Britain’s American colonies.
b. all over Britain people had no work and no way to feed and clothe their families.
c. the Canadiens felt that their colony would be better off with more English-speaking people.
d. the residents of Québec felt they could not manage their farms without more help.
Population Growth of British North America, 1820s to 1850s

<table>
<thead>
<tr>
<th></th>
<th>1820</th>
<th>1830</th>
<th>1840</th>
<th>1850</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEI</td>
<td>10 000</td>
<td>10 000</td>
<td>20 000</td>
<td>25 000</td>
</tr>
<tr>
<td>Newfoundland</td>
<td>25 000</td>
<td>35 000</td>
<td>50 000</td>
<td>40 000</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>85 000</td>
<td>95 000</td>
<td>140 000</td>
<td>190 000</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>120 000</td>
<td>200 000</td>
<td>180 000</td>
<td>225 000</td>
</tr>
<tr>
<td>Upper Canada</td>
<td>175 000</td>
<td>205 000</td>
<td>410 000</td>
<td>980 000</td>
</tr>
<tr>
<td>Lower Canada</td>
<td>475 000</td>
<td>550 000</td>
<td>620 000</td>
<td>900 000</td>
</tr>
</tbody>
</table>

57. Most of the population growth in British North America was due to the Great Migration. According to the table, to which part of British North America did most people move?

a. Nova Scotia  
b. New Brunswick  
c. Upper Canada  
d. Lower Canada  

58. The main reason why rebellions took place in both Upper Canada and Lower Canada was

a. most of the power in government was held by people appointed by Britain.  
b. the residents did not believe their elected representatives were doing a good job.  
c. people felt they did not need an elected assembly.  
d. the governors of Upper and Lower Canada were not from one of the First Nations.

Use the following information to answer question 59.

In response to the rebellions in Upper Canada and Lower Canada, the British government sent Lord Durham to study the situation and write a report on what should be done. In his report he made three main recommendations:

**Recommendation #1:** Unite Lower and Upper Canada. It would be easier to control the Canadiens of Lower Canada because the English-speaking people would be in the majority.

**Recommendation #2:** Make government more democratic. The colonists should have more power to govern themselves.

**Recommendation #3:** Assimilate the Canadiens. We must raise the Canadiens up to have the same culture as the English.
59. You can infer from the information that Lord Durham felt that

a. the French-speaking and English-speaking populations should be treated equally.
b. governments in Canada should no longer be under British control.
c. the Canadien culture was inferior to the English culture.
d. the Canadien culture was superior to the English culture.

Use the following information to answer question 60.

Based on the recommendations in Lord Durham’s report, Britain passed the Act of Union in 1841.

**The Act of Union**

- Combined Upper and Lower Canada into a single province: the Province of Canada. Upper Canada would be called Canada West and Lower Canada would be called Canada East.
- Created a legislative council that the governor approved.
- Created an assembly with an equal number of elected representatives from Canada West and Canada East, although Canada East had a larger population.
- Made English the official language of government in the new Province of Canada.

60. You can tell from the above information that the British government

a. followed the recommendations in the Durham Report.
b. did not follow the recommendations in the Durham Report.
c. wanted to take steps to preserve the Canadien culture.
d. did not feel that language was an important issue.

61. What pressures did First Nations face during the 1840s?

a. They were being pushed off their land by European settlement.
b. Too many First Nations youth were adopting European ways.
c. Automobiles were causing air pollution.
d. Both English and French speaking people wanted to adopt First Nations ways.
Our Canada Teacher's Resource
Grade 7 Social Studies Year End Examination

Use the following information to answer question 62.

- Political deadlocks in the Province of Canada prevented the government from making any progress.
- Canadiens wanted guaranteed rights that protected their language and religion.
- Nova Scotia, New Brunswick, Newfoundland, and Prince Edward Island wanted to ensure that if they joined up with Canada East and Canada West, they would not be giving up all their power.
- The British North America colonies feared that the United States would try to take over one or more of them.
- Because of immigration, all the good farmland had been settled. The British North American colonies wanted to expand westward into Rupert’s land before the Americans tried to take over that area.
- The United States added an extra charge to goods coming in from British North America.

62. The best heading for the above list would be

   a. Struggles of the British Empire
   b. The American Dream
   c. Canadien Struggles for Equality
   d. Key Confederation Issues

63. What was the British North America Act of 1867?

   a. A set of rules that did not allow people in Québec to speak French
   b. The set of rules that outlined how the new Dominion of Canada should be governed
   c. The set of rules that explained the relationships that Canada should have with the United States
   d. A set of rules that completely disconnected Canada to Britain

64. What role did First Nations play in Confederation?

   a. Before any rules were adopted, First Nations groups had to approve them.
   b. First Nations groups were always consulted before any actions were taken.
   c. First Nations groups were never consulted about any issues having to do with Confederation.
   d. First Nations groups were sometimes asked for their opinions on matters that concerned just them.
65. Each of the other colonies joined Confederation when
   a. Canada sent troops in to make it join.
   b. it felt it would benefit from belonging to Canada.
   c. First Nations peoples began rebelling.
   d. they were invited by the queen.

66. Where were the Métis?
   a. immigrants from France
   b. immigrants from Britain
   c. people from the United States who wanted to live in Rupert's Land
   d. the children of First Nations mothers and European fathers and their descendants

*Use the following information to answer questions 67 and 68.*

**The Red River Resistance**

In 1869 the Canada’s government had an agreement with the Hudson’s Bay Company to take possession of Rupert’s Land and British-claimed territories in the northwest. Most Métis lived on a part of this land called Red River. However, Canada seemed to be making plans for this area as if nobody lived there.

Canada’s government sent surveyors out to measure the land into sections for settlement. This would push the fur trade and the Métis way of life off the land. In a famous incident in October 1869, Métis leader Louis Riel stopped the surveyors from crossing his cousin’s farm. This started a major conflict between Canada’s government and the Métis.

Until the conflict with Canada’s government could be resolved, the Métis decided to declare a *provisional government*. The members of the provisional government chose Louis Riel as president.

67. From the information above you can tell that
   a. the Métis thought of Red River as their permanent home.
   b. the Métis were hunters and trappers.
   c. Canada’s government wanted to respect the Métis way of life.
   d. the Métis lived in all parts of Rupert’s Land.

68. From the information you can infer that a provisional government is
   a. formed by a country’s government.
   b. a temporary government.
   c. a government elected by all the people in a country.
   d. A government without a leader.
Use the following information to answer question 69.

Speaker I: Louis Riel was a criminal. He led his people against Canada’s government.

Speaker II: Louis Riel was a hero. He stood up for the rights of the Métis. He is an example of what makes Canada great.

Speaker III: Louis Riel had no right to stop the surveyors from measuring out the land for settlement. The Métis did not pay for the land on which they settled, so it wasn’t really their land in the first place.

Speaker IV: Canada’s government should have respected the Métis as a group of people who needed a place to live and make a living. The Red River Resistance could have been avoided.

69. Which of the speakers most likely believes that it is up to government to ensure that minority rights are respected?

a. I
b. II
c. III
d. IV

Use the following information to answer question 70.

<table>
<thead>
<tr>
<th>Manitoba Act, 1870</th>
<th>Manitoba School Act, 1890</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acknowledged First Nations peoples’ right to land</td>
<td>• No longer separate schools for Catholics and Protestants</td>
</tr>
<tr>
<td>• Public funding for both Protestant and Catholic schools</td>
<td>• In schools instruction would be given only in English</td>
</tr>
<tr>
<td>• Recognized Métis rights to land</td>
<td>• Only English is the official language of Manitoba</td>
</tr>
<tr>
<td>• Made French and English official languages in the Manitoba legislature</td>
<td></td>
</tr>
</tbody>
</table>

70. Which of the following best describes how most Métis were affected by the Manitoba School Act?

a. They would no longer be allowed to own land.
b. They could still receive their education in French.
c. Their language and religion were threatened.
d. They would finally be able to learn to speak English well.
71. Which of the following was not a main reason for Canada’s government to make treaties with First Nations?

a. Canada wanted to build a railway across First Nations lands.
b. Canada wanted to avoid violence when it came to settling disagreements with First Nations groups.
c. The Royal Proclamation of 1763 recognized the rights of First Nations to their lands.
d. Canada’s government felt that First Nations people were equal to all other Canadians.

Use the following information to answer question 72.

The Numbered Treaties

Canada’s government thought the Numbered Treaties gave Canada ownership of the land. But “owning” was a European idea. The languages of the First Nations peoples did not have a word for “owning.” These peoples understood the Numbered Treaties, and continue to understand them, as agreements to share the land.

72. The information above illustrates an example of

a. different perspectives.
b. how one group tricks another.
c. First Nations foolishness.
d. silly government actions.

73. Canada’s government forced First Nations children to attend residential schools because

a. it wanted to save money.
b. First Nations parents did not want to raise their own children.
c. it wanted First Nations peoples to assimilate into English ways of life.
d. it wanted to give churches something to do.

74. Which of the following was not a major reason why the North West Mounted Police was formed?

a. stop illegal whiskey traders from coming to Canada from the United States.
b. provide protection to settlers
c. help to establish peace with First Nations groups
d. provide employment for married men in Ontario and Nova Scotia
75. Which of the following was not a reason why Canada’s government wanted to build a railway across Canada?

a. Canada had promised a railway to connect the province of British Columbia with eastern Canada.
b. The railway would be a way that new immigrants could travel to new lands in the western parts of Canada.
c. It would provide employment for Chinese workers.
d. The railway would help to unite the country because people could more easily travel from one region to the others.

76. In the late 1800s, Canada wanted people from other countries to settle in the west. It advertised only in the United States, Britain, and some northern European countries because

a. the government felt that these people would fit most easily into the “English” way of life.
b. the government only had a small amount of land for settlement.
c. it was afraid that people from other countries were not going to be hardworking.
d. it wanted people it felt could easily get along with First Nations groups.

77. What roles did Franco-Albertans play in the development of western Canada?

a. Canadiens missionaries established several settlements in the west.
b. Francophone leaders worked to establish Catholic schools for French-speaking students.
c. Francophone and Catholic religious orders established and operated hospitals.
d. All of the above.

78. In what year did Alberta become a province?

a. 1905
b. 1867
c. 1898
d. 1949
Use the following information to answer questions 79 and 80.

- Women gain the right to vote.
- First Nations and Inuit gain right to vote.
- People of Non-European descent win the right to vote.
- Canada becomes an official bilingual country.
- Canada adopts a policy of multiculturalism

79. From the information above you conclude that

a. Canada is doing its best to copy other countries in the world.
b. as the ideas and values of Canada change, so do its policies and laws.
c. the rights of Canadians are becoming increasingly more limited.
d. many Canadians do not agree with its new laws and policies.

Use the information below to answer question 80.

The territory of Nunavut was created in 1999. Nunavut has a majority Inuit population. This has allowed the government of Nunavut to introduce traditional Inuit values into its programs and services.

80. The information above illustrates how

a. Canada's government no longer considers the "English" way as superior to other ways of life.
b. the Inuit are adopting new ways.
c. the importance of having the same types of governments in every province and territory.
d. the Inuit way of life is better than that of other Canadians.
Our Canada Teacher's Resource
Grade 7 Social Studies Year End Examination

Our Canada
Year End Examination

Answer Sheet

1. _______ 21. _______ 41. _______ 61. _______
2. _______ 22. _______ 42. _______ 62. _______
3. _______ 23. _______ 43. _______ 63. _______
4. _______ 24. _______ 44. _______ 64. _______
5. _______ 25. _______ 45. _______ 65. _______
6. _______ 26. _______ 46. _______ 66. _______
7. _______ 27. _______ 47. _______ 67. _______
8. _______ 28. _______ 48. _______ 68. _______
9. _______ 29. _______ 49. _______ 69. _______
10. _______ 30. _______ 50. _______ 70. _______
11. _______ 31. _______ 51. _______ 71. _______
12. _______ 32. _______ 52. _______ 72. _______
13. _______ 33. _______ 53. _______ 73. _______
14. _______ 34. _______ 54. _______ 74. _______
15. _______ 35. _______ 55. _______ 75. _______
16. _______ 36. _______ 56. _______ 76. _______
17. _______ 37. _______ 57. _______ 77. _______
18. _______ 38. _______ 58. _______ 78. _______
19. _______ 39. _______ 59. _______ 79. _______
20. _______ 40. _______ 60. _______ 80. _______
Answer Sheet

1. d  21. c  41. d  61. a
2. a  22. b  42. c  62. d
3. c  23. a  43. c  63. b
4. c  24. d  44. b  64. c
5. b  25. c  45. a  65. b
6. d  26. c  46. a  66. d
7. a  27. b  47. d  67. a
8. a  28. a  48. b  68. b
9. b  29. a  49. d  69. d
10. a  30. c  50. c  70. c
11. c  31. d  51. c  71. d
12. d  32. c  52. d  72. a
13. c  33. a  53. a  73. c
14. c  34. b  54. c  74. d
15. c  35. a  55. a  75. c
16. a  36. d  56. b  76. a
17. a  37. c  57. c  77. d
18. b  38. c  58. a  78. a
19. a  39. d  59. c  79. b
20. c  40. a  60. a  80. a