Part 2

Canada After Confederation

Chapter 8: The Métis
Chapter 9: Growth in the West
Chapter 10: Expanding Confederation
Chapter 11: Encouraging Immigration
Chapter 12: Changing Societies in the West
Chapter 13: A New Canada
Chapter 14: Canada Today
Chapter 8

The Métis

Key Concept: Emerging Identities

Chapter Inquiry: In what ways did the Métis have an impact of the development of Western Canada?
Social Studies Grade Seven
Chapter 8
The Métis

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Lesson 8.1

Concept: Introduction to Part 2 and Introduction to Chapter 8

Resources/Materials: Voices and Visions, pages 166 – 170
Worksheets #7.8.1a, #7.8.1b, and #7.8.1c (student copies)
Worksheet #7.8.1d (optional, student copies)
Wall Map of Canada

Introduction: Using the map of Canada, point out the original four provinces that made up Canada only make up a portion of what Canada is today. Be sure to point out that the areas covering Québec and Ontario today are much larger than the areas they covered in 1867.

Explain that the second half of the grade seven program is about Canada after Confederation. There have been significant changes to area that makes up Canada, to democracy in Canada, and to the people who call themselves Canadians. These changes are part of the modern Canadian identity.

Explain that Chapter 8 is about one of the three Aboriginal groups in Canada – the Métis.

Procedure:

1. Explain that learning about the Métis is important to all Canadians. Besides learning about a group who have a unique history and culture, it also helps Canadians learn something about how to view and treat minority groups.

2. Have students turn to textbook, pages 166 and 167. Guide the reading of page 166. Advise students to refer to the timeline on pages 166 and 167 when they need to understand how a particular event in Canadian history fits into the scheme of things. They can also refer back to pages 2 and 3.

3. Have students scan Chapter 8. Then have them read pages 168 – 170.

4. Distribute Worksheets #7.8.1a, #7.8.1b, and #7.8.1c. Go over the directions, if necessary.

5. Have students write an essay stating a position on a relevant issue. Emphasize that when expressing an opinion, you can come down on one side of an issue or the other. However, you can also suggest some kind of combination of the two sides. They may not be able to do some of the research. If you feel it will help, distribute Worksheet #7.8.1d. Some ideas for topics for the essay:
   • Should students be allowed to eat and chew gum in school?
   • Should recesses be longer?
   • Should junior high school students have homework?

Assignments:

1. Read Voices and Visions, pages 166 – 170.
2. Do Worksheets #7.8.1a, #7.8.1b, and #7.8.1c.
3. Write an essay expressing an opinion.
Who Are the Métis?

The Métis are the descendants of marriages between First Nations mothers and French or Scottish fathers. They are 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, coureurs de bois, voyageurs, 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 provide a meat source to feed outlying communities and trading posts. They gathered wild berries and wild vegetables 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 showed 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 waists. 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 home 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 the same area around the present-day city of Winnipeg, was important because it showed how the Canadian government did not recognize the Métis citizens’ rights as equal to those of other Canadians.
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, coureurs de bois, voyageurs, canoe 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 large loads on bigger bodies of water easier, the Métis ___________ (deeinntv) the York boat.

8. Another Métis invention was the Red River cart. It could ____________________ (anoprrstt) goods over land and through 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 ____________________ (cdddee) 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.
Points of View and Perspectives on Métis Identity

Directions: Use Voices and Visions, pages 168 and 169 to help you with the questions.

1. What is identity?

2. What is the difference between point of view and perspective?

3. Match these statements with the people from page 169 of your textbook.

__________________________ They want the British government to protect them, yet they think of themselves as a distinct cultural group. They feel they should have the right to own land and even adopt unique symbols that represent them.

__________________________ There are not many of us, but that doesn't mean we will allow the Canadian government to treat us as if we are nothing. We will stand up for ourselves.

__________________________ Being Métis is just part of my identity. I am also a person who wants to make a positive contribution to the world. I want to help make the world a better place for all.

__________________________ The Métis are a group that connects the East to the West.

__________________________ We are not accepted by First Nations nor are we accepted by those of European heritage. That being the case, we will develop our own communities and our own identity.

4. Examine the picture at the bottom of pages 168 and 169. What parts show influence the influence of First Nations? European cultures? Métis?

__________________________
Expressing an Opinion in a Personal Essay

A personal essay is a written composition in which you express your opinion on a particular issue. An issue is a question in which there is no clear right or wrong answer.

There are distinct parts to an essay. Following is an explanation of what you should include in each part.

Introduction

- Usually a paragraph long
- Explain what the issue is.
- Tell why the issue is important.
- Briefly tell where you stand on the issue.

Body

- Usually several paragraphs long
- Explain your stand on the issue in more detail.
- Devote one paragraph to each of the reasons that you feel as you do.
- In each paragraph state one of your reasons and support your reason with facts and other information.

Conclusion

- Restate the issue and your position.
- Explain why your position on the issue is important for the future.

General Guidelines

- Think about the issue first. Then decide what your opinion is.
- Think about your reasons for having the opinion.
- Plan the order in which you will present your ideas.
- An essay is considered to be a formal type of writing. Try to avoid slang.

The above are general guidelines. If you do not have much experience writing about your personal views, you might want to express your opinion in just a paragraph or two. You will find that the more essays you write, the longer they will become. Just remember, when writing an essay, you have to write it so that someone who has never heard of the issue will understand what the issue is and fully understand and appreciate your position. Ask your teacher for guidance.
Directions: Unscramble the letters in parentheses to make words that go in the spaces.

1. The Métis are the ____________ (acddeennsst) of marriages between First Nations mothers and French or Scottish fathers.

2. Because they were often not accepted by Aboriginal or European ____________ (ceiimmnosttu), 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, coureurs de bois, voyageurs, canoe 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 large loads on bigger bodies of water easier, the Métis ____________ (deeinntv) the York boat.

8. Another Métis invention was the Red River cart. It could ____________ (anoprrsst) goods over land and through 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.
Directions: Use *Voices and Visions*, pages 168 and 169 to help you with the questions.

1. What is identity?
   
   a set of characteristics and values that describes the essence of a person or a group

2. What is the difference between point of view and perspective?
   
   point of view → an individual’s viewpoint on an issue or situation
   perspective → a group’s viewpoint

3. Match these statements with the people from page 169 of your textbook.

   **William McGillivray** They want the British government to protect them, yet they think of themselves as a distinct cultural group. They feel they should have the right to own land and even adopt unique symbols that represent them.

   **Louis Riel** There are not many of us, but that doesn’t mean we will allow the Canadian government to treat us as if we are nothing. We will stand up for ourselves.

   **Christi Belcourt** Being Métis is just part of my identity. I am also a person who wants to make a positive contribution to the world. I want to help make the world a better place for all.

   **Lord Dufferin** The Métis are a group that connects the East to the West.

   **Joel Anderson** We are not accepted by First Nations nor are we accepted by those of European heritage. That being the case, we will develop our own communities and our own identity.

4. Examine the picture at the bottom of pages 168 and 169. What parts show influence the influence of First Nations? European cultures? Métis?

   First Nations - tips  European - horses
   Métis - Red River carts
Lesson 8.2

Concept: The Métis: An Emerging Identity in the West

Resources/Materials: Voices and Visions, pages 171 – 176

Introduction: Recall that students learned some things about Métis culture in the last lesson. Today students will learn more about their history and culture.

If you feel it is appropriate, discuss students experiences with being “different” than other people in the area. How do they feel? How were they treated? How did they cope? Explain that the Métis were, and in many cases, still are treated with prejudice and discrimination. They set up their own communities. Today, most Métis have become assimilated, but there are eight Métis settlements in Alberta.

Procedure:

1. Have students turn to textbook, page 171. Spend a few moments explaining the term demographics. Then with students examine the map at the bottom of the page. Because it contains several different types of information, point out that it cannot be interpreted with just a quick glance.

2. Explain that pages 171 – 176 tell more about the Métis.

3. Have students read pages 171 – 176.

4. Distribute Worksheets #7.8.2a and #7.8.2b. Go over the directions, if necessary. ALTERNATELY. Have students make point-form notes on the pages read.

5. OPTIONAL. Have students make a graphic of some kind (chart, Venn diagram) that compares the Métis with their own culture.

6. OPTIONAL. Have students do the Think It Through questions on textbook, page 176.

Assignments:

1. Read Voices and Visions, pages 171 – 176.
2. Do Worksheets #7.8.2a and #7.8.2b. OR Make point-form notes.
3. OPTIONAL. Compare the Métis with your own cultural group.
4. OPTIONAL. Do the Think It Through questions, page 176.
Directions: Use *Voices and Visions*, pages 171 – 176 to help you with the questions.

1. What are demographics?

2. Who lived in Red River? Tell a little about each, if you can.

   ![Diagram of the Residents of Red River]

3. How did living in their own communities influence the Métis culture?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
4. How did having First Nations mothers and European fathers influence Métis culture?


5. What effect do you think poets like Pierre Falcon and painting showing traditional Métis culture have on the identity of the Métis?


6. How do things such as having the Métis flag and the Métis sash contribute to the Métis identity?


7. In the space below, use a graphic to organize information about the economy that the Métis developed in the mid-1800s.
Directions: Use *Voices and Visions*, pages 171 – 176 to help you with the questions.

1. What are demographics?

   the characteristics of the people of a particular place

2. Who lived in Red River? Tell a little about each, if you can.

   **Francophone Métis**
   - 4000
   - mainly Catholic
   - some kept First Nations spiritual beliefs

   **Country Born Métis**
   - children of First Nations women and British traders
   - mainly Protestant
   - some held First Nations beliefs

   **Cree and Anishinabe**

   **THE RESIDENTS OF RED RIVER**

   **Roman Catholic missionaries**
   - built churches and schools

   **Canadiens**
   - lived in St. Boniface

   **British employees of the Hudson’s Bay Company**

3. How did living in their own communities influence the Métis culture?

   developed their own culture with distinct ways of life →
   own language, artistic style, poetry, music, dance, economy, and values
4. How did having First Nations mothers and European fathers influence Métis culture?
   - learned some ways of life from both cultures, including languages (French, English, First Nations languages)

5. What effect do you think poets like Pierre Falcon and painting showing traditional Métis culture have on the identity of the Métis?
   - help preserve moments in history
   - help form values and attitudes

6. How do things such as having the Métis flag and the Métis sash contribute to the Métis identity?
   - help to unify and represent who the Métis are

7. In the space below, use a graphic to organize information about the economy that the Métis developed in the mid-1800s.  
   Answers may vary.

   ![Economy Diagram]
   - Fur Trade
     - employed as
     - suppliers
     - guides
     - interpreters
     - trappers
     - traders
     - freighters
   - Buffalo Hunt
     - expert buffalo hunters
     - men hunted
     - women prepared meat (e.g., made pemmican)
     - sold meat to fur-traders
Lesson 8.3

Concept: Conflict at Red River

Resources/Materials: Voices and Visions, pages 177 – 179
Worksheets #7.8.3a, #7.8.3b, and #7.8.3c (student copies)

Introduction: Have students explain to you why the Hutterites have moved several times in their history (basic beliefs were challenged; injustices by the government and larger society). Explain that the Métis also have moved several times in their history. Their reasons were not identical to those of the Hutterites, however. Explain that the two next sections of the Chapter 8 tells about how the British and Canadian governments interacted with the Métis of Red River. The government and the Métis had different ideas about the rights of Métis people.

Procedure:

1. Ask students what their reaction would be if one day some new people just came and started settling on their land. Explain that this is what the Métis of Red River experienced.

2. Explain that Hudson’s Bay Company sold the area around Lake Winnipeg and the Red River to a Scottish nobleman, Lord Selkirk. He was going to use it set up a colony with Scottish farmers. The British government’s position was that the Métis never really owned the land in the first place; that it belonged to HBC and they could sell it if they wished. The Métis position was that they had been living on the land in Red River for a hundred years and established farms and settlements.

3. Have students turn to textbook, page 177. With students scan the headings and pictures on pages 177 – 179. Conclude that the interaction between Lord Selkirk and the Métis was not a peaceful one.


5. Distribute Worksheets #7.8.3a, #7.8.3b, and #7.8.3c. Go over the directions, if necessary.

6. OPTIONAL. Do the Think It Through questions on textbook, page 179.

Assignments:

1. Read Visions and Voices, pages 177 – 179.
2. Do Worksheets #7.8.3a, #7.8.3b, and #7.8.3c.
3. OPTIONAL. Do the Think It Through questions, page 179.
Directions: Use *Voices and Visions*, pages 177 – 179 to help you with the questions.

1. The conflict at Red River happened because two different groups had two different perspectives. Complete the chart to tell about these perspectives.

<table>
<thead>
<tr>
<th>Métis Perspective</th>
<th>Hudson’s Bay Company Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Why is it that the Nor’Westers also opposed the development of the Red River Colony by the Hudson’s Bay Company?

________________________________________________________________________

________________________________________________________________________

3. Examine the map at the bottom of page 177 and read the caption. Why might the location and size of this Red River colony be a concern for the Métis?

________________________________________________________________________

________________________________________________________________________

4. Would the Hutterites have reacted to the situation the way that the Métis did? Explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
5. Put the following events in the flow chart on Worksheet #7.8.3b to show the order in which they happened.

______ At the Battle of Seven Oaks the Métis battled and won against a group of armed HBC men and settlers.

______ The Métis were concerned because they had farmed that land for over a hundred years.

______ Lord Selkirk bought land on the Red River from the Hudson’s Bay Company. He planned to have Scottish colonists settle the land.

______ The Métis and Nor’Westers united to try to drive the colonists out of the area.

______ Many Métis decided to give up farming and move to Batoche in Saskatchewan.

______ The Battle of Seven Oaks was the first time the Métis had stood up to the Canadian government. It marked the beginning of the Métis nation.

______ Métis hunters and their families spent winter on the plains close to the buffalo herds.

______ The Hudson’s Bay Company took over the North West Company.
Directions: Complete the flow chart about the events that led up to and what happened after the conflict at Red River.
Conflict at Red River

Directions: Use Voices and Visions, pages 177 – 179 to help you with the questions.

1. The conflict at Red River happened because two different groups had two different perspectives. Complete the chart to tell about these perspectives.

<table>
<thead>
<tr>
<th>Métis Perspective</th>
<th>Hudson’s Bay Company Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Métis have lived at River for a hundred years.</td>
<td>The land is the HBC’s to do with as it sees it.</td>
</tr>
<tr>
<td>The Métis developed the land.</td>
<td>The Métis have no legal papers to say it is theirs.</td>
</tr>
<tr>
<td>It is not fair for someone to simply take over where we have been living for so many years.</td>
<td></td>
</tr>
</tbody>
</table>

2. Why is it that the Nor’Westers also opposed the development of the Red River Colony by the Hudson’s Bay Company?

   The NWC was in competition with HBC for control of the fur trade.
   The settlers would disrupt the NWC’s fur trade.

3. Examine the map at the bottom of page 177 and read the caption. Why might the location and size of this Red River colony be a concern for the Métis?

   The Red River Colony started out as a relatively small area, but it could grow to eventually take over all of the Métis lands and more.

4. Would the Hutterites have reacted to the situation the way that the Métis did? Explain.
   Answers may vary
   Probably not. Hutterites do not believe in settling disputes using violence
Directions: Complete the flow chart about the events that led up to and what happened after the conflict at Red River.

Lord Selkirk bought land on the Red River from the Hudson's Bay Company. He planned to have Scottish colonists settle the land.

The Métis were concerned because they had farmed that land for over a hundred years.

The Métis and Nor’Westers united to try to drive the colonists out of the area.

At the Battle of Seven Oaks, the Métis battled and won against a group of armed HBC men and settlers.

Many Métis decided to give up farming and move to Batoche in Saskatchewan.

Métis hunters and their families spent winter on the plains close to the buffalo herds.

The Hudson’s Bay Company took over the North West Company.

The Battle of Seven Oaks was the first time the Métis had stood up to the Canadian government. It marked the beginning of the Métis nation.
Lesson 8.4

Concept: Red River Resistance, 1869

Resources/Materials: Voices and Visions, pages 180 – 184
Worksheets #7.8.4a and #7.8.4b (student copies)

Introduction: Discuss any parallels there might be between how the British government viewed the Métis and how it viewed First Nations, when it came to territory.

Explain that after Confederation, Canada was considering adding more provinces and expanding its territory. One of the things that the Government of Canada wanted to do was to annex Rupert’s Land. Rupert’s Land was still under British rule. It was occupied almost exclusively by First Nations, but the Métis did have settlements in Red River.

Explain that this section tells why and how a major conflict occurred between the Métis and the Government of Canada.

Procedure:

1. Explain that a man by the name of Louis Riel was a leader in the Métis community. Today, he is a hero to the Métis because he stood up for the rights of the Métis.

2. Have students turn to textbook, page 180. If you have the time, guide the reading of pages 180 – 184. If you do not, then explain that in their reading, students will come across the term provisional government. Explain that a provisional government is one that is set up and until something more permanent can be set up. Then have students read the pages independently.

3. Distribute Worksheets #7.8.4a and #8.7.4b. Go over the directions, if necessary

4. OPTIONAL. Have students do question #1 and question #2a of Think It Through, page 184.

Assignments:

2. Do Worksheets #7.8.4a and #7.8.4b.
3. OPTIONAL. Have students do Think It Through, questions #1 and #2a on page 184.
**Directions:** Use *Voices and Visions*, pages 180 – 184 to help you with the questions.

1. Think about the points of view expressed by the three individuals on page 181. Complete the chart to tell about them.

<table>
<thead>
<tr>
<th>Person</th>
<th>Who He Was</th>
<th>Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sir John A. Macdonald</td>
<td></td>
<td></td>
</tr>
<tr>
<td>George Brown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pitikwahanapiwiyin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What three factors led to the purchase of Rupert’s Land by the Canadian government from the Hudson’s Bay Company?

**Causes**

-  
-  
-  

**Effect**

- Canada purchased Rupert’s Land from the HBC in 1869 for 1.5 million dollars.
3. What concerns did the Métis have about being Canada taking control of their homeland now that Rupert’s Land was part of Canada?

a. __________________________________________________________

b. __________________________________________________________

c. __________________________________________________________

d. __________________________________________________________

4. What events led up to the Métis establishing a provisional government?

1. The Government of Canada purchased Rupert’s Land from the Hudson’s Bay Company in 1869.

2. ____________________________

3. ____________________________

4. The Métis decided to set up a provisional government and chose Louis Riel to be their leader.

2. Examine the “Métis Bill of Rights” on pages 183. In what ways does it promote

a. multiculturalism? ____________________________________________

b. democracy? _________________________________________________


<table>
<thead>
<tr>
<th>Anglophone Perspective</th>
<th>Francophone Perspective</th>
</tr>
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<tbody>
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</table>

Worksheet #7.8.4b
The Red River Resistance, 1869

Directions: Use Voices and Visions, pages 180 – 184 to help you with the questions.

1. Think about the points of view expressed by the three individuals on page 181. Complete the chart to tell about them.

<table>
<thead>
<tr>
<th>Person</th>
<th>Who He Was</th>
<th>Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sir John A. Macdonald</td>
<td>Canada’s first prime minister</td>
<td>wanted to establish a colony for fear that the Americans would try to annex the land</td>
</tr>
<tr>
<td>George Brown</td>
<td>Owner/publisher of The Globe newspaper</td>
<td>in favour of developing the west</td>
</tr>
<tr>
<td>Pitikwahanapiwiyan</td>
<td>Cree leader</td>
<td>the land belongs to First Nations</td>
</tr>
</tbody>
</table>

2. What three factors led to the purchase of Rupert’s Land by the Canadian government from the Hudson’s Bay Company?

**Causes**

- Scientists sent to the West by the Canadian government stated that the land was suitable for farming. They also said the land had many natural resources.
- Good farmland in Ontario was becoming scarce. People began looking outside central Canada for new areas to colonize.
- Many feared that if Canada did not claim Rupert’s Land, the United States would.

**Effect**

- Canada purchased Rupert’s Land from the HBC in 1869 for 1.5 million dollars.
3. What concerns did the Métis have about being Canada taking control of their homeland now that Rupert’s Land was part of Canada?
   a. Would Métis and First Nations have a role in the new government?
   b. Would they be allowed to keep their French language and Catholic religion?
   c. Would they be able to keep their farms and way of life?
   d. Would English-speaking Protestants overwhelm them?

4. What events led up to the Métis establishing a provisional government?
   1. The Government of Canada purchased Rupert’s Land from the Hudson’s Bay Company in 1869.
   2. The federal government sent surveyors out to measure off the land for new colonists.
   3. The Métis, led by Louis Riel, stopped the surveyors and ordered them to leave. They set up a National Committee to protect their rights.
   4. The Métis decided to set up a provisional government and chose Louis Riel to be their leader.

2. Examine the “Métis Bill of Rights” on pages 183. In what ways does it promote
   a. multiculturalism? Stated that government would use French and English and that treaties should be negotiated with First Nations.
   b. democracy? Laws should be decided by residents, local officials should be elected.


<table>
<thead>
<tr>
<th>Anglophone Perspective</th>
<th>Francophone Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Métis were criminals. The government should take revenge against the Métis.</td>
<td>The Métis were defending their rights and the Francophone Catholic way of life</td>
</tr>
</tbody>
</table>

Worksheet #7.8.4b
Lesson 8.5

Concept: The Creation of Manitoba

Resources/Materials: Voices and Visions, pages 185 and 186
Worksheets #7.8.5a and #7.8.5b (student copies)

Introduction: Explain that after Confederation in 1867, Manitoba became Canada’s fifth province. This happened in 1870 – three years later. Remind students that the Métis are an important group of people living in Manitoba, but they are not the only group, nor are they the most powerful group. Anglophones are the most powerful. It was the Manitoba Act that created the Province of Manitoba.

Procedure:

1. Have students refer back to the “Bill of Rights” proposed by the Métis on page 183. Then have them turn to textbook, page 185. If possible, guide the reading of the page.

2. Have students read pages 185 and 186 to find out why the government of Canada sent soldiers out to Manitoba.

3. Distribute Worksheets #7.8.5a and #7.8.5b. Go over the directions.

4. OPTIONAL/RECOMMENDED. Have students do the Think It Through questions on textbook, page 186.

Assignments:

1. Read Voices and Visions, pages 185 and 186.
2. Do Worksheets #7.8.5a and #7.8.5b.
3. OPTIONAL/RECOMMENDED. Do the Think It Through questions, page 186.
Directions: Use *Voices and Visions*, pages 185 and 186 to help you with the questions.

1. Examine the map on page 185. Manitoba was often called the “postage stamp” province. Why?

2. Most of the terms set down in the “Bill of Rights” drawn up by the Métis were agreed to by Canada’s prime minister. What does this tell you about
   a. John A. Macdonald? 
   b. the Métis?

3. How do you think each of the groups that lived in the new province of Manitoba felt about the terms outlined in the Manitoba Act? Why?

<table>
<thead>
<tr>
<th>Group</th>
<th>How You Think It Felt</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Francophones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anglophones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Nations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #7 8.5a
4. How did each of the following view the purpose of sending soldiers to Manitoba?

a. Government of Canada

b. The Métis

c. The soldiers

4. Following are the important terms of the Manitoba Act. Beside each term write one or more of these letters:

P = political  R = religious  E = educational  L = language  N = resources

_____ Manitoba would have its own provincial government.

_____ Both French and English would be used in the government and courts.

_____ The province would be able to send four elected members to the House of Commons in Ottawa and two members to the Senate.

_____ There would be two publicly funded school systems, one for Protestants and one for Catholics.

_____ An area of land would be set aside for the Métis to use.

_____ The natural resources of the new province would remain under the control of the federal government.
Directions: Use Voices and Visions, pages 185 and 186 to help you with the questions.

1. Examine the map on page 185. Manitoba was often called the “postage stamp” province. Why?
   - small and shaped like a postage stamp

2. Most of the terms set down in the “Bill of Rights” drawn up by the Métis were agreed to by Canada’s prime minister. What does this tell you about

   a. John A. Macdonald? sympathetic to the situation and caused of the Métis
      - felt that a pluralistic society was viable

   b. the Métis? tolerant and accepting of different cultural groups

3. How do you think each of the groups that lived in the new province of Manitoba felt about the terms outlined in the Manitoba Act? Why?

<table>
<thead>
<tr>
<th>Group</th>
<th>How You Think It Felt</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métis</td>
<td>mostly positive</td>
<td>met almost all the points set out in the provisional government’s Bill of Rights</td>
</tr>
<tr>
<td>Francophones</td>
<td>mostly positive</td>
<td>able to keep language and have publicly funded Catholic schools</td>
</tr>
<tr>
<td>Anglophones</td>
<td>good/bad</td>
<td>able to use English and have publicly funded Protestant schools, many feel there should be only English and publicly funded Protestant schools</td>
</tr>
<tr>
<td>First Nations</td>
<td>mostly negative</td>
<td>First Nations completely ignored</td>
</tr>
</tbody>
</table>
4. How did each of the following view the purpose of sending soldiers to Manitoba?

a. Government of Canada ______ Soldiers sent to keep peace in Manitoba and defend the territory in case United States tried to claim it.

b. The Métis ______ The Canadian government cannot be trusted.

c. The soldiers ______ Many of the soldiers were Ontario volunteers who thought their role was to punish the Métis.

4. Following are the important terms of the Manitoba Act. Beside each term write one or more of these letters:

\[ P = \text{political} \quad R = \text{religious} \quad E = \text{educational} \quad L = \text{language} \quad N = \text{resources} \]

\[ \text{P} \quad \text{Manitoba would have its own provincial government.} \]

\[ \text{L} \quad \text{Both French and English would be used in the government and courts.} \]

\[ \text{P} \quad \text{The province would be able to send four elected members to the House of Commons in Ottawa and two members to the Senate.} \]

\[ \text{E R} \quad \text{There would be two publicly funded school systems, one for Protestants and one for Catholics.} \]

\[ \text{N} \quad \text{An area of land would be set aside for the Métis to use.} \]

\[ \text{N} \quad \text{The natural resources of the new province would remain under the control of the federal government.} \]
Lesson 8.6

Concept: Second Métis Uprising, 1888

Resources/Materials: Visions and Voices, pages 187 – 192

Introduction: Recall with students, the First Métis Uprising in 1869, the issues that led to it, and how it ended. Explain that the Manitoba Act was supposed to address many of the Métis’ concerns. However, the terms of the Act were not always carried out in the spirit in which they were intended. This led to great frustration on the part of the Métis, First Nations, and Francophones. It led to second uprising.

Procedure:

1. Discuss with students how they feel when they are promised something and then the promise is not kept. This is what happened to the Métis. For anyone, when this occurs, trust is lost.

2. Have students turn to textbook, page 187. Have them scan the headings and take a quick look at the pictures and graphics. If necessary, go over any obvious vocabulary concerns; e.g., “grievances”.

3. Distribute Worksheets #7.8.6a, #7.8.6b, and #7.8.5c. Direct students to read a section of pages 187 – 192 and then do the relevant sections on the worksheets.

4. OPTIONAL. Have students do the Think It Through questions on textbook, page 192.

Assignments:

2. Do Worksheets #7.8.6a, #7.8.6b, and #7.8.6c.
3. OPTIONAL. Do the Think It Through questions, pages 192.
Second Métis Uprising

Directions: Use Voices and Visions, pages 187 – 192 to help you with the questions.

Read each section. Then after you have read the section, answer the question or questions having to do with that particular section.

Problems Persist

1. What kinds of problems did the Métis experience after the Province of Manitoba was created?

<table>
<thead>
<tr>
<th>With regard to land ownership</th>
<th>With regard to people from Ontario moving in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What did the Métis do in response to these problems?

<table>
<thead>
<tr>
<th>With regard to where they lived</th>
<th>With regard to how their new settlements were governed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Métis and First Nations Grievances

3. Complete the sentences.

   a. By the 1880s the Métis faced a number of challenges to their way of life, such as
b. First Nations, who faced similar problems, had not choice but to ________________

4. Put a check mark (✔) under Métis or First Nations to show the types of concerns that each group had.

<table>
<thead>
<tr>
<th>Concern</th>
<th>Métis</th>
<th>First Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land ownership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being assimilated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Losing sources of food and other basic needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being ignored by government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being betrayed by government</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Riel Returns

5. What happened because of each of the following?

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Government of Canada ignored 15 petitions sent by the First Nations and Métis.</td>
<td></td>
</tr>
<tr>
<td>The Métis, led by Riel, set up their own government at Batoche.</td>
<td></td>
</tr>
<tr>
<td>The government ignored the Bill of Rights and other demands.</td>
<td></td>
</tr>
<tr>
<td>Many Métis respected Gabriel Dumont and Riel.</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #7.8.6b
Rising in Arms

6. Use the chart to tell about the Northwest Resistance of 1885.

<table>
<thead>
<tr>
<th>What happened?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How did it end?</td>
<td></td>
</tr>
</tbody>
</table>

The Government Reacts

7. Use the chart to tell about how the government reacted to the Northwest Resistance.

<table>
<thead>
<tr>
<th>What happened?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How did it end?</td>
<td></td>
</tr>
</tbody>
</table>

The Fate of Louis Riel

8. In the end how did the Government of Canada punish Louis Riel for his part in the Northwest Resistance?

________________________________________________________________________

________________________________________________________________________

9. How do you know that John A. Macdonald was not entirely sure that his government was being fair when they punished Louis Riel?

________________________________________________________________________

________________________________________________________________________

10. Look at the political cartoon at the bottom of page 191. What do you think is the message of the cartoon?

________________________________________________________________________
The Government Tightens Its Grip

11. Put a check mark (√) in front of the sentences that are true.

_____ After the uprising of 1885, the government decided to respond to some of the Métis’ complaints.

_____ The Métis were grateful for getting the scrip and began to farm the land again.

_____ First Nations people in the West were punished for their role in the resistance.

_____ First Nations people were required to stay on their reserves unless they had permission from a government agent to travel.

_____ The restrictions on First Nations opened up more land for European farmers and made land available to build the railway.

_____ The Métis used violence to settle their disagreements with the government before trying more peaceful ways.

_____ After the resistance of 1885, the Métis felt successful in their attempt to be recognized as a distinct people.

Mistahimaskwa, Leader of the Cree

12. In your opinion, what are Mistahimaskwa’s most important character traits? Give evidence for each character trait.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Directions: Use *Voices and Vision*, pages 187 – 192 to help you with the questions.

Read each section. Then after you have read the section, answer the question or questions having to do with that particular section.

**Problems Persist**

1. What kinds of problems did the Métis experience after the Province of Manitoba was created?

<table>
<thead>
<tr>
<th>With regard to land ownership</th>
<th>With regard to people from Ontario moving in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each farm was supposed to be given a scanp, but the system did not work well and many did not receive their land.</td>
<td>Newcomers from Ontario did not show respect for the Métis and wanted Manitoba to be an English-speaking Protestant province</td>
</tr>
</tbody>
</table>

2. What did the Métis do in response to these problems?

<table>
<thead>
<tr>
<th>With regard to where they lived</th>
<th>With regard to how their new settlements were governed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some became frustrated and moved farther west and north to live as hunters, trappers, and farmers. Others began logging and running small businesses</td>
<td>In some Western settlements, the Métis set up their own governments. Laws in the community based on rules of the buffalo hunt. Some viewed this as opposing the Canadian government</td>
</tr>
</tbody>
</table>

**Métis and First Nations Grievances**

3. Complete the sentences.

   a. By the 1880s the Métis faced a number of challenges to their way of life, such as

      starvation and poverty that resulted from the drastically reduced buffalo population
b. First Nations, who faced similar problems, had not choice but to **make**

**treaties with the Canadian government**

4. Put a check mark (✓) under Métis or First Nations to show the types of concerns that each group had.

<table>
<thead>
<tr>
<th>Concern</th>
<th>Métis</th>
<th>First Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land ownership</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Being assimilated</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Losing sources of food and other basic needs</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Being ignored by government</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Being betrayed by government</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Riel Returns**

5. What happened because of each of the following?

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Government of Canada ignored 15 petitions sent by the First Nations and Métis.</td>
<td>Métis invited Louis Riel back to Canada to help them</td>
</tr>
<tr>
<td>The Métis, led by Riel, set up their own government at Batoche.</td>
<td>Sent a Bill of Rights to Ottawa</td>
</tr>
<tr>
<td>The government ignored the Bill of Rights and other demands.</td>
<td>Riel suggested the Métis take up arms.</td>
</tr>
<tr>
<td>Many Métis respected Gabriel Dumont and Riel.</td>
<td>Métis decide to join the uprising</td>
</tr>
</tbody>
</table>
Rising in Arms

6. Use the chart to tell about the Northwest Resistance of 1885.

<table>
<thead>
<tr>
<th>What happened?</th>
<th>Métis battled against the North West Mounted Police at Duck Lake and Frog Lake</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did it end?</td>
<td>Métis defeated NWMP</td>
</tr>
</tbody>
</table>

The Government Reacts

7. Use the chart to tell about how the government reacted to the Northwest Resistance.

<table>
<thead>
<tr>
<th>What happened?</th>
<th>Federal government sent soldiers to battle Métis and their Cree and Dakota allies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did it end?</td>
<td>Métis and First Nations allies were defeated.</td>
</tr>
</tbody>
</table>

The Fate of Louis Riel

8. In the end how did the Government of Canada punish Louis Riel for his part in the Northwest Resistance?

 tried him for treason; executed him by hanging

9. How do you know that John A. Macdonald was not entirely sure that his government was being fair when they punished Louis Riel?

 delayed his execution two times

10. Look at the political cartoon at the bottom of page 191. What do you think is the message of the cartoon? Answers may vary

 John A. Macdonald torn about how to handle the Louis Riel situation
The Government Tightens Its Grip

11. Put a check mark (✓) in front of the sentences that are true.

- ✓ After the uprising of 1885, the government decided to respond to some of the Métis’ complaints.
- ___ The Métis were grateful for getting the scrip and began to farm the land again.
- ✓ First Nations people in the West were punished for their role in the resistance.
- ✓ First Nations people were required to stay on their reserves unless they had permission from a government agent to travel.
- ✓ The restrictions on First Nations opened up more land for European farmers and made land available to build the railway.
- ___ The Métis used violence to settle their disagreements with the government before trying more peaceful ways.
- ___ After the resistance of 1885, the Métis felt successful in their attempt to be recognized as a distinct people.

Mistahimaskwa, Leader of the Cree

12. In your opinion, what are Mistahimaskwa’s most important character traits? Give evidence for each character trait. Answers will vary

- peace-loving - hoped to solve issues with government with peaceful talks
- wise - knew government promises were empty
- cautious - suspicious of Canadian government and the settlers.

________________________________________
________________________________________
________________________________________
Lesson 8.7

Concept: Chapter 8 Project: Writing an Opinion Piece on Louis Riel

Resources/Materials: Voices and Visions, page 193

Introduction: Briefly recount the Métis’ struggle to be recognized as Canadians and enjoy the same rights as other Canadians. Explain that many consider their leader Louis Riel to be a traitor and criminal. Others feel his is a genuine Canadian hero for standing up for his people. Ask students how they feel.

Procedure:

1. Have students turn to textbook, page 193. With students read the comments (left hand side of page) about Louis Riel.

2. Assign students to write a personal essay stating their opinions about the Louis Riel. Students may want to refer to Worksheet #7.8.1d for some guidance on how to structure their essays.

3. ALTERNATELY. You could set up a debate on the question: Was Louis Riel a traitor or a criminal?

Assignment:

Write an essay expressing your opinion of Louis Riel.

ALTERNATELY. Set up a debate on the question: Was Louis Riel a traitor or a criminal?
Lesson 8.8 (Optional)

Concept: Chapter 8: The Métis – Review

Resources/Materials: Chapter 8: The Métis – Review Sheets (student copies)

Introduction: Review that the Métis struggle for rights was a long and difficult one. Since the time of the uprisings, the Métis have gained the rights to be considered equal to other Canadians. Their struggle still does continue, in some provinces, however. The province of Alberta passed the Métis Settlements Act in 1990 which designated eight Métis settlements in Alberta.

Procedure:

1. If you have the time, briefly review the main ideas in Chapter 8.
   - Who are the Métis?
   - Where they lived
   - The Métis culture
   - The First Métis Uprising
   - The Red River Resistance
   - How the creation of the Province of Alberta affected the Métis
   - The Second Métis Uprising
   - The fate of Louis Riel

2. Distribute the Chapter 8: The Métis – Review Sheets. Have students work on them independently.

3. If you have the time, check the review sheets with students independently.

Assignment:

Do the Chapter 8: The Métis – Review Sheets
1. Who are the Métis?

2. Tell about these parts of the Métis way of life.

<table>
<thead>
<tr>
<th>languages</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>religion</td>
<td></td>
</tr>
<tr>
<td>economy</td>
<td></td>
</tr>
</tbody>
</table>

3. Put a check mark (✓) by the sentences that are true about the conflict at Red River in the early 1800s.

_____ Lord Selkirk purchased some land around Red River from the Hudson’s Bay Company.

_____ Lord Selkirk settled Scottish farmers on land where the Métis farmed.

_____ The Métis had legal papers to show that they owned the land.

_____ Employees of the North West Company supported the Métis because the North West Company believed that the Hudson’s Bay Company had sent Selkirk to disrupt the North West Company’s fur trade.

_____ The Métis were upset because the governor of the colony banned the export of any food from the Red River Colony.

_____ At the Battle of Seven Oaks the Métis won a battle with armed employees of the Hudson’s Bay Company, marking the beginning of the Métis nation.

_____ Following the Battle of Seven Oaks, many Métis migrated farther west because the buffalo herds closer to them were dying out.
The Red River Resistance

Underline all the correct answers to each question.

4. Why did settlers from central Canada begin moving to the area around Red River?
   - Scientists sent to the area by the Canadian government reported that the area was good for farming.
   - The scientists said the area around Red River had many natural resources.
   - People began looking for farm land outside of central Canada.
   - Canada feared that the United State would annex Rupert’s Land if few colonists lived there.

5. Why were the Métis and First Nations concerned about new settlers moving into the area?
   - They were worried they would be forced to assimilate.
   - They did not know if they would have a say in decisions that were made.
   - They were concerned they would not be allowed to speak French or be Catholic.
   - They did not know if they would be allowed to keep their farms.
   - They thought that the settlers would not be good farmers.

6. What events led up to the Red River Resistance of 1869?
   - The Government of Canada sent surveyors out to Métis lands to measure out farms for new colonists.
   - The Métis welcomed the surveyors.
   - Louis Riel stopped the surveyors and demanded they leave.
   - The Métis set up a National Committee to protect their right to the land.
   - The Métis took control of Fort Garry and established a Métis Provisional Government.
   - The Métis Provisional Government drew up a Métis Bill of Rights.
   - Anglophones in the area supported the Métis.
   - The Métis tried Thomas Scott on trial and found him guilty.

The Creation of Manitoba

7. Below are the terms outlined in the Métis Bill of Rights. Check those that are covered in the Manitoba Act.
   - Either French or English would be used in the Legislature. Government documents would be printed in both languages.
   - Laws for the new province would be decided by the residents.
   - The Métis would keep the rights to their land.
   - Local officials would be elected by the local people.
   - The federal government would negotiate treaties with the First Nations living there.
8. The Canadian government sent soldiers to Red River. Briefly tell about the perspective of each group on this action.

<table>
<thead>
<tr>
<th>Canadian Government</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Soldiers</td>
<td></td>
</tr>
<tr>
<td>Métis</td>
<td></td>
</tr>
</tbody>
</table>

**Second Métis Uprising, 1885**

9. Number the sentences in the order they occurred.

_____ The government ignored the warnings of those officials.

_____ The Métis and First Nations in Saskatchewan had many grievances.

_____ Government officials working in the area warned the government of the increased tensions and offered advice about how to avoid another uprising.

_____ The government ignored the petitions.

_____ The Métis and First Nations sent at least 15 petitions to Ottawa about the concerns.

_____ Under Riel the Métis set up their own government and sent a Bill of Rights to Ottawa.

_____ Gabriel Dumont convinced Louis Riel to return to Canada from the United States to act as the leader of the Métis.

_____ The federal government rushed thousands of soldiers to Batoche to fight the Métis. The Métis and their Dakota and Cree allies were defeated.

_____ The government did not act on anything in the Bill of Rights.

_____ At last the government responded to some of the complaints that led to the Northwest Resistance.

_____ The Métis took up arms against the North West Mounted Police at Duck Lake and at Frog Lake, defeating them at both locations.

_____ Louis Riel was tried for treason and hanged.
1. Who are the Métis?

Descendants of children of First Nations mothers and European fathers

2. Tell about these parts of the Métis way of life.

<table>
<thead>
<tr>
<th>languages</th>
<th>mostly French; some Michif, First Nations language</th>
</tr>
</thead>
<tbody>
<tr>
<td>religion</td>
<td>mostly Catholic; some First Nations belief</td>
</tr>
<tr>
<td>economy</td>
<td>fur trade. Buffalo hunt</td>
</tr>
</tbody>
</table>

3. Put a check mark (✓) by the sentences that are true about the conflict at Red River in the early 1800s.

✓ Lord Selkirk purchased some land around Red River from the Hudson’s Bay Company.

✓ Lord Selkirk settled Scottish farmers on land where the Métis farmed.

✓ The Métis had legal papers to show that they owned the land.

✓ Employees of the North West Company supported the Métis because the North West Company believed that the Hudson’s Bay Company had sent Selkirk to disrupt the North West Company’s fur trade.

✓ The Métis were upset because the governor of the colony banned the export of any food from the Red River Colony.

✓ At the Battle of Seven Oaks the Métis won a battle with armed employees of the Hudson’s Bay Company, marking the beginning of the Métis nation.

✓ Following the Battle of Seven Oaks, many Métis migrated farther west because the buffalo herds closer to them were dying out.
The Red River Resistance

Underline all the correct answers to each question.

4. Why did settlers from central Canada begin moving to the area around Red River?
   - Scientists sent to the area by the Canadian government reported that the area was **good for farming**.
   - The scientists said the area around Red River had many natural resources.
   - People began looking for farm land outside of central Canada.
   - Canada feared that the United State would annex Rupert’s Land if few colonists lived there.

5. Why were the Métis and First Nations concerned about new settlers moving into the area?
   - They were worried they would be forced to assimilate.
   - They did not know if they would have a say in decisions that were made.
   - They were concerned they would not be allowed to speak French or be Catholic.
   - They did not know if they would be allowed to keep their farms.
   - They thought that the settlers would not be good farmers.

6. What events led up to the Red River Resistance of 1869?
   - The Government of Canada sent surveyors out to Métis lands to measure out farms for new colonists.
   - The Métis welcomed the surveyors.
   - Louis Riel stopped the surveyors and demanded they leave.
   - The Métis set up a National Committee to protect their right to the land.
   - The Métis took control of Fort Garry and established a Métis Provisional Government.
   - The Métis Provisional Government drew up a Métis Bill of Rights.
   - Anglophones in the area supported the Métis.
   - The Métis tried Thomas Scott on trial and found him guilty.

The Creation of Manitoba

7. Below are the terms outlined in the Métis Bill of Rights. Check those that are covered in the Manitoba Act.

- Either French or English would be used in the Legislature. Government documents would be printed in both languages.
- Laws for the new province would be decided by the residents.
- The Métis would keep the rights to their land.
- Local officials would be elected by the local people.
- The federal government would negotiate treaties with the First Nations living there.
8. The Canadian government sent soldiers to Red River. Briefly tell about the perspective of each group on this action.

<table>
<thead>
<tr>
<th>Group</th>
<th>Perspective</th>
</tr>
</thead>
</table>
| Canadian Government | - keep peace in the new province  
                       |  - defend territory in case United States tries to invade                   |
| Soldiers       | ‘punish the Métis’                                                           |
| Métis          | ‘soldiers sent to punish Métis’                                             |

**Second Métis Uprising, 1885**

9. Number the sentences in the order they occurred.

- The government ignored the warnings of those officials.
- The Métis and First Nations in Saskatchewan had many grievances.
- Government officials working in the area warned the government of the increased tensions and offered advice about how to avoid another uprising.
- The government ignored the petitions.
- The Métis and First Nations sent at least 15 petitions to Ottawa about the concerns.
- Under Riel the Métis set up their own government and sent a Bill of Rights to Ottawa.
- Gabriel Dumont convinced Louis Riel to return to Canada from the United States to act as the leader of the Métis.
- The federal government rushed thousands of soldiers to Batoche to fight the Métis. The Métis and their Dakota and Cree allies were defeated.
- The government did not act on anything in the Bill of Rights.
- At last the government responded to some of the complaints that led to the Northwest Resistance.
- The Métis took up arms against the North West Mounted Police at Duck Lake and at Frog Lake, defeating them at both locations.
- Louis Riel was tried for treason and hanged.
**Lesson 8.9**

**Concept:** Chapter 8: The Métis – Test

**Resources/Materials:** Chapter 8: The Métis – Test (student copies)

**NOTE:** If students wrote their personal essays on Louis Riel, you may want to consider not having them write the Chapter 8 Test.

Teachers may choose to have students do Part A, Part B, or Part A and B of the test.
Part A

Directions: Write the letter of the correct answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Write T for true and F for false.

1. The Métis are the descendants of unions between First Nations women and French or Scottish men.
   T

2. The Red River settlement included communities along the Red and Assiniboine Rivers.
   T

3. The Battle of Seven Oaks resulted when the Hudson’s Bay Company sold land occupied by Métis farmers so that Scottish families could set up their own farming community.
   F

4. 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.
   F

5. Only the Métis were upset about not being consulted about the transfer of the area around Red River to Canada.
   F

6. Red River carts were used to haul freight only for short distances, and could not be used for long-distance hauling.
   T

7. The Canadian government sent surveyors in to Red River to measure land into sections for settlement.
   T

8. A provisional government is set up on a temporary basis when no other authority can be established.
   T

9. Many wealthy businessmen from Ontario were particularly interested in obtaining Red River land because they wanted to build vacation homes.
   T

10. The Métis sent a Bill of Rights to the Canadian government that stated their demands.
   T
Multiple Choice
Choose the best answer to each question.

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.
   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. Soon after the Battle of Seven Oaks, many Métis moved to places farther west because
   a. they were ordered to leave Red River by the Canadian government.
   b. the Americans offered them land if they did.
   c. the North West Mounted Police offered to escort them safely out of Red River.
   d. the buffalo herds nearer to Red River were dying out, so Métis hunters and their families needed to be closer to where buffalo still existed.

13. The main reason that 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. Lord Selkirk 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 following information to answer question 14.

“Let the merchants of Toronto consider that if their city is ever to be made really great – if it is ever to rise above the rank of a fifth-rate American town – it must be by the development of the great British territory lying to the north and west.”

- George Brown

14. From the information above, you can tell that George Brown
   a. supports the Métis in their claims to land around Red River.
   b. feels that the Canadian government should take control of Rupert’s Land.
   c. is against Ontario merchants setting up businesses in the west.
   d. has never been to Red River.
Use the following information to answer question 15.

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.

15. 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 16.

“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?”

16. The above was most likely written by

a. a Francophone living in Red River.
b. a Métis living in Batoche.
c. a settler from Ontario.
d. a First Nations chief.

17. 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 the 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.
18. 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.

19. Which of the following is not true about Gabriel Dumont?
   a. He was a Métis leader.
   b. He travelled to the United States to convince Louis Riel to return to
      Canada to help the Métis.
   c. He convinced the Métis to join Riel in taking up arms against the North
      West Mounted Police.
   d. He was only interested in peaceful negotiations with the Canadian
      government.
Use the following information to answer questions 20 and 21.

<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</td>
</tr>
<tr>
<td>• Migration for settlers</td>
<td>government had control in the Second Métis Uprising.</td>
</tr>
<tr>
<td>• Métis and First Nations not consulted</td>
<td>• The Métis defeated the North West Mounted Police in</td>
</tr>
<tr>
<td>• Desire for recognition of Métis</td>
<td>two separate battles.</td>
</tr>
<tr>
<td>rights to land</td>
<td>• The Canadian government sent soldiers crush the</td>
</tr>
<tr>
<td>• Desire for French language and</td>
<td>Métis in the Second Métis Uprising.</td>
</tr>
<tr>
<td>Catholic education rights</td>
<td></td>
</tr>
<tr>
<td>• Food shortages</td>
<td></td>
</tr>
</tbody>
</table>

20. 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

21. What would be the best headings for “A” and “B”?

a. A: Similarities  
b. A: Francophone Issues  
c. A: Similarities  
d. A: Differences  
B: The Second Métis Uprising  
B: Métis Issues  
B: Differences  
B: Similarities

Use the following information to answer question 22.

<table>
<thead>
<tr>
<th>Macdonald’s Dilemma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many Ontarians thought the Métis leader Louis Riel was a traitor and a murderer.</td>
</tr>
<tr>
<td>They wanted him hanged.</td>
</tr>
<tr>
<td>Canadiens considered Riel a hero. They thought of him as a defender of French</td>
</tr>
<tr>
<td>language rights and the Catholic religion in the West.</td>
</tr>
</tbody>
</table>

22. Which of the following most applies to the above?

a. Most politicians are dishonest.  
b. Those in power want to become more powerful.  
c. Different groups can have different perspectives.  
d. The leader of a country can do whatever he or she pleases.
Fill in the blanks
Choose the words that best fit in the sentences.

<table>
<thead>
<tr>
<th>a. demographics</th>
<th>b. Manitoba Act</th>
<th>c. Michif</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. migrated</td>
<td>e. Nor’Westers</td>
<td>f. pemmican</td>
</tr>
<tr>
<td>g. provisional government</td>
<td>h. scrip</td>
<td>i. surveyors</td>
</tr>
<tr>
<td>j. treason</td>
<td>k. York boat</td>
<td></td>
</tr>
</tbody>
</table>

23. The _____ of Red River showed that there were about 4000 Francophone Métis and about 1000 other residents.

24. Most Red River Métis spoke French, but many also spoke _____.

25. The _____ was used to transport freight that was too heavy for canoes.

26. Métis women made _____, which is a mixture of dried buffalo meat, fat and dried berries, and sold it to fur traders.

27. The _____ supported the Métis because they believed that the Hudson’s Bay Company had sent Lord Selkirk and the colonists to disrupt the fur trade.

28. After the Battle of Seven Oaks, many Métis _____ to Batoche and St. Albert.

29. The Red River Resistance occurred when the Canadian government sent _____ out to land used by Métis to measure land for new settlers from Ontario.

30. After the Red River Resistance, the Métis set up a _____ with Louis Riel as their leader.

31. The _____ created the Province of Manitoba in 1870.

32. When Manitoba was created, each Métis family was given a _____, which they could exchange for land.

33. As a result of the Second Métis Uprising, the Métis were defeated and Louis Riel was put on trial for _____.
Part B

Directions: Write the answers to these questions on a separate sheet of paper.

1. Was Louis Riel a hero or a criminal? Give reasons for your answer.

2. A compromise tries to balance the conflicting priorities of different groups. In your opinion, was the Manitoba Act a compromise? Give reasons for your answer.

3. Explain how the two Métis uprisings helped shape the history of Canada.

4. Some people say that 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.
Social Studies Grade 7 Voices and Visions Chapter 8 Test
Chapter 8
The Métis Test

Answer Sheet

1. ________ 12. ________ 23. ________
2. ________ 13. ________ 24. ________
3. ________ 14. ________ 25. ________
4. ________ 15. ________ 26. ________
5. ________ 16. ________ 27. ________
6. ________ 17. ________ 28. ________
7. ________ 18. ________ 29. ________
8. ________ 19. ________ 30. ________
9. ________ 20. ________ 31. ________
10. ________ 21. ________ 32. ________
11. ________ 22. ________ 33. ________
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1 | T |   | 12 | d |   | 23 | a |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2 | T |   | 13 | d |   | 24 | c |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3 | T |   | 14 | b |   | 25 | k |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4 | F |   | 15 | c |   | 26 | f |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5 | F |   | 16 | a |   | 27 | e |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6 | F |   | 17 | a |   | 28 | d |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7 | T |   | 18 | a |   | 29 | i |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8 | T |   | 19 | d |   | 30 | g |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9 | F |   | 20 | a |   | 31 | b |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|10 | T |   | 21 | c |   | 32 | h |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|11 | a |   | 22 | c |   | 33 | j |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
1. Was Louis Riel a hero or a criminal? Give reasons for your answer.

   **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 as president of a government not officially recognized by Canada
   - Led his people against the government in a violent way

2. A compromise tries to balance the conflicting priorities of different groups. In your opinion, was the Manitoba Act a compromise? Give reasons for your answer.

   **Agree**
   - Acknowledged Métis and First Nations rights 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 specifically for Métis
   - Did not include First Nations

3. Explain how the two Métis uprisings helped shape the history of Canada. *Answers may vary.*

   - As a minority group, the Métis were never consulted
   - Government felt free to displace one group of people for the benefit another group.
   - Métis moved from place to place in hopes of a better life.
   - Collectively, the actions of the Métis contributed to Canada becoming a multicultural society today.
4. Some people say that 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.

**Assimilation**
- Everyone speaks the same language – less expensive, less complicated
- When everyone shares the same values and traditions, there is less likelihood of conflict.

**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 and more outward looking
Chapter 9

Growth in the West

Key Concept: Natural Resources and History

Chapter Inquiry: How did Canada secure the West and prepare for a massive influx of immigrants?
Social Studies Grade Seven
Chapter 9
Growth in the West

Contents

Lesson 9.1 The Importance of Land 2
Lesson 9.2 Securing the Land 3
Lesson 9.3 Building the Railway 4
Lesson 9.4 Farming the Frontier 5
Lesson 9.5 Building a Strong Economy: Helping Industry 6
Lesson 9.6 Chapter 9 Project: You Be the Author 7
Lesson 9.7 Chapter 9: Growth in the West – Review 8
Lesson 9.8 Chapter 9: Growth in the West – Test 9
Lesson 9.1

Concept: The Importance of Land

Resources/Materials: Voices and Visions, pages 194 – 196
Wall Map of Canada.

Introduction: Review that Manitoba became Canada’s fifth province in 1870, and that the Métis played a significant role in historical events that led to Manitoba becoming a province. Explain that the Canadian government had been having serious talks with the colony of British Columbia about joining Canada. One of the things the government was offering British Columbia was a railroad connecting it to Central Canada. The railway would cross the prairies to reach British Columbia.

At the same time, Canada was fearful that the United States would try to annex the land between Manitoba and British Columbia. Canada’s plan was to use the railway to bring in people who would settle on the prairies. Chapter 9 is about settling the western part of Canada.

Procedure

1. With students review the term natural resources. Discuss the natural resources found nearby.

2. Explain that Canada is rich in natural resources and that is what makes it one of the most prosperous countries in the world.

3. Have students turn to textbook, page 194. If possible, guide the reading of pages 194 and 195.

4. Then have the students turn to textbook, page 196. Guide the reading of page 196.

5. Have students do the Think Ahead questions on page 195.

6. OPTIONAL. Write a piece of historical fiction. Have students write a very short passage that takes place sometime in Hutterite history (e.g., when the Hutterites were moving from South Dakota into Alberta). Emphasize that this is not to be an entire story. However, it should have one or two main characters.

Assignments:

1. Read Voices and Visions, pages 194 – 196.
2. Do the Think Ahead questions, page 195.
3. OPTIONAL. Write a piece of historical fiction (one or two paragraphs).
Lesson 9.2

Concept: Securing the Land

Resources/Materials: Voices and Visions, pages 197 – 201
Worksheets #7.9.2a and #7.9.2b (student copies)
Wall Map of Canada

Introduction: Discuss the RCMP presence in your area. Explain that RCMP stands for Royal Canadian Mounted Police. Discuss with students the meanings of the words royal and mounted. Discuss that very few RCMP officers these days ride horses, but the “mounted” designation remains because it reflects the history of the RCMP. The RCMP organization of today developed from another police force that was formed in 1873 – the North West Mounted Police. The members of this police force had no cars; they were truly mounted police officers. This section of Chapter 9 is about the formation of the NWMP.

Procedure:

1. On the map of Canada direct students attention to present day Alberta, Saskatchewan, and the northern parts of Manitoba, Ontario and Québec. Remind students that this was roughly the area that drained into Hudson Bay – Rupert’s Land. Explain that the Canadian government wanted to secure the parts of Rupert’s Land between Manitoba and British Columbia. At that time this formed part of the North-West Territories.

2. Have students turn to textbook, page 197. Explain that pages 197 – 201 tell more about why the NWMP was formed and the role it had in developing the North-West Territories.

3. Have students read pages 197 – 201. If you have the time, guide pages 197 and 198.

4. Distribute Worksheets #7.9.2a and #7.9.2b. Go over the directions, if necessary.

5. OPTIONAL/RECOMMENDED. Using the information from textbook, page 200, have students write a short historical fiction about being a NWMP officer making the trek to the west.

6. OPTIONAL. Do question #1 of the Think It Through questions on textbook, page 201.

Assignments:

1. Read Voices and Visions, page 197 – 201.
2. Do Worksheets #7.9.2a and #7.9.2b.
3. OPTIONAL/RECOMMENDED. Write a short historical fiction about being an NWMP officer making the trek to the west.
4. OPTIONAL. Do Think It Through, question #1, page 201.
Directions: Use *Voices and Visions*, pages 197 – 201 to help you answer the questions.

1. Complete the sentences about how the Canadian government came secure the land known as the North-West Territories.
   a. It purchased the land from ________________________________.
   b. It gained control of the land by ________________________________.
   c. Surveyors measured the land and ________________________________.

2. What are four reasons why the Canadian government decided to create the North West Mounted Police?
   a. ________________________________
   b. ________________________________
   c. ________________________________
   d. ________________________________

3. In what way was John A. Macdonald’s attitude toward and treatment of First Nations different from that of the Americans?
   ________________________________
   ________________________________
   How did this help to develop the Canadian identity?
   ________________________________
   ________________________________

4. Why do you think the NWMP had so much difficulty making its way out west from Manitoba?
   ________________________________
5. What tasks did the NWMP perform?

a
b
c
d
e

6. Answer these questions about Jerry Potts.

<table>
<thead>
<tr>
<th>Who?</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Where?</td>
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<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Whose point of view?

<table>
<thead>
<tr>
<th>Helen Meguinis</th>
<th>Isapo-Muxika</th>
<th>Cecil Denny</th>
</tr>
</thead>
</table>

____________________ The NWMP’s role was to protect the White people from First Nations people.

____________________ The NWMP protected First Nations from bad White people.

____________________ The NWMP protected First Nations from being murdered by evil people and alcohol.

Worksheet #7.9.2b
Directions: Use *Voices and Visions*, pages 197 – 201 to help you answer the questions.

1. Complete the sentences about how the Canadian government came secure the land known as the North-West Territories.
   a. It purchased the land from the *Hudson’s Bay Company* in 1869.
   b. It gained control of the land by *signing treaties with First Nations*.
   c. Surveyors measured the land and marked the border between *Canada* and the United States.

2. What are four reasons why the Canadian government decided to create the North West Mounted Police?
   a. *show the United States that Canada controlled the territory.*
   b. *shield the Aboriginal peoples from American outlaws.*
   c. *help newcomers adjust to the frontier*
   d. *keep the peace between First Nations and the newcomers*

3. In what way was John A. Macdonald’s attitude toward and treatment of First Nations different from that of the Americans?
   *Americans viewed and treated First Nations people as enemies.*
   *Macdonald viewed them more as Canadians.*

   How did this help to develop the Canadian identity?
   *Canadians see themselves more as a unified collection of diverse peoples.*

4. Why do you think the NWMP had so much difficulty making its way out west from Manitoba? *Answers may vary.*
   *inexperienced*  
   *routes to the West not well established*
5. What tasks did the NWMP perform?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>cleared out whiskey traders</td>
</tr>
<tr>
<td>b</td>
<td>arrested lawbreakers and put them on trial</td>
</tr>
<tr>
<td>c</td>
<td>delivered mail</td>
</tr>
<tr>
<td>d</td>
<td>fought grass fires and assisted new farmers</td>
</tr>
<tr>
<td>e</td>
<td>fought in the second Métis uprising of 1885</td>
</tr>
</tbody>
</table>

6. Answer these questions about Jerry Potts.

<table>
<thead>
<tr>
<th>Who?</th>
<th>son of a Kainai mother and Scottish father</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>acted as an guide and interpreter for the NWMP</td>
</tr>
<tr>
<td>When?</td>
<td>mid to late- 1800s</td>
</tr>
<tr>
<td>Where?</td>
<td>the West (southern Alberta)</td>
</tr>
</tbody>
</table>
| Why?          | familiar with the area 
                | knew Plains First Nations cultures |
| How?          | gave advice to NWMP about Plains First Nations 
                | took part in talks that led to signing of treaties 
                | trained NWMP scouts |

7. Whose point of view?

<table>
<thead>
<tr>
<th>Helen Meguinis</th>
<th>Isapo-Muxika</th>
<th>Cecil Denny</th>
</tr>
</thead>
</table>

**Helen Meguinis** The NWMP’s role was to protect the White people from First Nations people.

**Isapo-Muxika** The NWMP protected First Nations from bad White people.

**Cecil Denny** The NWMP protected First Nations from being murdered by evil people and alcohol.
Lesson 9.3

Concept: Building the Railway

Resources/Materials: Voices and Visions, pages 202 – 206
Worksheets #7.9.3a, #7.9.3b, and #7.9.3c (student copies)

Introduction: Discuss with students how Plains First Nations relied almost exclusively on the buffalo to meet their basic needs. Then discuss how the quickly disappearing herds and the First Nations living on small reserves affected their lives. Explain that in 1877 the Canadian government signed treaties with the Plains First Nations, in which among other things, the First Nations agreed to live on small areas of land called Reserves. This was important to the government because it freed up land in which to bring in settler and build a railway.

Procedure:

1. Explain that the prime minister, John A. Macdonald had a plan for settling the west. It was called the National Policy. It had three basic parts. Each part contributed to making settling the west a success. The parts of the National Policy are the subjects of the next three sections of Chapter 9.


3. Distribute Worksheets #7.9.3a, #7.9.3b, and #7.9.3c.

4. OPTIONAL. Write an historical fiction passage using the situation of a Chinese railway worker as the basis.

5. OPTIONAL. Have students do the Think It Through questions on textbook, page 206. NOTE: You may have to modify question #1 before assigning it.

Assignments:

2. Do Worksheets #7.9.3a, #7.9.3b, and #7.9.3c.
3. OPTIONAL. Write an historical fiction passage with a Chinese railway worker as a character.
4. OPTIONAL. Do the Think It Through questions, page 206. (Modify question #1, if necessary.)
Building the Railway

Directions: Use Voices and Visions, pages 202 – 206 to help you answer the questions.

1. What was the overall purpose of the National Policy? (Hint: See the Voices sidebar at the bottom on page 202.)

2. Name and describe the three parts of the National Policy.

<table>
<thead>
<tr>
<th>Part of the National Policy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. The new railway was to be a transcontinental railway. What does this mean?

4. Put a check mark (✓) beside the sentences that are reasons why the southern route was chosen.

   _____ Because the route was closer to the American border, people would not be so tempted to use an American railway.
   _____ Swamps would have to be filled and rock blasted away.
   _____ The southern route could transport settlers to good farm land.
   _____ The land was flatter, making it easier to build the railroad.
   _____ The railway company already owned much of the land along the southern route.
   _____ The southern route was closer to some known coal deposits, which would be to power the steam engines.
5. Use the map below to tell about some of the challenges faced by the railway workers.

- CHALLENGES OF BUILDING THE TRANSCONTINENTAL RAILWAY

6. The Chinese Railway Workers
   
   a. What was their contribution to the building of the railway?

   ____________________________________________________________

   ____________________________________________________________

   b. Why do you think they were treated like they were?

   ____________________________________________________________

   ____________________________________________________________

   c. How do you think their work on the railway contributed to the Canadian identity?

   ____________________________________________________________

   ____________________________________________________________

   d. Read what John A. Macdonald said at the bottom of page 204. What does this tell you about his view of minority groups like the Chinese?

   ____________________________________________________________

   ____________________________________________________________

Worksheet #7.9.3b
7. **Father Albert Lacombe**

<table>
<thead>
<tr>
<th>Who was he?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What types of things did he try to do?</td>
<td></td>
</tr>
<tr>
<td>What was his contribution to the building of the railway?</td>
<td></td>
</tr>
</tbody>
</table>

8. **Whose point of view?**

<table>
<thead>
<tr>
<th>Albert Lacombe</th>
<th>William Cornelius Van Horne</th>
<th>Pitikwanapiwiyin</th>
<th>W. Kaye Lamb</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was John A. Macdonald’s vision and hard work that made the railway a reality.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The completion of the railway means that we will be at the mercy of white people.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The building of the railway means the end of the traditional way of life for First Nations and the beginning of a new life for settlers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The railway will make money for the Canadian Pacific Railway.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Who benefited most from the railway?</th>
<th>Why?</th>
<th>Who benefited least from the railway?</th>
<th>Why?</th>
</tr>
</thead>
</table>

Worksheet #79.3c
Building the Railway

Directions: Use Voices and Visions, pages 202 – 206 to help you answer the questions.

1. What was the overall purpose of the National Policy? (Hint: See the Voices sidebar at the bottom on page 202.)

   to use the land resource more effectively by developing the agricultural, mining, manufacturing and other interests in Canada.

2. Name and describe the three parts of the National Policy.

<table>
<thead>
<tr>
<th>Part of the National Policy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>transportation</td>
<td>build transcontinental railway</td>
</tr>
<tr>
<td>immigration</td>
<td>encourage farmers to populate Western Canada</td>
</tr>
<tr>
<td>economy</td>
<td>build a strong national economy</td>
</tr>
</tbody>
</table>

3. The new railway was to be a transcontinental railway. What does this mean?

   extends the entire width of the continent

4. Put a check mark (✓) beside the sentences that are reasons why the southern route was chosen.

   ✓ Because the route was closer to the American border, people would not be so tempted to use an American railway.

   ___ Swamps would have to be filled and rock blasted away.

   ✓ The southern route could transport settlers to good farm land.

   ✓ The land was flatter, making it easier to build the railroad.

   ✓ The railway company already owned most of the land along the southern route.

   ✓ The southern route was closer to some known coal deposits, which would be to power the steam engines.
5. Use the map below to tell about some of the challenges faced by the railway workers.

Answers may vary

- rock slides, falls; explosions when going through British Columbia
- building lines across rivers and gullies
- having to blast rocks through Canadian Shield
- poor food
- unsanitary living quarters
- bitter cold in winter

6. The Chinese Railway Workers

a. What was their contribution to the building of the railway?

- did some of the most dangerous work in building the railway through British Columbia

b. Why do you think they were treated like they were?

- most probably British ethnocentrism

c. How do you think their work on the railway contributed to the Canadian identity?

- worked hard
- willing to do work that was less than desirable

d. Read what John A. Macdonald said at the bottom of page 204. What does this tell you about his view of minority groups like the Chinese?

- viewed all people as having value
- recognized contributions of all
7. Father Albert Lacombe

<table>
<thead>
<tr>
<th>Who was he?</th>
<th>Catholic missionary in Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td>What types of things did he try to do?</td>
<td>helped First Nations, Canadiens, and Métis in the West</td>
</tr>
<tr>
<td>What was his contribution to the building of the railway?</td>
<td>convinced Chief Isapo-Muxika to allow railway to proceed on reserve land</td>
</tr>
</tbody>
</table>

8. Whose point of view?

<table>
<thead>
<tr>
<th>Albert Lacombe</th>
<th>William Cornelius Van Horne</th>
<th>Pitikwahanapiwiyin</th>
<th>W. Kaye Lamb</th>
</tr>
</thead>
</table>

_W. Kaye Lamb_ It was John A. Macdonald's vision and hard work that made the railway a reality.

_Pitikwahanapiwiyin_ The completion of the railway means that we will be at the mercy of white people.

_Albert Lacombe_ The building of the railway means the end of the traditional way of life for First Nations and the beginning of a new life for settlers.

_William Cornelius Van Horne_ The railway will make money for the Canadian Pacific Railway.

9. Look at the section, "Opinions about the Railway", on page 206. Then complete the chart. _Answers may vary_

<table>
<thead>
<tr>
<th>Who benefited most from the railway?</th>
<th>Who benefited least from the railway?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why?</td>
<td>Why?</td>
</tr>
<tr>
<td>citizens of British Columbia</td>
<td>many prairie residents</td>
</tr>
<tr>
<td>CPR</td>
<td>Cree</td>
</tr>
<tr>
<td>Ontario farmers</td>
<td></td>
</tr>
<tr>
<td>manufacturers from Central Canada</td>
<td></td>
</tr>
<tr>
<td>miners</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #79.3c
Lesson 9.4

Concept: Farming the Frontier

Resources/Materials: Voices and Visions, pages 207 – 211
Worksheets #7.9.4a and #7.9.4b (student copies)

Introduction: Briefly discuss the amount of land that the colony farms and the kind of machinery it uses to farm it. Contrast it to cultivating land that has never been farmed before (i.e., the labour needed to cut down forested areas and then plough the soil under OR ploughing prairie grasslands). Today’s most powerful tractors typically have 300 – 400 horsepower and pull 16 bottom ploughs. The first prairie farmers used a one-bottom plough pulled a horse, an ox, or even a person!

The first settlers had a difficult life and farmed very small parcels of land. The grain seeds used were more suited to climatic condition in Central Canada and Europe than the west. Crop failures were common.

Procedure:

1. Have students turn to textbook, page 207. With students read page 207.

2. Explain that pages 208 – 211 are about three different groups of settlers and their life. Emphasize that these were not the only settlers, but the authors of the text chose these groups to illustrate life as a settler.

3. Have students read pages 208 – 211.

4. Distribute Worksheets #7.9.4a and #7.9.4b. Go over the directions, if necessary.

5. OPTIONAL. Pretend that you are a settler in the West. Write a letter home where you tell about your experiences.

6. OPTIONAL. Have students do the Think It Through questions on textbook, page 211.

Assignments:

1. Read Voices and Visions, pages 207 – 211.
2. Do Worksheets #7.9.4a and #7.9.4b.
3. OPTIONAL. Pretend you are a settler. Write a letter home, telling about your experiences.
4. OPTIONAL. Do the Think It Through questions, page 211.
Directions: Use Voices and Visions, pages 207 – 211 to help you with the questions.

1. How large is a
   a. township? ________________________________
   b. section? ________________________________
   c. quarter section? ________________________________

2. Calculate percentages of each township that were used for each of the following:
   schools __________________________
   Hudson’s Bay Company __________________________
   CPR __________________________
   Homesteaders __________________________

3. Under the Dominion Lands Act
   a. who could apply for land? __________________________
      __________________________
   b. what did you have to do to keep the land? __________________________
      __________________________

4. Use the chart below to compare how the life of a homesteader is portrayed in the painting on page 207 with the account written by Alexander Kindred on page 208.

<table>
<thead>
<tr>
<th>Edward Roper Painting</th>
<th>Alexander Kindred Written Account</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Use the chart to tell about the lives of three groups of homesteaders.

<table>
<thead>
<tr>
<th>Group</th>
<th>Why They Came</th>
<th>Where They Moved To</th>
<th>What Life Was Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ontario</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mennonites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Icelanders</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. The Canadian government wanted First Nations to begin farming. It did some things to help them succeed. However, there were many factors that were obstacles to their success as farmers. Tell about them.

<table>
<thead>
<tr>
<th>How the Canadian Government Tried to Help First Nations to Succeed</th>
<th>Factors That Were Obstacles to First Nation Success as Farmers</th>
</tr>
</thead>
</table>
Directions: Use Voices and Visions, pages 207 – 211 to help you with the questions.

1. How large is a
   a. township? \(36 \text{ mi}^2\) or \(100 \text{ km}^2\)
   b. section? \(\frac{1}{36}\) of a township \(1 \text{ mi}^2\)
   c. quarter section? \(0.25 \text{ mi}^2\)

2. Calculate percentages of each township that were used for each of the following:
   - schools \(5.56\%\)
   - Hudson’s Bay Company \(4.86\%\)
   - CPR \(45.44\%\)
   - Homesteaders \(44.44\%\)

3. Under the Dominion Lands Act
   a. who could apply for land? any head of a family; any male 21 years or older
   b. what did you have to do to keep the land? live on the land for at least six months of the year; build a house; start farming

4. Use the chart below to compare how the life of a homesteader is portrayed in the painting on page 207 with the account written by Alexander Kindred on page 208.

<table>
<thead>
<tr>
<th>Edward Roper Painting</th>
<th>Alexander Kindred Written Account</th>
</tr>
</thead>
<tbody>
<tr>
<td>place for a family</td>
<td>droughts</td>
</tr>
<tr>
<td>everyone is content</td>
<td>hail</td>
</tr>
<tr>
<td>small log home</td>
<td>poor crop yields</td>
</tr>
<tr>
<td>few farm animals</td>
<td></td>
</tr>
</tbody>
</table>

Answers may vary
5. Use the chart to tell about the lives of three groups of homesteaders.

<table>
<thead>
<tr>
<th>Group</th>
<th>Why They Came</th>
<th>Where They Moved To</th>
<th>What Life Was Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ontario</td>
<td>. government ads&lt;br&gt;. farm land scarce in Ontario</td>
<td>Manitoba</td>
<td></td>
</tr>
<tr>
<td>Mennonites</td>
<td>. Canadian immigration agent went to see them in Russia&lt;br&gt;. Russians demanded they serve in military which was against beliefs</td>
<td>Manitoba and other parts of West</td>
<td>. able to practice religion&lt;br&gt;. used heavy plough to break up sod&lt;br&gt;. became successful</td>
</tr>
<tr>
<td>Icelanders</td>
<td>. a volcanic eruption poisoned soil and killed cattle&lt;br&gt;. area by Lake Winnipeg&lt;br&gt;. Red Deer</td>
<td></td>
<td>. harsh climate&lt;br&gt;. floods&lt;br&gt;. disease&lt;br&gt;. starvation</td>
</tr>
</tbody>
</table>

6. The Canadian government wanted First Nations to begin farming. It did some things to help them succeed. However, there were many factors that were obstacles to their success as farmers. Tell about them.

<table>
<thead>
<tr>
<th>How the Canadian Government Tried to Help First Nations to Succeed</th>
<th>Factors That Were Obstacles to First Nation Success as Farmers</th>
</tr>
</thead>
<tbody>
<tr>
<td>. some got farm animals, tools, seed&lt;br&gt;. some got land</td>
<td>. most land not suitable for farming&lt;br&gt;. many did not get good equipment&lt;br&gt;. wore not traditionally farmers and did not know how to farm&lt;br&gt;. not always able to buy machinery&lt;br&gt;. had a hard time selling their crops</td>
</tr>
</tbody>
</table>
Lesson 9.5

Concept: Building a Strong Economy: Helping Industry

Resources/Materials: Voices and Visions, page 212 – 214
Worksheet #7.9.5 (student copies)

Introduction: Review the three parts of the National Policy: Transportation (building the transcontinental railway), Immigration (preparing the land and encouraging settlers), and improving the Economy. Explain that today’s lesson has to do with how the Canadian government tried to improve the economy by helping industries in all of Canada become stronger.

Procedure:

1. Recall the concept of **free trade**, where goods are bought and sold between countries without any extra taxes put on them.

2. Explain that countries regularly put taxes on goods coming in from other countries to make them more expensive for citizens to purchase. These particular taxes are called **tariffs**. Discuss how this raises prices and discourages consumers from purchasing these particular items.

3. Explain that to protect its industries, the Canadian government put tariffs on goods coming from other countries.


5. Distribute Worksheet #7.9.5. Go over the directions, if necessary.

6. OPTIONAL. Have students do the *Think It Through* questions on textbook, page 214.

Assignments:

2. Do Worksheet #7.9.5.
3. OPTIONAL. Do the *Think It Through* questions, page 214.
Directions: Use Voices and Visions, pages 212 – 214 to help you with the questions.

1. What problem were Canadian manufacturers in the East facing?

2. What is a protective tariff?

3. Illustrate how a protective tariff works by making up an example.

4. How would you feel about a protective tariff if you were a
   a. Canadian manufacturer?
   b. the manufacturer of product to which a tariff was being applied?
   c. Canadian consumer?
5. In your opinion are tariffs a good thing or should all trade be conducted without tariffs? Give reasons for your answer.


6. Tell about some of the changes that occurred in the North-West Territories in the late nineteenth century.


7. The situation for First Nations and Métis did not improve. Why?


8. What do you think makes Dolly Watts’s business so successful?
Directions: Use Voices and Visions, pages 212 – 214 to help you with the questions.

1. What problem were Canadian manufacturers in the East facing?

   American manufacturers could produce goods more cheaply by producing in greater quantities. American goods were cheaper than Canadian goods.

2. What is a protective tariff?

   a tax placed on a product crossing a border

3. Illustrate how a protective tariff works by making up an example.

   Answers will vary

4. How would you feel about a protective tariff if you were a

   a. Canadian manufacturer?

   The tariff would help me sell my product at a lower price than the imported product

   b. the manufacturer of product to which a tariff was being applied? I would not like it.

   The tariff would make my product more expensive

   c. Canadian consumer? Mixed feelings. On one hand, I would end up supporting Canadian manufacturers. On the other hand, the costs of the products is going to be higher compared to if the tariff is removed.
5. In your opinion are tariffs a good thing or should all trade be conducted without tariffs? Give reasons for your answer. *Answers will vary*

6. Tell about some of the changes that occurred in the North-West Territories in the late nineteenth century.

- Newcomers from Europe and Eastern Canada farming the land
- Grain replaced furs as chief export
- Ploughed fields replaced buffalo herds
- Railway replaced canoe and Red River cart
- Trading posts became business centres for farmers

7. The situation for First Nations and Métis did not improve. Why?

- First Nations placed on reserves
- Traditional ways were no longer valued in a different kind of economy
- First Nations under strict controls by government

8. What do you think makes Dolly Watts’s business so successful? *Answers may vary*

- Offers traditional foods
- Courageous → willing to take risks
- Knowledge and skills
Lesson 9.6

Concept: Chapter 9 Project: You Be the Author

Resources/Materials: Voices and Visions, page 215

Introduction: Discuss that the mid- to late-1800s were a time of many changes.
- First Nations were faced with changing from being hunters and gatherers to being relegated to small reserves.
- The NWMP were a start-up police force charged with maintaining peace and order in a land where unique problems were cropping up.
- Railway workers toiled in harsh climates and terrains to build a transportation link that would join British Columbia to Central Canada.
- Settlers came to the West to farm previously uncultivated land.

Procedure:

1. Explain that it is time for students to create their own work of fiction, using the history of the West during the mid- to late-1800s as the backdrop.


3. Give the students a few days to work on their historical fiction stories.

Assignments:

2. Write an historical fiction.
Lesson 9.7 (Optional)

Concept: Chapter 9: Growth in the West – Review

Resources/Materials: Chapter 9: Growth in the West – Review Sheets (student copies)

Introduction: Explain that many changes occurred in what are now the Prairie Provinces. These events helped shape Canada.

Procedure:

1. If you have the time, briefly go over some of the content of Chapter 9:
   
   - Natural resources in Canada
   - Preparing the land for settlement
   - The establishment of the North West Mounted Police
   - The National Policy
     - transportation
     - immigration
     - economy
   - impact on First Nations

2. Distribute the Chapter 9: Growth in the West – Review Sheets. Have students complete them independently.

3. If possible, check the review sheets with the students in class.

Assignment:

Do the Chapter 9: Growth in the West – Review Sheets.
Natural Resources and History

1. Underline all the sentences that are true about natural resources in Canada.
   a. Natural resources are part of nature that people can use.
   b. Buffalo are a natural resource used by Plains First Nations.
   c. Natural resources have played an important role in Canada’s history.
   d. All Canadian provinces have the same natural resources.
   e. Land was an important natural resource in the development of the West.

Securing the Land

2. Match the sentence beginnings with the endings.
   a. Canada bought Rupert’s Land
   b. Canada gained control of the land
   c. Canada prepared the land for settlements
   d. Surveyors marked the border
   e. The North West Mounted Police were expected to

       _____ by having surveyors measure the land.
       _____ make the land safe for all the expected newcomers.
       _____ by signing treating with First Nations.
       _____ from the Hudson’s Bay Company.
       _____ between Canada and the United States.

3. Why was the North West Mounted Police Force created?
   a. __________________________
   b. __________________________
   c. __________________________
   d. __________________________
4. How did each of the following groups most likely view the NWMP?

   a. American whiskey trader
   
   b. Settler
   
   c. Nakoda family
   
   d. John A. Macdonald
   
   e. the Métis

**Building the Iron Road**

5. Name and describe the three parts of the National Policy.

<table>
<thead>
<tr>
<th>THE NATIONAL POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

6. Underline the sentences that are reasons the transcontinental railway was built.

   a. It would make money for the Canadian Pacific Railway.
   
b. First Nations and Métis requested that it be built.
   
c. It would connect Eastern and Central Canada to the West.
   
d. It was a way to get British Columbia to become one of Canada’s provinces.
   
e. It was a way to transport settlers to the West.
   
f. It would help keep the Americans out of the West.

7. Underline all the sentences that are true about railway itself.

   a. Those who constructed the railway faced the same challenges regardless of the location.
   
b. A more southerly route was chosen because it was flatter, making construction easier.
   
c. Chinese workers did the most dangerous jobs in the construction through the mountainous areas of the railway line.
   
d. The last spike was driven at a place called Craigelachie in British Columbia.
   
e. Father Albert Lacombe helped some First Nations accept and deal with the rail line going through its lands.
Farming the Frontier

8. Fill in the spaces with words that makes sense.

A township of land was divided into 36 ________________. In a township, the greatest portion of land when to the __________________________. The next largest portion was for __________________________. The remainder of the land was for ______________ and the __________________________.


<table>
<thead>
<tr>
<th>Who could apply for land?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How much land did the person get?</td>
<td></td>
</tr>
<tr>
<td>How much did the land cost?</td>
<td></td>
</tr>
<tr>
<td>What did a person have to do to keep the land?</td>
<td></td>
</tr>
<tr>
<td>How much time did the person have to fulfill these terms?</td>
<td></td>
</tr>
</tbody>
</table>

10. What are three challenges newcomers faced?

   a. __________________________

   b. __________________________

   c. __________________________

11. Write O if the phrase or sentence tells about settlers from Ontario, M if it tells about the Mennonites, and I if it tells about the settlers from Iceland. One phrase may apply to more than one group.

   _____ were being forced to serve in the military in Russia

   _____ A volcano erupted and destroyed their land and farm animals.

   _____ Many moved to Manitoba.
moved because there was little farmland left where they came from.

A Canadian immigration went to them to invite them to come to Canada.

They had tools that could break up the prairie sod.

The Canadian government gave them nearly 800 square kilometres of land.

Their main community was Gimli.

Life was extremely difficult for them at first.

12. Put a plus (+) sign if the sentence tells about the First Nations were helped to start farming and a minus (-) sign if the sentence tells about a challenge that First Nations faced in trying to start farming.

In the treaties the government promised them seed, tools, and farm animals.

Almost all First Nations had never farmed before in their lives or in their ancestors’ lives.

No one showed them how to farm.

Most reserve land was not suitable for farming.

Most times, the tools, seed, and animals promised did not appear.

First Nations had difficulty selling their crops.

Helping Industry

13. Explain how tariffs help Canadian manufacturers sells their goods.

14. Explain why a diverse economy helps keep a country’s economy healthy.
Natural Resources and History

1. Underline all the sentences that are true about natural resources in Canada.
   a. Natural resources are part of nature that people can use.
   b. Buffalo are a natural resource used by Plains First Nations.
   c. Natural resources have played an important role in Canada’s history.
   d. All Canadian provinces have the same natural resources.
   e. Land was an important natural resource in the development of the West.

Securing the Land

2. Match the sentence beginnings with the endings.
   
   a. Canada bought Rupert's Land
   b. Canada gained control of the land
   c. Canada prepared the land for settlements
   d. Surveyors marked the border
   e. The North West Mounted Police were expected to

   _c_ by having surveyors measure the land.
   _e_ make the land safe for all the expected newcomers.
   _b_ by signing treating with First Nations.
   _d_ from the Hudson’s Bay Company.
   _d_ between Canada and the United States.

3. Why was the North West Mounted Police Force created?
   
   a. show the United States that Canada controlled the country
   b. shield the Aboriginal peoples from American outlaws
   c. help newcomers adjust to the frontier
   d. keep the peace between First Nations and the newcomers
4. How did each of the following groups most likely view the NWMP?

   a. American whiskey trader **got in the way of their illegal activities**
   b. Settler **appreciated NWMP for protection**
   c. Nakoda family **appreciate, but may be uncertain about NWMP**
   d. John A. Macdonald **necessary for the West to develop peaceful**
   e. the Métis **felt NWMP prevented them from realizing their rights**

**Building the Iron Road**

5. Name and describe the three parts of the National Policy.

<table>
<thead>
<tr>
<th>THE NATIONAL POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part</strong></td>
</tr>
<tr>
<td>transportation</td>
</tr>
<tr>
<td>immigration</td>
</tr>
<tr>
<td>economy</td>
</tr>
</tbody>
</table>

6. Underline the sentences that are reasons the transcontinental railway was built.

   a. It would make money for the Canadian Pacific Railway.
   b. First Nations and Métis requested that it be built.
   c. It would connect Eastern and Central Canada to the West.
   d. It was a way to get British Columbia to become one of Canada’s provinces.
   e. It was a way to transport settlers to the West.
   f. It would help keep the Americans out of the West.

7. Underline all the sentences that are true about railway itself.

   a. Those who constructed the railway faced the same challenges regardless of the location.
   b. A more southerly route was chosen because it was flatter, making construction easier.
   c. Chinese workers did the most dangerous jobs in the construction through the mountainous areas of the railway line.
   d. The last spike was driven at a place called Craigellachie in British Columbia.
   e. Father Albert Lacombe helped some First Nations accept and deal with the rail line going through its lands.
Farming the Frontier

8. Fill in the spaces with words that makes sense.

   A township of land was divided into 36 sections. In a township, the greatest portion of land when to the CPR. The next largest portion was for free homestead lands. The remainder of the land was for schools and the HBC.


<table>
<thead>
<tr>
<th>Who could apply for land?</th>
<th>any head of a family, any male at least 21 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much land did the person get?</td>
<td>quarter section</td>
</tr>
<tr>
<td>How much did the land cost?</td>
<td>$10</td>
</tr>
<tr>
<td>What did a person have to do to keep the land?</td>
<td>live on the land for six months of the year, build a house, start farming</td>
</tr>
<tr>
<td>How much time did the person have to fulfill these terms?</td>
<td>three years</td>
</tr>
</tbody>
</table>

10. What are three challenges newcomers faced?
   a. could not buy seed, farm tools, livestock, or materials to build houses or barns
   b. crops ruined by nature (grasshoppers, drought, frost, hail)
   c. extreme weather conditions

11. Write O if the phrase or sentence tells about settlers from Ontario, M if it tells about the Mennonites, and I if it tells about the settlers from Iceland. One phrase may apply to more than one group.

   M were being forced to serve in the military in Russia
   I A volcano erupted and destroyed their land and farm animals.

   O M I Many moved to Manitoba.
moved because there was little farmland left where they came from.

A Canadian immigration went to them to invite them to come to Canada.

They had tools that could break up the prairie sod.

The Canadian government gave them nearly 800 square kilometres of land.

Their main community was Gimli.

Life was extremely difficult for them at first.

12. Put a plus (+) sign if the sentence tells about the First Nations were helped to start farming and a minus (-) sign if the sentence tells about a challenge that First Nations faced in trying to start farming.

In the treaties the government promised them seed, tools, and farm animals.

Almost all First Nations had never farmed before in their lives or in their ancestors’ lives.

No one showed them how to farm.

Most reserve land was not suitable for farming.

Most times, the tools, seed, and animals promised did not appear.

First Nations had difficulty selling their crops.

Helping Industry

13. Explain how tariffs help Canadian manufacturers sell their goods.

Tariffs were added to the cost of imported goods, making them more expensive to buy. Comparatively, this made Canadian goods less expensive.

14. Explain why a diverse economy helps keep a country’s economy healthy.

If one industry is suffering, other industries can help keep the economy healthy.
Lesson 9.8

Concept: Chapter 9: Growth in the West – Test

Resources/Materials: Chapter 9: Growth in the West – Test (student copies)

NOTE: Teachers may have students do Part A, Part B, or both Parts A and B of the test.
Part A

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Write T for true and F for false.

1. The land is one of Western Canada's most important natural resources.

2. Unlike the Americans, the Canadian government wanted to negotiate treaties with the First Nations.

3. The wolfers raised wolves from cubs and tamed them to protect herds.

4. A massacre of Nakoda people by some American wolfers was one of the reasons that John A. Macdonald made it a priority for the North West Mounted Police to the West.

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 once used for hunting and trapping.

6. For the Canadian government, the most important role of the North West Mounted Police was to ensure that First Nations people were driven off their lands.

7. After several years of trying, the North West Mounted Police were never really able to gain the trust of First Nations.

8. The National Policy was adopted to ensure that the land purchased from the Hudson's Bay Company was used effectively to make Canada a stronger country.

9. The Chinese railway workers were paid lower wages and were required to do more dangerous work than other workers. This is an example of assimilation.

10. For the most part, manufacturers in Ontario were in favour of the government putting protective tariffs on goods imported from the United States.
Multiple Choice
Choose the best answer to each question.

11. Which of the following was not a reason that 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 central and eastern provinces.
d. 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 not a reason that 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 they needed.
d. The Canadian government wanted peace with the First Nations.
14. 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 transcontinental railway
d. settle the west

Use the information below to answer question 15.

“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

15. 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 16.

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 many more times the track that began in the west.

16. The most likely reasons 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 that the east crew.
d. the west crew did not have good equipment like the east crew.
17. Which of the following was not a reason why the southern route was chosen over a more northern route for the railway?

   a. In the southern route the land was flatter and had fewer trees.
   b. The southern route was closer to the American border, so most people would take the Canadian railway, not the American one.
   c. The railway company controlled most of the land in the southern route, which would mean higher profits.
   d. Oil deposits near Brooks, Alberta could provide fuel for steam engines.

18. What role did Father Albert Lacombe play in the development of the railway?

   a. Father Lacombe was asked to bless each kilometre of rail line as it was laid.
   b. He successfully convinced First Nations that the railway would not affect their traditional lifestyle.
   c. He convinced First Nations chiefs to allow the railway to go through their lands.
   d. He became one of the owners of the Canadian Pacific Railway and donated the money he made to those in need.

19. A parcel of land that is approximately 10 km X 10 km is a

   a. section.
   b. township.
   c. homestead.
   d. quarter.

20. Under the Dominion Lands Act of 1872, in order for a homesteader to keep the land he purchased, he had to

   a. pay ten dollars to the government each year.
   b. live on the land for six months of the year, build a house, and start farming within three years.
   c. build a house, raise two cows and a dozen chickens, and start farming.
   d. ensure he could go five years without a crop failure.

21. One of the reasons that the settlers faced many crop failures was because

   a. of bad weather and pests.
   b. they did not work hard enough.
   c. they were not used to the cold winters.
   d. they did not have adequate housing.
22. Which of the following groups came to the West because of religious persecution where they lived?

a. Ontario farmers  
b. Mennonites  
c. Fenians  
d. Icelanders

23. Which of the following is not a reason why First Nations were generally unsuccessful at farming?

a. They were just plain lazy.  
b. The land they were given was usually not suitable for farming.  
c. They were often prevented from buying farm equipment.  
d. They often did not get the seed, machines, and animals they were promised.

*Use the following information to answer question 24.*

24. From the information to the right you can conclude that the purpose of a tariff is

a. to make imported goods more attractive to consumers.  
b. to make locally produced goods more attractive to consumers.  
c. to ensure that consumers buy a mixture of imported and local goods.  
d. to encourage local manufacturers to make their goods more efficiently.

The Scenario:
- The Massey Company is a Canadian company. It makes a plough that it sells for $110.  
- John Deere is an American company. It sells a plough for $100.  
- The Canadian government puts a tariff of $20 on the imported plough.
25. Which of the following describes a way that the National Policy encourage the development of industries in Central Canada?

a. Settlers in the West would need to buy goods made in Central Canada.
b. Settlers in the West would have the choice to buy imported goods or good made in Central Canada.
c. People in Central Canada would most likely buy goods manufactured in the West.
d. The Canadian government would no longer allow Canadians to buy imported goods.

Fill in the Blanks
Use the words and phrase below to fill the spaces.

<table>
<thead>
<tr>
<th>a. assimilate</th>
<th>b. enforce</th>
<th>c. identities</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. immigration</td>
<td>e. homesteads</td>
<td>f. manufacturers</td>
</tr>
<tr>
<td>g. township</td>
<td>h. treaties</td>
<td></td>
</tr>
</tbody>
</table>

26. On the prairies, a large parcel of land called a ______ was divided into thirty-six sections.

27. John A. Macdonald wanted the NWMP to keep the peace and _____ the law.

28. The role of the Chinese workers in constructing the transcontinental contributed to their _____ as Chinese-Canadians.

29. The Canadian government’s hope was that First Nations would _____ into the British culture.

30. Father Lacombe was a missionary who helped First Nations groups and the Canadian government make agreements called ______.

31. Most new settlers to the West used the new transcontinental railway to get to their ______.

32. A Canadian _____ agent visited Russia to invite the Mennonites to move to Canada. He promised they could practise their religion.

33. The Canadian government realized that they must put tariffs on goods coming from the United States if they wanted Canadian _____ to create more jobs for Canadians.
Part B

Directions: Write your answers to the questions on a separate sheet of paper.

1. Was the development of the transcontinental railway a good thing for everyone? Tell why.

2. What effect did the North West Mounted Police have on the settling of the West?

3. How did moving to the West affect the identity of the immigrants?

4. How did the National Policy benefit settlers?
Social Studies Grade 7 Voices and Visions Chapter 9
Test
Chapter 9
Growth in the West
Test

Part A – Answer Sheet

1. _______  12. _______  23. _______
2. _______  13. _______  24. _______
3. _______  14. _______  25. _______
4. _______  15. _______  26. _______
5. _______  16. _______  27. _______
6. _______  17. _______  28. _______
7. _______  18. _______  29. _______
8. _______  19. _______  30. _______
9. _______  20. _______  31. _______
10. _______  21. _______  32. _______
11. _______  22. _______  33. _______

8
Social Studies Grade 7 Voices and Visions Chapter 9
Test
Chapter 9
Growth in the West
Test

Part A – Answer Sheet

1. T
2. T
3. F
4. T
5. T
6. F
7. F
8. T
9. F
10. F
11. d
12. q
13. c
14. b
15. a
16. c
17. d
18. c
19. b
20. b
21. a
22. b
23. a
24. b
25. a
26. g
27. b
28. c
29. a
30. h
31. e
32. d
33. f
1. Was the development of the transcontinental railway a good thing for everyone? Tell why.
   - The building of the transcontinental railway was good for some, but not necessarily for others.
   - The CPR stood make huge profits
   - It provided a means of transportation for new immigrants to populate the west and develop the land.
   - It prevented the Americans from annexing the land.
   - It helped to develop the Canadian identity.
   - It caused First Nations’ traditional way of life to be destroyed as they moved onto reserves.
   - Chinese railways workers were discriminated against.

2. What effect did the North West Mounted Police have on the settling of the West?
   - Ended illegal whiskey and firearms trades, which were having a negative effect on First Nations
   - Provided security for settlers and railroad workers
   - Gained the trust of First Nations
   - Looked out for some First Nations’ interests

3. How did moving to the West affect the identity of the immigrants?
   - While most immigrants hung onto old country traditions, they also adopted much of Canadian culture. They were a blend of the old and the new.
   - Immigrants saw themselves as pioneers.
   - Their ability to survive difficulties in the initial years became part of their identities.

4. How did the National Policy benefit settlers?
   - The railway was the main form of transportation that brought them to the West.
   - The Canadian government offered them a small parcel of land, which they had to farm, for a very modest amount.
   - The immigration policy made settlers feel welcome and offered them a chance at a better life.
   - The economic policy meant that settlers would have a market for their crops and that manufactured goods would be available to them.
Chapter 10

Expanding Confederation

Key Concept: Historical Perspective

Chapter Inquiry: What factors led British Columbia, Prince Edward Island, Alberta, Saskatchewan, and then Newfoundland to become provinces of Canada, and what were the consequences?
Social Studies Grade Seven
Chapter 10
Expanding Confederation

Contents

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Lesson 10.2 British Columbia Joins Confederation 3
Lesson 10.3 Prince Edward Island Joins Confederation 4
Lesson 10.4 Alberta and Saskatchewan Become Provinces 5
Lesson 10.5 Newfoundland and Confederation 6
Lesson 10.6 Chapter 10 Project: Create a Political Cartoon 7
Lesson 10.7 Chapter 10: Expanding Confederation – Review 8
Lesson 10.8 Chapter 10: Expanding Confederation – Test 9
Lesson 10.1

Concept: Historical Perspective and Political Cartoons

Resources/Materials: Voices and Visions, pages 216 – 218
Worksheets #7.10.1a and #7.10.1b (optional, student copies)

Introduction: Review that Chapter 9 was mainly about the National Policy and how it related to the settling of present day Alberta, Saskatchewan, and Manitoba. Explain that Chapter 10 deals with the issues and circumstances surrounding the decisions of British Columbia, Prince Edward Island, Alberta, Saskatchewan, and Newfoundland and Labrador to join Confederation.

Write on the board the sentence **To understand better where you are and where you are going look back to see where you have been.** Discuss what this means.

Explain that it is much easier to understand what particular events in history happened if you understand the circumstances under which they occurred and the events that led up to it. This is called historical perspective.

Procedure:

1. You might want to illustrate historical perspective by relating it to something that could happen at school. For example, two boys were caught fighting; yet the teacher chose to punish only one of them. Is that fair? On the surface it seems unfair. But examining the circumstances and history, you know that one of the boys has been reprimanded by the teacher three times in the past week for starting fights. The other boy is always well-behaved. The second boy was only fighting to defend himself from an attack by the first boy. Knowing this helps you to understand the teacher’s decision.

2. Have students turn to textbook, page 216. If at all possible, guide the reading of pages 216 – 218.

3. Have students do the Think Ahead activity, on textbook, page 217. Use Worksheet #7.10.1a. **If you prefer, students can do the exercise in their notebooks.**

4. Then have them use Worksheet #7.10.1b to analyze the political cartoon on textbook, page 218. **This can also be done in notebooks.**

Assignments:

2. Do the Think Ahead activity, page 217 on Worksheet #7.10.10a or in notebooks.
3. Analyze the political cartoon on page 218. Use Worksheet #7.10.1b or notebooks.
Social Studies Grade 7 Voices and Visions Chapter 10
Worksheets

*K - W - L*

**Directions:** Think about what you already know about Confederation and why some colonies joined and others did not. Write those ideas in the first column. In the second column, tell about those things you would like to know about the expansion of Confederation after 1867. Do not write in the third column at this point. Fill it in at the end of Chapter 10.

<table>
<thead>
<tr>
<th>Expansion of Confederation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Know</strong></td>
</tr>
<tr>
<td><strong>Wonder</strong></td>
</tr>
<tr>
<td><strong>Learn</strong></td>
</tr>
</tbody>
</table>

Worksheet #7.10.1a
Directions: Examine the political cartoon at the bottom of page 218 of *Voices and Visions*. Use the political cartoon to answer the questions.

Situation: *In 1948 many in Newfoundland thought the colony should consider joining the United States.*

1. What does the title of the cartoon mean? 

2. What is the key issue? 

3. Describe the setting. 

4. Identify the people in the cartoon. 

5. Identify any keywords or symbols. 

6. Is the cartoon poking fun at anyone? 

7. What is the message? 

8. What techniques has the cartoonist used?
Directions: Think about what you already know about Confederation and why some colonies joined and others did not. Write those ideas in the first column. In the second column, tell about those things you would like to know about the expansion of Confederation after 1867. Do not write in the third column at this point. Fill it in at the end of Chapter 10.

<table>
<thead>
<tr>
<th>Know</th>
<th>Wonder</th>
<th>Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 1867 - NS, NB, ON, PQ joined Confederation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>political deadlock in Canada W &amp; E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>railway needed to link colonies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>free trade with U.S was ending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>threat of U.S. expansion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Britain wanted colonies to look after own defence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEI did not join - felt it would not have enough power Newfoundland felt it had too little in common with rest of Canada</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Examine the political cartoon at the bottom of page 218 of *Voices and Visions*. Use the political cartoon to answer the questions. 

Answers will vary

Situation: *In 1948 many in Newfoundland thought the colony should consider joining the United States.*

1. What does the title of the cartoon mean? "The Bridge to Prosperity" represents ____________
   responsible government as a means to prosperity for Newfoundland

2. What is the key issue? ____________
   whether Newfoundland would be more prosperous
   if it joined the United States

3. Describe the setting. ____________
   map of Northeastern United States and Newfoundland
   in 1948

4. Identify the people in the cartoon. ____________
   "Uncle Sam" represents U.S. government;
   Newfoundland is represented by a citizen.

5. Identify any keywords or symbols. ____________
   "responsible government" on bridge represents
government put in place by Britain in 1934 to run the colony. Gov't of NL
was appointed. Uncle Sam represents freedom, liberty, independence, etc.

6. Is the cartoon poking fun at anyone? ____________
   not really. It just encourages people
to consider forming closer relationship with U.S.

7. What is the message? ____________
   Newfoundland will have prosperity if it joins
   the United States

8. What techniques has the cartoonist used? ____________
   symbolism
Lesson 10.2

Concept: British Columbia Joins Confederation

Resources/Materials: Voices and Visions, pages 219 – 226
Worksheets #7.10.2a, #7.10.2b, and #7.10.2c (student copies)
Wall Map of Canada

Introduction: Use the wall map to point out that present-day British Columbia was once two separate colonies: Vancouver Island and British Columbia. Remind students that soil was the most important natural resource that attracted immigrants to the prairie provinces. Have students speculate as to what natural resources in Vancouver Island and British Columbia might attract immigrants (fish, minerals, forests). Explain that First Nations living along coastal regions made extensive use of the fish and the forests. Those living farther inland made use of forests and animals. But was gold that changed the demographics of Vancouver Island and British Columbia.

Procedure:

1. Explain that mineral resources did not figure prominently in First Nations cultures, but they did attract others. The thought of discovering gold made thousands dream of becoming wealthy.

2. Have students turn to textbook, page 219. Allow students a few moments to scan through the headings and graphics of Chapter 10.

3. Explain that the next section of Chapter 10 gives students an historical perspective of British Columbia deciding to join Confederation. Guide as much of pages 219 – 226 as you have the time for; then have students read the rest independently.

4. Distribute Worksheets #7.10.2a, #7.10.2b, and #7.10.2c. Go over the directions, if necessary.

5. OPTIONAL. Have students construct a time line starting with 1850 and ending with 1871.

6. OPTIONAL. Have students do the Think It Through questions, pages 226.

Assignments:

2. Do Worksheets #7.10.2a, #7.10.2b, and #7.10.2c.
3. OPTIONAL. Make a timeline showing the major events that took place in British Columbia from 1840 to 1871.
4. OPTIONAL. Do the Think it Through questions, page 226.
Directions: Use Voices and Visions, pages 219 – 226 to help you with the questions.

1. Put a check mark (✓) by the sentences that tell about changes that took place in British Columbia and Vancouver Island as a result of the gold rush?

    ____ When some First Nations traders brought pieces of gold to the Hudson’s Bay Company to trade, prospectors flooded into the area.

    ____ James Douglas created a police force and appointed magistrates to control the gold miners.

    ____ The gold rush made millionaires of hundreds of prospectors.

    ____ The activities of the prospectors scared away the salmon, making it difficult for First Nations to meet some of their basic needs.

    ____ To bring law and order to the region, Britain appointed James Douglas the governor of both British Columbia and Vancouver Island. Victoria was named the administrative centre of both colonies.

    ____ The city of Vancouver became the largest city in North America.

    ____ The governor of the colonies, James Douglas built the Caribou Road from the lower part of the Fraser River to Barkerville.

    ____ Victoria changed from a sleepy town to a busy centre.

    ____ Barkerville became a bustling community.

    ____ Thousands of people came to British Columbia with the hope of striking it rich.

    ____ Many who came for the gold rush stayed once it was over and started up businesses and farms.

    ____ The Caribou Road marked the beginning of a whole network of roads, which led to other economic activities, such as logging.
2. Tell how the gold rush affected First Nations who lived in the area.

Life Before the Gold Rush

The Affect of Newcomers on First Nations

How Governor Douglas Reacted to the Situation

3. In 1886, Britain decided to unite the colonies of Vancouver Island and British Columbia, making them one colony. The new colony had many problems. What were they?
   a. 
   b. 

3. Match the sentences with the point of view.

<table>
<thead>
<tr>
<th>Thomas Lett Wood</th>
<th>Joseph Truch</th>
<th>author of a letter to a newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia should join the United States because we will be more prosperous as Americans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>British Columbia should remain a British colony because the citizens feel loyal to Britain, not Canada.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>British Columbia should join Confederation it will strengthen our interests on the North American continent.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Examine the political cartoon. It has to do with the debate about whether British Columbia should join the United States. What do you think is the message of the cartoon?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

“We don’t want you here.” Annexation to the United States was a political issue in Canada’s early days. In this anti-annexation cartoon from 1869 by "Grinchuckle", Uncle Sam is given the boot by Young Canada as John Bull looks on approvingly.

5. British Columbia demanded three things before it would join Confederation. What were they?

a. _______________________________________

b. _______________________________________

c. _______________________________________

6. What was the date of British Columbia’s joining Confederation?

________________________________________
Directions: Use *Voices and Visions*, pages 219 – 226 to help you with the questions.

1. Put a check mark (✓) by the sentences that tell about changes that took place in British Columbia and Vancouver Island as a result of the gold rush?

   ✓ When some First Nations traders brought pieces of gold to the Hudson’s Bay Company to trade, prospectors flooded into the area.

   ✓ James Douglas created a police force and appointed magistrates to control the gold miners.

   ____ The gold rush made millionaires of hundreds of prospectors.

   ✓ The activities of the prospectors scared away the salmon, making it difficult for First Nations to meet some of their basic needs.

   ✓ To bring law and order to the region, Britain appointed James Douglas the governor of both British Columbia and Vancouver Island. Victoria was named the administrative centre of both colonies.

   ____ The city of Vancouver became the largest city in North America.

   ✓ The governor of the colonies, James Douglas built the Caribou Road from the lower part of the Fraser River to Barkerville.

   ✓ Victoria changed from a sleepy town to a busy centre.

   ✓ Barkerville became a bustling community.

   ✓ Thousands of people came to British Columbia with the hope of striking it rich.

   ✓ Many who came for the gold rush stayed once it was over and started up businesses and farms.

   ✓ The Caribou Road marked the beginning of a whole network of roads, which led to other economic activities, such as logging.
2. Tell how the gold rush affected First Nations who lived in the area.

**Life Before the Gold Rush**
- hunted sea mammals
- gathered shell fish
- fished mountain rivers
- used temperature rain forest as source of food

**The Affect of Newcomers on First Nations**
- disrupted way of life because newcomers did not understand First Nation way of life
- newcomers did not understand importance of the land and waters

**How Governor Douglas Reacted to the Situation**
- set up reserves for First Nation where they could live
- recognized their right to hunt and fish on unoccupied territory, in return for 14 parcels of land on Vancouver Island

3. In 1866, Britain decided to unite the colonies of Vancouver Island and British Columbia, making them one colony. The new colony had many problems. What were they?
   a. colony was deeply in debt
   b. not enough money could be raised through taxation

3. Match the sentences with the point of view.

<table>
<thead>
<tr>
<th>Thomas Lett Wood</th>
<th>Joseph Trutch</th>
<th>author of a letter to a newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>author of letter</td>
<td>British Columbia should join the United States because we will be more prosperous as Americans.</td>
<td></td>
</tr>
<tr>
<td>Thomas Lett Wood</td>
<td>British Columbia should remain a British colony because the citizens feel loyal to Britain, not Canada.</td>
<td></td>
</tr>
<tr>
<td>Joseph Trutch</td>
<td>British Columbia should join Confederation it will strengthen our interests on the North American continent.</td>
<td></td>
</tr>
</tbody>
</table>
4. Examine the political cartoon. It has to do with the debate about whether British Columbia should join the United States. What do you think is the message of the cartoon?

British Columbia should not consider becoming part of the United States.

5. British Columbia demanded three things before it would join Confederation. What were they?

a. wanted Canada to pay the colony’s debt
b. wanted a road to be built across prairies to the Pacific to link BC with rest of Canada
c. wanted Canada to make payments to BC every year.

6. What was the date of British Columbia’s joining Confederation?

July 20, 1871
Lesson 10.3

Concept: Prince Edward Island Joins Confederation

Resources/Materials: Voices and Visions, pages 227 – 231
                     Worksheets #7.10.3a and #7.10.3b (student copies)
                     Wall Map of Canada

Introduction: Using the map of Canada, briefly review the dates and order in which the provinces joined Confederation (so far):
1867 – Ontario, Québec, Nova Scotia, New Brunswick
1870 – Manitoba
1871 – British Columbia

Explain that the next colony to join Confederation was Prince Edward Island.

Procedure:

1. Discuss with students the meaning of the phrase “a little fish in a big pond”.

2. Discuss how this might apply to Prince Edward Island and its decision to join Confederation. Be sure to link it to fears of losing the identity it had developed as an island colony.

3. Recall that it had previously rejected the idea of joining Confederation when meeting with the other Maritime provinces and the provinces of Central Canada.

4. Have students turn to textbook, page 227. Guide the reading of pages 227 and 228. Then have students read the rest on their own.

5. Distribute Worksheets #7.10.3a and #7.10.3b. Go over the directions, if necessary.

6. OPTIONAL/RECOMMENDED. Have students do the Think It Through question on textbook, page 231.

Assignments:

2. Do Worksheets #7.10.3a and #7.10.3b.
3. OPTIONAL/RECOMMENDED. Do the Think It Through question, page 231.
Directions: Use Voices and Visions, pages 227 – 231 to help you with the questions.

1. What were the two main reasons that Prince Edward Island decided not to join Confederation in 1867?
   
   a. _______________________________________________________
   
   b. _______________________________________________________

2. What factors convinced the people of Prince Edward Island to change their minds about joining Confederation?

   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

   REASONS WHY PRINCE EDWARD ISLAND DECIDED TO JOIN CONFEDERATION
3. What did Canada agree to do if Prince Edward Island joined Confederation?

WHAT CANADA AGREED TO DO IF PRINCE EDWARD ISLAND JOINED CONFEDERATION

4. Tell about these minority groups from Prince Edward Island.

<table>
<thead>
<tr>
<th>Acadians</th>
<th>Mi’kmaq</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life before PEI Joined Confederation</td>
<td></td>
</tr>
<tr>
<td>Life about the time PEI Joined Confederation</td>
<td></td>
</tr>
<tr>
<td>Life in Modern Times</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #7.10.3b
Directions: Use Voices and Visions, pages 227 – 231 to help you with the questions.

1. What were the two main reasons that Prince Edward Island decided not to join Confederation in 1867?
   a. Canada would not give them more money
   b. Canada would not allow them to elect more Members of Parliament

2. What factors convinced the people of Prince Edward Island to change their minds about joining Confederation?

   Canada offered to buy homes and farms from absentee landlords in Britain. This meant that people could own their homes and land instead of renting it.

   Canada offered to help pay for a railway across Prince Edward Island.

   Britain forbid Prince Edward Island to make trade deals with the United States. If it joined Canada it could trade with the other provinces and with countries with whom Canada traded.

   Britain wanted Prince Edward Island to join Canada because it wanted to reduce the cost of running the colony.
3. What did Canada agree to do if Prince Edward Island joined Confederation?

- pay the island's debt
- pay the province an annual sum of money
- take over the cost and building of the railway

WHAT CANADA AGREED TO DO IF PRINCE EDWARD ISLAND JOINED CONFEDERATION

- provide year-round steamboat service between the island and the mainland
- give them six MPs in the House of Commons
- buy back land from the absentee landowners in Britain

4. Tell about these minority groups from Prince Edward Island.

<table>
<thead>
<tr>
<th></th>
<th>Acadians</th>
<th>Mi'kmaq</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life before PEI Joined Confederation</td>
<td>had good relations with Mi'kmaq, farmed and fished, 1758 3000 deported; 2000 escaped</td>
<td>lost most of island, 1837 Lennox Island given to them to live on by Dana Stewart</td>
</tr>
<tr>
<td>Life about the time PEI Joined Confederation</td>
<td>small but politically active group</td>
<td>lived in poverty and isolation</td>
</tr>
<tr>
<td>Life in Modern Times</td>
<td>about 12% of current population has Acadian roots</td>
<td>600 Mi'kmaq live on Lennox Island, joined with Abegweit band to form Mi'kmaq Confederacy</td>
</tr>
</tbody>
</table>

Worksheet #7.10.3b
Lesson 10.4

Concept: Alberta and Saskatchewan Become Provinces

Resources/Materials: Voices and Visions, pages 232 – 237
Worksheets #7.10.4a, #7.10.4b, and #7.10.4c (student copies)
Wall Map of Canada

Introduction: Using the map of Canada as an aid, review that Canada purchased Rupert’s Land from the Hudson’s Bay Company in 1869. A tiny part of it was used to create Manitoba. The rest was a huge area and was called the North-West Territories. Note the North-West Territories were not a colony but a possession Canada, unlike BC and PEI, which were British Colonies.

Recall also that the Canadian government with the National Policy took steps to populate the North-West Territories and their efforts paid off. More than 30 years after PEI became a province, Alberta and Saskatchewan became provinces.

Procedure:

1. Review that there was a mixture of peoples in the North-West Territories: First Nations, Métis, Francophones, Anglophones, Catholics, and Protestants.

2. Explain that the population of the North-West Territories was sufficient to make them provinces, but there were many issues to be resolved before that final step: language rights, religious rights, to name two.

3. Have students turn to textbook, age 232. Guide the reading of page 232 and the first paragraph of page 233. Then have students read pages 233 – 237 independently.

4. Distribute Worksheets #7.10.4a, #7.10.4b, and #7.10.4c. Go over the directions, if necessary.

5. OPTIONAL. Do the Think It Through questions, page 237.

Assignments:

2. Do Worksheets #7.10.4a, #7.10.4b, and #7.10.4c.
3. OPTIONAL. Do the Think It Through questions, page 237.
Directions: Use *Voices and Visions*, pages 232 – 237 to help you with the questions.

1. What is the difference between a territory and a province?

2. Describe the government of the North-West Territories in the late 1800s.

3. There were many issues that needed to be resolved before the North-West Territories could become provinces. Tell about the issues and what was finally decided about each.

   **Issue One: Should there be one province or two?**

<table>
<thead>
<tr>
<th>Arguments for One Province</th>
<th>Arguments for Two Provinces</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   What was decided? __________________________________________
### Issue Two: What should be the responsibilities of the provincial and federal governments and who should own the resources?

<table>
<thead>
<tr>
<th>Frederick Haultain’s View</th>
<th>Wilfred Laurier’s View</th>
</tr>
</thead>
</table>

What was decided?

---

### Issue Three: What rights should minorities have when it comes to education?

<table>
<thead>
<tr>
<th>Francophones</th>
<th>Anglophones</th>
</tr>
</thead>
</table>

What was decided?
4. When did Alberta and Saskatchewan become provinces?

5. Briefly tell how the provincial capitals of Saskatchewan and Alberta were chosen.

<table>
<thead>
<tr>
<th>Regina</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edmonton</td>
</tr>
</tbody>
</table>

6. Tell about these facts about Canada’s newest territory – Nunavut.
   a. Location
   b. When it was created
   c. Comparative size
   d. Population
   e. People
   f. How its government reflects its identity:

5. What was the impact on First Nations of Alberta and Saskatchewan becoming provinces?
Directions: Use *Voices and Visions*, pages 232 – 237 to help you with the questions.

1. What is the difference between a territory and a province?

   A province owns its own land, while a territory does not.

   Canada owns territorial lands. A territory has less power to govern itself than a province has.

2. Describe the government of the North-West Territories in the late 1800s.

   Regina was capital

   Led by lieutenant-governor and a small appointed council

   In 1888, council replaced by an elected assembly

3. There were many issues that needed to be resolved before the North-West Territories could become provinces. Tell about the issues and what was finally decided about each.

   Issue One: Should there be one province or two?

<table>
<thead>
<tr>
<th>Arguments for One Province</th>
<th>Arguments for Two Provinces</th>
</tr>
</thead>
<tbody>
<tr>
<td>The North-West Territories had only one government, there is no need to split them up. Dividing territories in two would require Canada setting up two sets of machinery and institutions, which is unnecessary.</td>
<td>One single province is too large. A single province of this size may make it too powerful. Dividing in two would help support minority rights with respect to education.</td>
</tr>
</tbody>
</table>

   What was decided? Two provinces were created.
Issue Two: What should be the responsibilities of the provincial and federal governments and who should own the resources.

<table>
<thead>
<tr>
<th>Frederick Haultain’s View</th>
<th>Wilfred Laurier’s View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provinces should own their own land and control the natural resources</td>
<td>Federal government needs to control the land so that it could offer land to immigrants cheaply. The provinces never really owned the land</td>
</tr>
</tbody>
</table>

What was decided? Federal government kept control of public lands and resources in exchange for a million dollars per province. (25 years later the provinces were given title to the land.)

Issue Three: What rights should minorities have when it comes to education?

<table>
<thead>
<tr>
<th>Francophones</th>
<th>Anglophones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Francophones were Catholic. They wanted the right to have Catholic schools with the language of instruction being French.</td>
<td>Most Anglophones wanted their children educated in English in public schools</td>
</tr>
</tbody>
</table>

What was decided? English would be the language of instruction in public schools. Separate schools could operate, with French instruction limited to an hour per day.
4. When did Alberta and Saskatchewan become provinces?

   September 1, 1905

5. Briefly tell how the provincial capitals of Saskatchewan and Alberta were chosen.

<table>
<thead>
<tr>
<th>Regina</th>
<th>It had been the capital of the North-West Territories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edmonton</td>
<td>Voters in Edmonton had supported Laurier's Liberal Party. Voters in Calgary had supported Borden's Conservative Party. Laurier rewarded Edmonton by making it the capital of Alberta.</td>
</tr>
</tbody>
</table>

6. Tell about these facts about Canada's newest territory—Nunavut.

   a. Location northeast part of Canada

   b. When it was created April 1, 1999

   c. Comparative size largest of the territories

   d. Population 28,000

   e. People mostly Inuit

   f. How its government reflects its identity:
      - made Inuktitut one of the official languages.
      - an inukshuk is on the flag
      - star on the flag represents the leadership of Elders

5. What was the impact on First Nations of Alberta and Saskatchewan becoming provinces?

   - Federal government signed treaties with First Nations, moving them to reserves.
   - adopted policy of assimilation, wanting First Nations to be absorbed into Canadian society and put children into residential schools.
Lesson 10.5

Concept: Newfoundland and Confederation

Resources/Materials: Voices and Visions, pages 237 – 240
Worksheets #7.10.5a and #7.10.5b (student copies)
Wall Map of Canada

Introduction: Using the map of Canada, show students that the island of Newfoundland is significantly removed from the more populated parts of Canada. Because of this, Newfoundland developed its own identity and Newfoundlanders were used to being self-sufficient and independent. As a British colony, Newfoundlanders were by no means wealthy, but they were getting by.
Why then, did it become a province of Canada?

Procedure:

1. Discuss the trade-offs made when a small group decides to join a larger group. (e.g., You give up some of your ability to make your own decisions in exchange for the security of being part of a larger group.)

2. Explain that the Great Depression of the 1930s hit Newfoundland hard, as it did the rest of the western world.

3. Have students turn to textbook, page 237. Guide the reading of page 237 and the top of page 238. If at all possible, analyze the political cartoon at the bottom of 238 with students.

4. Have students read pages 238 – 240 independently.

5. Distribute Worksheets #7.10.5a and #7.10.5b. Go over the directions, if necessary.

6. Have students fill in the third column of the K-W-L sheet (Worksheet #7.10.2a). This worksheet was started in Lesson 10.2. Students should already have it.

7. OPTIONAL. Have students do question #1 of the Think It Through questions on textbook, page 241.

Assignments:

2. Do Worksheets #7.10.5a and #7.10.5b.
3. Finish the third column of Worksheet #7.10.2a.
4. OPTIONAL. Do question #1 of the Think It Through questions, page 241.
Newfoundland and Confederation

Directions: Use Voices and Visions, pages 237 – 241 to help you with the questions.

1. What three events led up to Newfoundland’s decision to consider joining Confederation?

2. From what three alternatives did the people of Newfoundland have to choose?
   a. 
   b. 
   c. 

3. Examine the political cartoon at the bottom of page 238. What is the message of the cartoon?

4. The political cartoon below appeared in a Newfoundland newspaper at the time Newfoundlanders were considering whether or not to join Confederation.
What is the message of the cartoon at the bottom of Worksheet #7.10.5a?


5. Read the “Voices” section on page 239. What is the message of the editorial?


7. The “Are You in This List?” advertisement tells about reasons Newfoundland should join Confederation. Match the reasons with the people.

<table>
<thead>
<tr>
<th>Mothers</th>
<th>War Veterans</th>
<th>Wage-Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Railroaders</td>
<td>Light(house) Keepers</td>
<td>All Newfoundlanders</td>
</tr>
<tr>
<td>Fishermen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The cost of producing fish will come down. The price you can get for your fish will be protected by Canada.

The cost of living will decrease. Children and seniors will have a better life.

The Canadian government will provide children under the age of 16 with a monthly allowance. Your children will not go hungry.

You will become government employees, so your wages will improve.

As a person who fought in war, you will be looked after by the Canadian government.

You will be a CNR employee. This means you will have job security and a good pay.

If you lose your job, Canada will provide you with Unemployment Insurance. In addition, Canada will take steps to develop Newfoundland’s resources, providing more people with jobs.
8. The issue of whether or not Newfoundland should join Confederation was decided by a referendum. What does this mean?

9. On what date did Newfoundland and Labrador become Canada’s tenth province?

10. What were some of the positive and negative consequences of Newfoundland and Labrador joining Confederation?

<table>
<thead>
<tr>
<th>Positive Consequences</th>
<th>Negative Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Unlike other provinces, Newfoundland and Labrador decided to take on responsibility for First Nations and Inuit. What were the consequences of this for First Nations and Inuit?
Directions: Use Voices and Visions, pages 237 – 241 to help you with the questions.

1. What three events led up to Newfoundland’s decision to consider joining Confederation?

   - During Great Depression: thousands of Newfoundlanders lost jobs. Colonial government was on verge of bankruptcy.
   - Britain replaced elected government with a commission appointed by Britain. Nothing improved.
   - During WWII: Canada and U.S. built military bases in Newfoundland, causing economy to improve.

2. From what three alternatives did the people of Newfoundland have to choose?
   a. to return to colonial status
   b. to leave the commission in place
   c. to become the tenth province of Canada

3. Examine the political cartoon at the bottom of page 238. What is the message of the cartoon? Answers may vary

   The lure of the benefits of joining Confederation is only a trap.

4. The political cartoon below appeared in a Newfoundland newspaper at the time Newfoundlanders were considering whether or not to join Confederation.
Social Studies Grade 7 Voices and Visions Chapter 10
Worksheets

What is the message of the cartoon at the bottom of Worksheet #7.10.5a?

If Newfoundland joins Confederation, Newfoundlanders will be burdened with higher taxes.

5. Read the “Voices” section on page 239. What is the message of the editorial?

Newfoundland needs to be independent so that it can choose its trading partners.

7. The “Are You in This List?” advertisement tells about reasons Newfoundland should join Confederation. Match the reasons with the people.

<table>
<thead>
<tr>
<th>Mothers</th>
<th>War Veterans</th>
<th>Wage-Workers</th>
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<tbody>
<tr>
<td>Railroaders</td>
<td>Light(house) Keepers</td>
<td>All Newfoundlanders</td>
</tr>
<tr>
<td>Fishermen</td>
<td>The cost of producing fish will come down. The price you can get for your fish will be protected by Canada.</td>
<td></td>
</tr>
<tr>
<td>All Newfoundlanders</td>
<td>The cost of living will decrease. Children and seniors will have a better life.</td>
<td></td>
</tr>
<tr>
<td>Mothers</td>
<td>The Canadian government will provide children under the age of 16 with a monthly allowance. Your children will not go hungry.</td>
<td></td>
</tr>
<tr>
<td>Light Keepers</td>
<td>You will become government employees, so your wages will improve.</td>
<td></td>
</tr>
<tr>
<td>War Veterans</td>
<td>As a person who fought in war, you will be looked after by the Canadian government.</td>
<td></td>
</tr>
<tr>
<td>Railroaders</td>
<td>You will be a CNR employee. This means you will have job security and a good pay.</td>
<td></td>
</tr>
<tr>
<td>Wage-Workers</td>
<td>If you lose your job, Canada will provide you with Unemployment Insurance. In addition, Canada will take steps to develop Newfoundland’s resources, providing more people with jobs.</td>
<td></td>
</tr>
</tbody>
</table>
8. The issue of whether or not Newfoundland should join Confederation was decided by a referendum. What does this mean?

Citizens vote on the issue.

9. On what date did Newfoundland and Labrador become Canada's tenth province?

March 31, 1949

10. What were some of the positive and negative consequences of Newfoundland and Labrador joining Confederation?

<table>
<thead>
<tr>
<th>Positive Consequences</th>
<th>Negative Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newfoundlanders gained access to Canada social programs</td>
<td>Fishing industry declined</td>
</tr>
<tr>
<td>the economic boom in Canada spread to Newfoundland.</td>
<td>→ cod fishery shutdown</td>
</tr>
<tr>
<td></td>
<td>→ seal hunt limited</td>
</tr>
</tbody>
</table>

11. Unlike other provinces, Newfoundland and Labrador decided to take on responsibility for First Nations and Inuit. What were the consequences of this for First Nations and Inuit?

Government of Newfoundland failed to meet needs of First Nations and Inuit.

As a result, Mi'kmaq at Conne River gained recognition under Indian Act.

In Labrador, Innu, Innu, and Métis formed associations to promote their own cultures and reclaim traditional lands.
Lesson 10.6

Concept: Chapter 10 Project: Create a Political Cartoon

Resources/Materials: Voices and Visions, page 241

Introduction: Review that political cartoons are a way of expressing an opinion on a particular issue facing a group of people or on the actions of a particular person or group. They often use humour and exaggeration to make their point.

   Explain that students will now have a chance to create their own political cartoon.

Procedure:

1. With students brainstorm for some possible issues. These can be local, provincial, or federal.


3. Emphasize to students that it is important for them to first decide on how they personally feel about the issue or situation. They must then think about how a drawing can portray the issue or situation.

4. Students must then make their plan and start drawing!

Assignments:

2. Create a political cartoon.
Lesson 10.7 (Optional)

Concept: Chapter 10: Expanding Confederation - Review

Resources/Materials: Chapter 10: Expanding Confederation – Review Sheets (student copies)

Introduction: Review that there were many similarities and many differences in the reasons that various provinces decided to join Confederation.

Procedure:

1. If you have the time, briefly go over the issues involved for each province in deciding whether or not to join Confederation:

   For each province:
   - What was the situation leading up to considering Confederation.
   - Reasons for joining
   - Reasons for not joining

2. Distribute the Chapter 10: Expanding Confederation – Review Sheets. Have students complete them independently.

3. If possible, check the completed review sheets with students.

Assignment:

Do the Chapter 10: Expanding Confederation – Review Sheets
Chapter 10
Expanding Confederation
Review

1. What is historical perspective?


British Columbia

2. On what date did British Columbia become a province?


3. Put a check mark (✓) in front of the sentences that tell about the facts and events that led up to British Columbia considering becoming a province.

   ___ Vancouver Island was a British colony and British Columbia was a British territory.

   ___ A gold rush started when First Nations brought piece of gold to trade at fur trading posts.

   ___ When the gold rush began, Governor James Douglas created a police force and appointed magistrates to keep law and order.

   ___ There was violent conflict between First Nations and prospectors.

   ___ Newcomers did not respect nature the way that First Nations did. This led to difficulties for First Nations.

   ___ British Columbia became a colony and James Douglas was to act as governor for both Vancouver Island and British Columbia.

   ___ As the gold rush moved farther north and into the interior, Governor Douglas decided to build a road connecting New Westminster and Barkerville. The road was called the Caribou Road.

   ___ The gold rush lasted less than twenty years.

   ___ The gold rush turned Victoria and Vancouver into busy towns.

   ___ When the gold rush ended, some stayed on to open businesses, start farms, and start logging.

   ___ The king of England decided to make the colonies of Vancouver Island and British Columbia into one colony.
4. Underline the sentences that tell about the situation in British Columbia that led the colony to consider joining Confederation.

- The colony was deep in debt.
- There were not enough people to pay taxes or to buy land.
- The population of British Columbia was doubling every year.
- First Nations desperately wanted to join Confederation.
- The Americans wanted to annex British Columbia.
- Canada was expanding across the prairies.

5. Under what three conditions did British Columbia decide to join Confederation?

a. ____________________________________________

b. ____________________________________________

c. ____________________________________________

6. From what you read in Chapter 10, did First Nations benefit in any way from British Columbia’s decision to join Confederation?

________________________________________________

________________________________________________

Prince Edward Island

7. In each pair, underline the sentence that best explains a fact or the situation in Prince Edward Island before it decided to join Confederation.

<table>
<thead>
<tr>
<th>a</th>
<th>Many citizens felt that if PEI joined Confederation, their needs would be overlooked by the rest of the country because its population was so small.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many citizens felt that if PEI joined Confederation is would have an equal voice in decision making.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b</th>
<th>In Prince Edward Island absentee landlords owned much of the land. Citizens were forced to rent their land from these landlords.</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Prince Edward Island wanted to establish a free trade agreement with the United States, but Britain opposed this idea. PEI had to consider joining Canada, which would provide a market for PEI goods.</td>
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<td>Canada worried that the United State might want to annex Prince Edward Island.</td>
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<td>Britain was reluctant to allow Prince Edward Island join Confederation.</td>
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</table>

8. To what conditions did Canada agree if Prince Edward Island joined Confederation?
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

9. On what date did Prince Edward Island join Confederation? __________________________

10. What evidence is there that PEI Acadians became an important part of Prince Edward Island after it became a province?
    __________________________________________________________
    __________________________________________________________
11. How did joining Confederation affect the Mi’kmaq Nation of Prince Edward Island?

______________________________

______________________________

Alberta and Saskatchewan

12. On what date did Alberta and Saskatchewan become provinces? ______________________

13. Put a check mark (✓) in front of the sentences that tell about facts and the situation in the North-West Territories before Alberta and Saskatchewan became provinces.


✓ The North-West Territories were part of Rupert’s Land, which the Canadian government bought from the Hudson’s Bay Company.


✓ Regina was the capital city of the North-West Territories.


✓ The North-West Territories had to decide whether or not it wanted to join Canada.


✓ The North-West Territories had responsible government, with an elected assembly.


✓ The North-West Territories was filling up with settlers.


✓ The elected assembly of the North-West Territories could decide how its natural resources could be used.


✓ All of the North-West Territories became either part of Alberta or part of Saskatchewan.


✓ There was fear that the Americans would try to annex the southern part of the North-West Territories if Canada did not develop the area.

14. Several issues had to be settled before parts of the North-West Territories were to become a province. Circle the point of view that which was finally decided upon.

a. Should there be one province in two?

- Frederick Haultain thought there should be one province. This would make things more effective and more efficient as there would be no need to create two sets of everything.

- Prime Minister Wilfred Laurier thought that two provinces should be created because if there was only one, it would be too large to administer and would make the province too powerful.
b. Should the federal or the provincial government have control of the resources in the new province(s)?

- Frederick Haultain thought that the new provinces should own the land and control the natural resources.
- Prime Minister Laurier wanted to keep the federal government to keep control of the land because he wanted to ensure that new immigrants could obtain cheap land for settlement.

c. What education rights would Francophone Catholics have?

- Most wanted all students to attend public schools and the language of instruction in schools to be English.
- Some wanted to keep the right to operated separate Catholic or Protestant school systems in addition to public schools. The language of instruction would be English, although schools could have up to an hour per day of instruction in French.

15. On what date was Nunavut created as a territory? ____________________________

16. How did the shaping of the Nunavut government reflect the identity of the citizens on Nunavut?

__________________________________________________________________________

__________________________________________________________________________

17. What was the purpose of forcing First Nations children to attend residential schools instead of schools on their own reserves?

__________________________________________________________________________

__________________________________________________________________________
Newfoundland

18. On what date did Newfoundland and Labrador join Confederation? ________________

19. Put a check mark (✓) in front of the sentences that tell about facts and the situation in the Newfoundland before it became a province.

_____ Newfoundlanders had a strong identity.

_____ The economy of Newfoundland and Labrador was based on exporting natural resources like fish, minerals and wood.

_____ During the Great Depression Newfoundland suffered economically with thousands losing their jobs.

_____ Manufacturing created jobs for most people.

_____ Newfoundlanders identified more with Britain than establishing their own identity.

_____ Newfoundland was heavily in debt and was about to go bankrupt.

_____ Britain replaced the colony’s elected government with a commission that it appointed.

_____ The economy in Newfoundland improved during World War II when both Canada and United States built military bases in the colony.

_____ Some people wanted Newfoundland to join the United States

20. At the end of World War II, Britain wanted Newfoundland to once again take over responsibility for its own affairs. What three choices did Newfoundlanders have?

a. ___________________________________________________________________

b. ___________________________________________________________________

c. ___________________________________________________________________

21. Many people felt Newfoundland should join Confederation; others did not. Write F if the sentence tells about a reason for Newfoundland joining Confederation. Write A if it describes a reason against joining Confederation.

_____ Newfoundland has its own identity and will not fit in with the rest of Canada.

_____ Canada will help Newfoundland to pay off its debts.
Canada has good social programs such as family allowance, unemployment insurance, and benefits for seniors and war veterans.

Newfoundland is better off joining the United States because the United States is a bigger market for Newfoundland goods.

Newfoundland should become an independent country. Then it could make its own decisions about whom to trade with.

Wages will increase, especially for people that work for the government like lighthouse keepers.

22. What was the method used to decide whether or not Newfoundland and Labrador would join Confederation?

________________________________________

________________________________________

23. What were the consequences of Newfoundland and Labrador joining Confederation?

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<th>Positive Consequences</th>
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24. What were the consequences of Confederation for First Nations and Inuit?

________________________________________

________________________________________

________________________________________

________________________________________
1. What is historical perspective?

A viewpoint that uses history to understand why things are the way they are.

British Columbia

2. On what date did British Columbia become a province? July 20, 1871

3. Put a check mark (✓) in front of the sentences that tell about the facts and events that led up to British Columbia considering becoming a province.

✓ Vancouver Island was a British colony and British Columbia was a British territory.

✓ A gold rush started when First Nations brought piece of gold to trade at fur trading posts.

✓ When the gold rush began, Governor James Douglas created a police force and appointed magistrates to keep law and order.

✓ There was violent conflict between First Nations and prospectors.

✓ Newcomers did not respect nature the way that First Nations did. This led to difficulties for First Nations.

✓ British Columbia became a colony and James Douglas was to act as governor for both Vancouver Island and British Columbia.

✓ As the gold rush moved farther north and into the interior, Governor Douglas to decide to build a road connecting New Westminster and Barkerville. The road was called the Caribou Road.

✓ The gold rush lasted less than twenty years.

✓ The gold rush turned Victoria and Vancouver into busy towns.

✓ When the gold rush ended, some stayed on to open businesses, start farms, and start logging.

✓ The king of England decided to make the colonies of Vancouver Island and British Columbia into one colony.
4. Underline the sentences that tell about the situation in British Columbia that led the colony to consider joining Confederation.

- The colony was deep in debt.
- There were not enough people to pay taxes or to buy land.
- The population of British Columbia was doubling every year.
- First Nations desperately wanted to join Confederation.
- The Americans wanted to annex British Columbia.
- Canada was expanding across the prairies.

5. Under what three conditions did British Columbia decide to join Confederation?

a. Canada would pay British Columbia’s debt
b. Canada would establish a transportation link to eastern Canada
c. Canada would make payments to British Columbia each year.

6. From what you read in Chapter 10, did First Nations benefit in any way from British Columbia’s decision to join Confederation?

not really

---

Prince Edward Island

7. In each pair, underline the sentence that best explains a fact or the situation in Prince Edward Island before it decided to join Confederation.

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<tbody>
<tr>
<td>a</td>
<td>Many citizens felt that if PEI joined Confederation, their needs would be overlooked by the rest of the country because its population was so small.</td>
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<td></td>
<td>Many citizens felt that if PEI joined Confederation is would have an equal voice in decision making.</td>
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<tr>
<td>b</td>
<td>In Prince Edward Island absentee landlords owned much of the land. Citizens were forced to rent their land from these landlords.</td>
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<td></td>
<td>In Prince Edward Island almost everyone owned the property they lived on.</td>
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Being an island, Prince Edward Island had developed its own distinct identity.
Being an island, Prince Edward Island identified more with Britain than thinking of itself as a distinct group of people.

Britain encouraged Prince Edward Island to make trade deals with other countries.

Prince Edward Island wanted to establish a free trade agreement with the United States, but Britain opposed this idea. PEI had to consider joining Canada, which would provide a market for PEI goods.

Canada worried that the United State might want to annex Prince Edward Island.
Canada did not want the burden of having a small province like Prince Edward Island.

Britain wanted to rid itself of the cost of running Prince Edward Island. The island was costing it more than it benefited Britain.
Britain was reluctant to allow Prince Edward Island join Confederation.

8. To what conditions did Canada agree if Prince Edward Island joined Confederation?
   a. pay the island's debt
   b. pay the province an annual sum of money
   c. take over the cost and building of a railroad
   d. provide year-round steamboat service between the island and mainland
   e. give PEI six MPs
   f. buy back land from the absentee landlords

9. On what date did Prince Edward Island join Confederation? July 1, 1873

10. What evidence is there that PEI Acadians became an important part of Prince Edward Island after it became a province?
    elected an MP in 1874
11. How did joining Confederation affect the Mi'kmaq Nation of Prince Edward Island?

Very little; they continued to live in poverty.

Alberta and Saskatchewan

12. On what date did Alberta and Saskatchewan become provinces? September 1, 1905

13. Put a check mark (√) in front of the sentences that tell about facts and the situation in the North-West Territories before Alberta and Saskatchewan became provinces.

√ The North-West Territories were part of Rupert's Land, which the Canadian government bought from the Hudson's Bay Company.
√ Regina was the capital city of the North-West Territories.
( ) The North-West Territories had to decide whether or not it wanted to join Canada.
√ The North-West Territories had responsible government, with an elected assembly.
√ The North-West Territories was filling up with settlers.
( ) The elected assembly of the North-West Territories could decide how its natural resources could be used.
( ) All of the North-West Territories became either part of Alberta or part of Saskatchewan.
√ There was fear that the Americans would try to annex the southern part of the North-West Territories if Canada did not develop the area.

14. Several issues had to be settled before parts of the North-West Territories were to become a province. Circle the point of view that which was finally decided upon.

a. Should there be one province in two?

• Frederick Haultain thought there should be one province. This would make things more effective and more efficient as there would be no need to create two sets of everything.

• Prime Minister Wilfred Laurier thought that two provinces should be created because if there was only one, it would be too large to administer and would make the province too powerful.
b. **Should the federal or the provincial government have control of the resources in the new province(s)?**

- Frederick Haultain thought that the new provinces should own the land and control the natural resources.
- Prime Minister Laurier wanted to keep the federal government to keep control of the land because he wanted to ensure that new immigrants could obtain cheap land for settlement.

c. **What education rights would Francophone Catholics have?**

- Most wanted all students to attend public schools and the language of instruction in schools to be English.
- Some wanted to keep the right to operate separate Catholic or Protestant school systems in addition to public schools. The language of instruction would be English, although schools could have up to an hour per day of instruction in French.

15. On what date was Nunavut created as a territory? **April 1, 1999**

16. How did the shaping of the Nunavut government reflect the identity of the citizens on Nunavut?

   - made Inuktitut one of the official languages
   - inuksuk and star on flag are Inuit symbols

17. What was the purpose of forcing First Nations children to attend residential schools instead of schools on their own reserves?

   - wanted First Nations to assimilate
Newfoundland

18. On what date did Newfoundland and Labrador join Confederation? \textbf{March 31, 1949}

19. Put a check mark (\checkmark) in front of the sentences that tell about facts and the situation in the Newfoundland before it became a province.

\checkmark \text{Newfoundlanders had a strong identity.}

\text{The economy of Newfoundland and Labrador was based on exporting natural resources like fish, minerals and wood.}

\checkmark \text{During the Great Depression Newfoundland suffered economically with thousands losing their jobs.}

\text{Manufacturing created jobs for most people.}

\text{Newfoundlanders identified more with Britain than establishing their own identity.}

\checkmark \text{Newfoundland was heavily in debt and was about to go bankrupt.}

\checkmark \text{Britain replaced the colony’s elected government with a commission that it appointed.}

\checkmark \text{The economy in Newfoundland improved during World War II when both Canada and United States built military bases in the colony.}

\checkmark \text{Some people wanted Newfoundland to join the United States}

20. At the end of World War II, Britain wanted Newfoundland to once again take over responsibility for its own affairs. What three choices did Newfoundlanders have?

a. \text{\underline{return to colonial status}}

b. \text{\underline{leave the commission in place}}

c. \text{\underline{join Confederation}}

21. Many people felt Newfoundland should join Confederation; Others did not. Write \textbf{F} if the sentence tells about a reason for Newfoundland joining Confederation. Write \textbf{A} if it describes a reason against joining Confederation.

\textbf{A} \text{Newfoundland has its own identity and will not fit in with the rest of Canada.}

\textbf{F} \text{Canada will help Newfoundland to pay off its debts.}
Canada has good social programs such as family allowance, unemployment insurance, and benefits for seniors and war veterans.

Newfoundland is better off joining the United States because the United States is a bigger market for Newfoundland goods.

Newfoundland should become an independent country. Then it could make its own decisions about whom to trade with.

Wages will increase, especially for people that work for the government like lighthouse keepers.

22. What was the method used to decide whether or not Newfoundland and Labrador would join Confederation?

Referendum

23. What were the consequences of Newfoundland and Labrador joining Confederation?

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<tbody>
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<td>gained access to Canada’s social programs</td>
<td>after a while fishery declined and seal hunt was limited.</td>
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<tr>
<td>economic prosperity at first</td>
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<td>electricitiy to rural areas</td>
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<tr>
<td>expanded mining operations, forestry, and the fishery</td>
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<tr>
<td>Transcanada highway extended</td>
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</table>

24. What were the consequences of Confederation for First Nations and Inuit?

Newfoundland and Labrador given responsibility for First Nations and Inuit. This proved to be a disaster. Later some gained recognition under the Indian Act; others formed associations to promote their cultures and reclaim traditional lands.
Lesson 10.8

Concept: Chapter 10: Expanding Confederation – Test

Resources/Materials: Chapter 10: Expanding Confederation – Test (student copies)

NOTE: Teachers may choose to have students do Part A, Part B, or both Parts A and B.
Part A

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Write T for true and F for false.

1. Historical perspective tells about events and conditions that occurred after a particular event.
   - T

2. The purpose of a political cartoon is to make a comment or observation about a particular issue or situation.
   - T

3. The fur trade attracted the first Europeans to the Pacific Coast.
   - T

4. The Caribou Road was not constructed for caribou only; it was built for a variety of wildlife.
   - T

5. Prince Edward Island had first rejected the idea of joining Confederation because it wanted more money and more Members of Parliament.
   - T

6. Absentee landlords are landowners that do not maintain their properties.
   - T

7. In general, Aboriginal peoples were consulted when it came to deciding about whether or not to join Confederation.
   - T

8. Alberta and Saskatchewan were not asked to join Canada because they were already part of Canada.
   - T

9. Regina was made the capital of Saskatchewan because the people of Regina had voted for Prime Minister Laurier.
   - T

10. Newfoundlanders did not benefit from joining Confederation.
    - T
Multiple Choice
Choose the best answer to each question.

11. The population of British Columbia exploded when
   a. salmon were found in the rivers.
   b. prospectors came to the area in search of gold.
   c. Victoria was named the capital city.
   d. people discovered the mild climate.

12. The governor of the colony of British Columbia was
   b. George Vancouver.
   c. Jack Deighton.
   d. William Cook.

Use the information below to answer question 13.

- Many people felt British Columbia should join the United States.
- British Columbia still owed money for the building of the Caribou Road.
- Many residents felt a great deal of loyalty to Britain.
- British Colombians were uncertain if joining Confederation would benefit them unless there was a good transportation link to Central Canada.

13. The best heading for the above would be
   a. Reasons Why British Columbia Should Join Confederation
   b. Reasons Why British Columbia Should Not Join Confederation
   d. Issues Surrounding the British Columbia’s Decision to Join Confederation.

14. Which of the following was not a condition of British Columbia deciding to join Confederation?
   a. Canada would extend an existing railway line from New Westminster to Barkerville.
   b. Canada would make payments to British Columbia each year.
   c. Canada would pay off British Columbia’s debts.
   d. Canada would build a transportation link from British Columbia to Central Canada.
15. For which of the provinces was the problem of absentee landlords an issue?
   a. British Columbia
   b. Prince Edward Island
   c. Alberta and Saskatchewan
   d. Newfoundland and Labrador

16. For which of the following was the paying off of debt not a condition for joining Confederation?
   a. British Columbia
   b. Prince Edward Island
   c. Alberta and Saskatchewan
   d. Newfoundland and Labrador

17. For which of the following was fear of losing identity as a colony not an issue when it came to deciding on whether or not to join Confederation?
   a. British Columbia
   b. Prince Edward Island
   c. Alberta and Saskatchewan
   d. Newfoundland and Labrador

18. For which of the following was whether or not to grant ownership and control of natural resources as a province or provinces an issue?
   a. British Columbia
   b. Prince Edward Island
   c. Alberta and Saskatchewan
   d. Newfoundland and Labrador

19. For which of the following was minority education rights an issue when it came to becoming a province or provinces?
   a. British Columbia
   b. Prince Edward Island
   c. Alberta and Saskatchewan
   d. Newfoundland and Labrador
20. Prince Edward Island wanted steamboat service between the island and the mainland mainly because

- it wanted to improve communication and transportation links with the rest of the country.
- its people wanted to lose their own identities and become more a part of the Canadian identity.
- it would improve communication with Britain.
- Islanders would then have more choices about where to vacation.

*Use the following information to answer question 21.*

This political cartoon shows Uncle Sam resisting the attraction of Canada, as other Americans are pulled over. It was published in 1904.

21. The message of the political cartoon is

- Uncle Sam is an American citizen.
- immigrants came to Canada from all over the world.
- the boundary between Canada and the United States is too weak.
- the lure of immigration to Canada was so strong that even Americans found it difficult to resist.

22. The order in which the provinces became part of Confederation, from earliest to latest was

- British Columbia, Alberta/Saskatchewan, PEI, Newfoundland/Labrador.
- Alberta/Saskatchewan, British Columbia, PEI, Newfoundland/Labrador.
- Alberta/Saskatchewan, PEI, Newfoundland/Labrador, British Columbia.
- British Columbia, PEI, Alberta/Saskatchewan, Newfoundland/Labrador.
Use the following information to answer question 23.

Canada adopted a policy of assimilation. It wanted to absorb the First Nations and Métis into a uniform Canadian society. It demanded that First Nations parents put their children into residential schools. In these boarding schools, children were forced to adopt English ways.

23. 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 learned 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.

Use the following information to answer question 25.

When the territory of Nunavut was created on April 1, 1999, it was decided that one of the official languages of the territory would be Inuktitut. The flag of Nunavut would bear two symbols. The first was an inuksuk, which is a stone monument built to guide travellers, mark special places, or encourage caribou to head toward hunters. The second was a star, which represented the North Star, a symbol of the leadership of the Elders in a community.

25. From the above information you can infer that the government of Nunavut

a. reflects the identity of the people of Nunavut.

b. observes British ways as well as traditional ways.

c. feels that the flag will need to be changed as Nunavut matures.

d. needs a great deal of help from the federal government.
26. Which of the following was used to decide whether or not Newfoundland would join Confederation?

a. The commission members would decide.
b. The Members of Parliament would hold a vote.
c. There was a referendum.
d. The Legislative Assembly voted to decide.

**Fill in the Blanks**
Use the words and phrases from the box to fill the spaces.

<table>
<thead>
<tr>
<th>a. economic</th>
<th>b. First Nations</th>
<th>c. Francophones</th>
<th>d. Lennox Island</th>
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<tr>
<td>e. loyalty</td>
<td>f. magistrates</td>
<td>g. politically</td>
<td>h. separate</td>
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</table>

27. In British Columbia, Governor James Douglas appointed _____ to enforce the law.

28. Many residents of British Columbia were opposed to joining Confederation because they felt a _____ to Britain.

29. At the time of Confederation, the Acadian population of Prince Edward Island was small, but _____ active.

30. In 1870, a British group called the Aborigines Protection Society bought _____ for the Mi'kmaq of Prince Edward Island.

31. A _____ school is a public school meant for a particular group.

32. During the late 1800s and early 1900s _____ had a strong presence in the Edmonton area.

33. During the Great Depression, Newfoundland and Labrador experienced _____ disaster as the demand for its products fell.

34. After 1949, the government of Newfoundland and Labrador failed to meet the needs of _____ and Inuit citizens because they had little experience in providing these types of services before joining Confederation.
Part B

Directions: Write the answers to these questions on a separate sheet of paper.

1. Explain what residential schools were. Tell whether you think they were a good thing for First Nations people and why.

2. What was the role of the railway in building Canada?

3. What role did the desire of the United States to annex parts of Canada have in building Canada?

4. What was the impact of Canada’s expanding Confederation on Aboriginal groups?
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1. Explain what residential schools were. Tell whether you think they were a good thing for First Nations people and why.
   - Boarding schools specifically for First Nations children.
   - First Nations children were removed from their homes and forced to attend residential schools so they would not be influenced by traditional First Nations languages, spiritual beliefs, and any customs and traditions.
   - The Canadian government saw residential schools as a way to assimilate First Nations.
   - Most agree that in the long run, this was not a good thing for First Nations because they lost their sense of identity. In addition, parenting skills faded and generally people’s sense of purpose faded.

2. What was the role of the railway in building Canada?
   - The railway helped to unify Canada.
   - The promise of the railway was a major incentive for colonies to join Confederation.
   - The railway improved transportation links, fostering trade and encouraging industry.
   - The railways brought immigrants from eastern seaports to other parts of the country.
   - It displaced First Nations people, however.

3. What role did the desire of the United States to annex parts of Canada have in building Canada?
   - Many felt that they would be better off joining the United States.
   - Most feared an American takeover of their colony or territory; this proved to be an incentive to join Confederation.

4. What was the impact of Canada’s expanding Confederation on Aboriginal groups?
   - For the most part, the plight of Aboriginal groups was not a consideration when making decisions about joining or not joining Confederation.
   - Most saw Aboriginal groups as a problem that needs to be overcome.
   - Aboriginal groups were not consulted.
   - In most cases the situation for Aboriginal groups stayed the same or became worse as a territory or colony gained provincial status.
Chapter 11

Encouraging Immigration

Key Concept: Immigration and Identity

Chapter Inquiry: How did the massive immigration to Canada near the turn of the twentieth century affect the complex identity of our country?
Social Studies Grade Seven
Chapter 11
Encouraging Immigration

Contents

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Lesson 11.2  Encouraging Immigration  3
Lesson 11.3  Push and Pull Factors  4
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Lesson 11.8  Chapter 11: Encouraging Immigration – Test  9
Lesson 11.1

Concept:  The Need for Immigrants

Resources/Materials:  Voices and Visions, pages 242 – 246
Worksheets #7.11.1a and #7.11.1b (student copies)
Graph paper
Worksheet #7.11.1c (optional, student copies)
Wall Map of Canada

Introduction:  Use the map of Canada to show how large Canada is in area compared to other countries of the world. Russia is the largest country, followed by Canada, and then China. For a country that covers as much physical area as Canada, its population is relatively small.

Explain that Chapter 11 is about Canada, starting in the 1880s. Manitoba, British Columbia, and Prince Edward Island have joined Confederation. The population of Canada is about 4 300 000. The Canadian government, under Prime Minister Wilfred Laurier is trying to increase the population of the prairies, where the population is quite small. Laurier felt that region of the country was still threatened with thoughts of American annexation. He wanted to develop the prairies and to do that he needed immigrants.

Procedure:


2. Then have students read pages 245 and 246 to find out the exact reasons that Canada felt it needed to encourage immigration to the prairies.

3. Distribute Worksheets #7.11.1a and #7.11.1b. Go over the directions, if necessary. (Have students make the graph on graph paper or on Worksheet #7.11.1c.

4. OPTIONAL. Have students do question #1 of the Think It Through questions on textbook, page 246.

Assignments:

1. Read Voices and Visions, pages 242, 243, 245, and 246.
2. Do Worksheets #7.11.1a and #7.11.1b (Use graph paper or Worksheet #7.11.1c).
3. OPTIONAL. Do question #1 of Think It Through, page 246.
The Need for Immigration

Directions: Use *Voices and Visions*, pages 242, 243, 245, and 246 to help you with the questions.

1. In the space below, copy the graphic illustrating the pluralistic nature of Western Canada. Add another band next to “Early Immigrants” and label it “Recent Immigrants”. Then write the names of more recent immigrants to Western Canada.

2. In 1881 what percent of Canadians were

Canadiens? ___________________________ English-Canadians? ___________________________

Aboriginals? ___________________________ Immigrants? ___________________________
3. Explain why Prime Minister Laurier thought Canada needed immigrants.

4. What kinds of things did the Canadian government do to increase immigration?

5. How did the following help to increase immigration?
   a. private companies
   b. church groups
   c. railway companies

6. Use the table at the top of textbook, page 246 to make a line graph showing the number of immigrants to Canada between 1890 and 1914. Use a sheet of graph paper or Worksheet #7.11.1c.

7. What are two observations you can make from examining the graph?
   a. 
   b. 
Directions: Use *Voices and Visions*, pages 242, 243, 245, and 246 to help you with the questions.

1. In the space below, copy the graphic illustrating the pluralistic nature of Western Canada. Add another band next to “Early Immigrants” and label it “Recent Immigrants”. Then write the names of more recent immigrants to Western Canada.

   Answers will vary

2. In 1881 what percent of Canadians were

   Canadiens? 41.5%  
   Aboriginals? 2.5%  
   English-Canadians? 41.2%  
   Immigrants? 14.8%

Answers may vary.
3. Explain why Prime Minister Laurier thought Canada needed immigrants.

- wanted newcomers to start farms in the West
- needed more workers for all country’s growing industries
- need more miners

4. What kinds of things did the Canadian government do to increase immigration?

- doubled amount of railway track
- offered land for low price or free
- advertised overseas
- sent agents overseas

5. How did the following help to increase immigration?

a. private companies bought land in the West and sold it to immigrants at a profit

b. church groups wanted to build religious communities

c. railway companies given land to build railway and sold some of it for profit

6. Use the table at the top of textbook, page 246 to make a line graph showing the number of immigrants to Canada between 1890 and 1914. Use a sheet of graph paper or Worksheet #7.11.1c.

7. What are two observations you can make from examining the graph?

a. Answers may vary.

b. ________________________________
Lesson 11.2

Concept: Encouraging Immigration

Resources/Materials: Voices and Visions, pages 247 – 250
Worksheets #7.11.2a and #7.11.2b (student copies)
Travel brochures/posters/ads in the newspaper or magazines

Introduction: If you have any travel promotional materials, show them to the students. Discuss the techniques the materials use to make you want to visit any particular destination. Explain that the Canadian government wanted people to immigrate to Canada. It used posters depicting a wonderful life in Canada. It sent agents to places in the United States and northern Europe, all with the goal of attracting immigrants to settle the West.

Procedure:

1. Remind students that the Canadian government pictured western Canada as having a culture similar to that in Britain. Discuss how this might affect at whom its advertisements might be directed.

2. Have students turn to textbook, page 248. With students exam the posters and discuss how they are designed to making life in western Canada appear wonderful

3. Have students read textbook, pages 247 – 250.

4. Distribute Worksheets #7.11.2a and #7.11.2b. Go over the directions, if necessary.

5. OPTIONAL. Have students pretend they are a homesteader. Have them write a letter to someone in the homeland about their experiences.

6. OPTIONAL. Have students make a poster advertising their local area as a wonderful place to live.

7. OPTIONAL. Have students do question #1 or #2 or both of the Think It Through questions on textbook, page 250.

Assignments:

2. Do Worksheets #7.11.2a and #7.11.2b.
3. OPTIONAL. Pretend you are a homesteader. Write a letter to someone back home.
4. OPTIONAL. Make a poster advertising your area.
5. OPTIONAL. Do question #1, #2 or both of Think It Through, page 250.
Directions: Use *Voices and Visions*, pages 247 – 250 to help you with the questions.

1. Fill the web to tell about Clifford Sifton.

   CLIFFORD SIFTON
   
   ![Diagram](image)

   - Who He Was
   - What He Did
   - His Goal

2. Complete the web to tell about some of the advertising methods Sifton used.

   ADVERTISING THE WEST
   
   ![Diagram](image)
3. Sifton advertised in three regions. Which regions were they and why did he advertise in each particular region?

<table>
<thead>
<tr>
<th>Region</th>
<th>Why the Region Was Targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Explain why Canadians were not encouraged to move west.

- 
- 
- 

In your opinion, was this fair? Give reasons for your answer.

- 
- 

5. Compare how the advertisements portrayed life in Western Canada with how life really was for settlers.

<table>
<thead>
<tr>
<th>How Western Canada Was Portrayed</th>
<th>What Living as a Settler in Western Canada Was Really Like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Voices and Visions*, pages 247 – 250 to help you with the questions.

1. Fill the web to tell about Clifford Sifton.

   **CLIFFORD SIFTON**

   - **Who He Was**
     - in charge of immigration to Canada
     - Member of Parliament from Manitoba
     - Minister of the Interior 1896 to 1905

   - **What He Did**
     - Started publicity campaign

   - **His Goal**
     - attract people to Canada

2. Complete the web to tell about some of the advertising methods Sifton used.

   **ADVERTISING THE WEST**

   - **Posters / Pamphlets**
     - million made in many languages

   - **Foreign Journalists**
     - brought to Canada to tour and write newspaper stories to send home

   - **Speaks**
     - sent around world to spread the word about the Canadian West
3. Sifton advertised in three regions. Which regions were they and why did he advertise in each particular region?

<table>
<thead>
<tr>
<th>Region</th>
<th>Why the Region Was Targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>American farmers knew how to farm on the prairies</td>
</tr>
<tr>
<td>Great Britain</td>
<td>Were of British origin and would fit well into the British</td>
</tr>
<tr>
<td></td>
<td>character of the west</td>
</tr>
<tr>
<td>Eastern Europe</td>
<td>Experienced farmers who would assimilate well but could put</td>
</tr>
<tr>
<td></td>
<td>up with hardships of pioneer life</td>
</tr>
</tbody>
</table>

4. Explain why Canadians were not encouraged to move west.

   Government’s vision was a country of one language, English

   In your opinion, was this fair? Give reasons for your answer.

   Answers will varied

5. Compare how the advertisements portrayed life in Western Canada with how life really was for settlers.

<table>
<thead>
<tr>
<th>How Western Canada Was Portrayed</th>
<th>What Living as a Settler in Western Canada Was Really Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>bountiful crops</td>
<td>very difficult</td>
</tr>
<tr>
<td>happy families</td>
<td>crop failures</td>
</tr>
<tr>
<td>well-established farms and</td>
<td>extreme weather; insects</td>
</tr>
<tr>
<td>communities</td>
<td></td>
</tr>
<tr>
<td>picturesque</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 11.3

Concept: Push and Pull Factors

Resources/Materials: Voices and Visions, pages 251 and 252
Worksheet #7.11.3a and #7.11.3b (student copies)

Introduction: Review that Clifford Sifton’s advertisement campaign brought results. Thousands of immigrants did move to Western Canada. Explain that for such a campaign to work, there needed to be two things at work:

- First, there was a reason that people wanted to move.
- Second, there was some kind of attraction to Canada.

Procedure:

1. Explain that factors that cause people to want to leave their homelands are called push factors. Factors that make people want to choose a particular country to move to are called pull factors.

2. If you think it is necessary set up an analogous situation. “Pretend you are sitting around home and you are bored. You want someone to play with. This is a push factor. Then you spot your best friend out in the yard. He waves for you to come out and join him or her. This is a pull factor. The pull factor is the reason you went out to play with your friend as opposed to some other activity, like reading a book or cleaning your room.”

3. Have students turn to textbook, page 251. Have them read pages 251 and 252.

4. Distribute Worksheets #7.11.3a and #7.11.3b. Go over the directions, if necessary.

5. OPTIONAL. Do the Think It Through questions on textbook, page 252.

Assignments:

1. Read Voices and Visions, pages 252 and 253.
2. Do Worksheet #7.11.3a and #7.11.3b.
3. OPTIONAL. Do the Think It Through questions, page 252.
Push and Pull Factors

Directions: Use *Voices and Visions*, pages 252 and 253 to help you with the questions.

1. Tell about push and pull factors at work when immigrants decided to move to the Canadian west.

**PUSH FACTORS**

- 
- 
- 
- 
- 

**PULL FACTORS**

- 
- 
- 
- 
-
2. Examine the pie graph on page 252.

   a. What is the title of the graph?

   b. What were the top three regions from which immigrants came to Canada?

   c. Would you say that Clifford Sifton’s advertising campaign was effective? Tell why.

3. Think about immigration to Canada today. What might be some reasons why people want to leave their homelands (push factors) and what might be some reasons why they would choose to come to Canada (pull factors)?

<table>
<thead>
<tr>
<th>IMMIGRATION TO CANADA TODAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Push Factors</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
**Push and Pull Factors**

**Directions:** Use *Voices and Visions*, pages 252 and 253 to help you with the questions.

1. Tell about push and pull factors at work when immigrants decided to move to the Canadian west.

<table>
<thead>
<tr>
<th>PUSH FACTORS</th>
<th>PULL FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>population growth</td>
<td>free land</td>
</tr>
<tr>
<td>religious persecution</td>
<td>jobs</td>
</tr>
<tr>
<td>political persecution</td>
<td>completed railway</td>
</tr>
<tr>
<td>natural disaster</td>
<td>better machinery</td>
</tr>
<tr>
<td>affordable travel</td>
<td>improved farming techniques</td>
</tr>
<tr>
<td></td>
<td>growing demand for wheat</td>
</tr>
<tr>
<td></td>
<td>religious/political freedom</td>
</tr>
<tr>
<td></td>
<td>friends and family</td>
</tr>
</tbody>
</table>
2. Examine the pie graph on page 252.
   
   a. What is the title of the graph?
   
   Sources for Immigrants to Canada
   
   b. What were the top three regions from which immigrants came to Canada?
   
   British Empire, United States, Rest of Europe
   
   c. Would you say that Clifford Sifton’s advertising campaign was effective? Tell why.
   
   Yes, immigrants flooded into Canada

3. Think about immigration to Canada today. What might be some reasons why people want to leave their homelands (push factors) and what might be some reasons why they would choose to come to Canada (pull factors)?

   Answers will vary.

<table>
<thead>
<tr>
<th>IMMIGRATION TO CANADA TODAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Push Factors</strong></td>
</tr>
<tr>
<td>. poverty</td>
</tr>
<tr>
<td>. political persecution</td>
</tr>
<tr>
<td>. dictatorships</td>
</tr>
<tr>
<td>. lack of opportunity</td>
</tr>
</tbody>
</table>
Lesson 11.4

Concept: Churches and Immigration

Resources/Materials: Voices and Visions, pages 253 – 256
Worksheets #7.11.4a and #7.11.4b (student copies)

Introduction: Recall that spiritual beliefs have an important role in the history of Canada. First Nations people were very spiritual. European explorers would claim new territories for their countries and then take steps to ensure that the religion of that particular country was established in that territory.

Explain that immigration to Canada was very much influenced by religion and religious groups chose Canada in the late 1800s and early 1900s because Canada offered a place where they could practise their religions.

Procedure:

1. Explain that unlike modern times, Christian religions were considered the only “real” religion at the turn of the century. People who practised non-Christian religions were considered evil and a threat. Some of these feelings still persist.

2. Explain that the next section in Chapter 11 is about four religious groups and their immigration to Canada.

3. Have students turn to textbook, page 253. Guide the reading of the first two columns. Then have students read pages 253 – 256 independently.

4. Distribute Worksheets #7.11.4a and #7.11.4b. Go over the directions, if necessary.

5. OPTIONAL. Do Think It Through on textbook, page 256.

Assignments:

1. Read Voices and Visions, pages 253 – 256.
2. Do Worksheets #7.11.4a and #7.11.4b.
3. OPTIONAL. Do Think It Through, page 256.
Directions: Use *Voices and Visions*, pages 253 – 256 to help you with the questions.

1. Complete the chart for each group.

### DOUKHOBORS

<table>
<thead>
<tr>
<th>Homeland</th>
<th>Push Factor</th>
<th>Pull Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### THE BARR COLONY

<table>
<thead>
<tr>
<th>Homeland</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Church</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Push Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pull Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experiences in Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Hutterites

<table>
<thead>
<tr>
<th>Homeland</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Church</td>
<td></td>
</tr>
<tr>
<td>Push Factors</td>
<td></td>
</tr>
<tr>
<td>Pull Factors</td>
<td></td>
</tr>
<tr>
<td>Settlement Patterns</td>
<td></td>
</tr>
<tr>
<td>Lifestyle</td>
<td></td>
</tr>
</tbody>
</table>

### Dr. Bernardo’s Children

<table>
<thead>
<tr>
<th>Homeland</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Push Factors</td>
<td></td>
</tr>
<tr>
<td>Pull Factors</td>
<td></td>
</tr>
<tr>
<td>Life in Canada</td>
<td></td>
</tr>
</tbody>
</table>

2. In what ways were the lives of Dr. Bernardo’s children similar to those of other immigrants to Canada?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Worksheet #7.11.4b
**DOUKHOBORS**

<table>
<thead>
<tr>
<th>Homeland</th>
<th>Push Factor</th>
<th>Pull Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russia</td>
<td>government wanted to force them to fight in the army</td>
<td>Canada offered them a place where they could follow their faith</td>
</tr>
</tbody>
</table>

**THE BARR COLONY**

<table>
<thead>
<tr>
<th>Homeland</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Church</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglican</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Push Factor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Isaac Barr encouraged people to spread the Anglican faith and British ways.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pull Factor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Barr had purchased land in Canadian West; wanted to be part of strengthening British presence in the West</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experiences in Canada</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>transAtlantic ship much too small</td>
<td></td>
</tr>
<tr>
<td>Reverend George Lloyd had to take over from Barr</td>
<td></td>
</tr>
<tr>
<td>lost luggage/supplies</td>
<td></td>
</tr>
<tr>
<td>settled on Alberta/Saskatchewan bordered</td>
<td></td>
</tr>
</tbody>
</table>
## Hutterites

<table>
<thead>
<tr>
<th>Homeland</th>
<th>Russia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church</td>
<td>Hutteran Brethren</td>
</tr>
<tr>
<td>Push Factors</td>
<td>Persecuted in Russia and in the United States for refusing to fight in war</td>
</tr>
<tr>
<td>Pull Factors</td>
<td>Canada permitted Hutterites to avoid military service</td>
</tr>
<tr>
<td>Settlement Patterns</td>
<td>Good farm land</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>Communal</td>
</tr>
</tbody>
</table>

## Dr. Bernardo’s Children

<table>
<thead>
<tr>
<th>Homeland</th>
<th>Britain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Push Factors</td>
<td>Orphans, Homelessness, Poverty</td>
</tr>
<tr>
<td>Pull Factors</td>
<td>Better life in Canada, Families in Canada wanted children to help out</td>
</tr>
<tr>
<td>Life in Canada</td>
<td>Some had wonderful experiences, Others had very poor experiences</td>
</tr>
</tbody>
</table>

2. In what ways were the lives of Dr. Bernardo’s children similar to those of other immigrants to Canada?

Dr. Bernardo’s children came to Canada with expectations of a wonderful life. However, the reality was that life was difficult.
Lesson 11.5

Concept: Francophones in the West

Resources/Materials: Voices and Visions, pages 256 – 259
Worksheet #7.11.5 (student copies)
Map of Prairie Provinces (perhaps in an atlas)

Introduction: Explain that people moving to the prairie provinces did not just come from other countries; some came from other parts of Canada. They are called internal migrants. Internal migrants to the prairie provinces include Francophones, mostly from Québec.

On the map of the prairie provinces, help students locate the names of communities with Francophone names in all three provinces.

Procedure:

1. Recall from earlier lessons that Francophones were the first non-Aboriginal people in the West. They were fur traders and coureurs de bois.

2. Recall also the contributions of Francophones such as Father Alberta Lacombe.

3. Conclude that Francophones have made an important contribution to the history of the west and continue to do so in modern times.

4. Have students turn to textbook, page 256. Guide the reading of page 256 and page 257 (to the top of the second column).

5. Have students read the pages 257 – 259 to find out why Francophone migration the west slowed down and then increased.

6. Distribute Worksheet #7.11.5. Go over the directions, if necessary.

7. OPTIONAL. Do question #2 of the Think It Through questions on textbook, page 259.

Assignments:

1. Read Voices and Visions, pages 256 – 259.
2. Do Worksheet #7.11.5.
3. Do question #2 of Think It Through, page 259.
Francophones in the West

Directions: Use Voices and Visions, pages 256 – 259 to help you with the questions.

1. Explain how Francophones have contributed to Alberta by completing the chart.

<table>
<thead>
<tr>
<th>Type of Contribution</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Names</td>
<td></td>
</tr>
<tr>
<td>Economy</td>
<td></td>
</tr>
<tr>
<td>Health Care</td>
<td></td>
</tr>
<tr>
<td>Schools</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
</tr>
</tbody>
</table>

2. What slowed the migration of Francophones to the West?

________________________________________________________________________

________________________________________________________________________

3. How did the Catholic Church try to increase the Francophone population of the West?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Directions: Use Voices and Visions, pages 256 – 259 to help you with the questions.

1. Explain how Francophones have contributed to Alberta by completing the chart.

<table>
<thead>
<tr>
<th>Type of Contribution</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Names</td>
<td>names of many cities, towns, and districts bear French names</td>
</tr>
<tr>
<td>Economy</td>
<td>developed land, set up businesses</td>
</tr>
<tr>
<td>Health Care</td>
<td>set up hospitals</td>
</tr>
<tr>
<td>Schools</td>
<td>Francophone schools</td>
</tr>
<tr>
<td>Religion</td>
<td>set up churches and missions</td>
</tr>
</tbody>
</table>

2. What slowed the migration of Francophones to the West?

Canadians began to see that government wanted to make the West anglophone.

3. How did the Catholic Church try to increase the Francophone population of the West?

- tried to persuade Francophones from Quebec and northeast United States to move to the West
- also advertised in France and Belgium
Lesson 11.6

Concept: A Pluralistic Society

Resources/Materials: Voices and Visions, pages 260 – 265
Worksheets #7.11.6a, #7.11.b, and #7.11.6c (student copies)

Introduction: Recall that in past lessons students have learn about the First Nations, Métis, British, Francophones, Mennonites, Hutterites, and Doukhobors. Some had lived in the West for thousands of years; others for only a few. These were not the only groups that came to live in the West. As time went on, peoples from other parts of the world immigrated to the West as well.

The West was soon a mixture of people from more than a hundred cultural backgrounds. It was a pluralistic society. The final section of Chapter 11 is about the West being a pluralistic society and the challenges and benefits of being a pluralistic society.

Procedure:

1. Discuss some of the students’ favourite foods. As ethnic foods such as French fries, tacos, spaghetti, hot dogs, and chow mein come up, tell students about their origin. Conclude that different types of foods are just one benefit of living in a pluralistic society.

2. With students discuss some of the challenges living in a pluralistic society, such as different values, religions, and customs. If you like, cite specific examples that have caused debate: wearing of hijabs, reciting the Lord’s Prayer in school, Sunday shopping.

3. Have students turn to textbook, page 260. Examine the table showing “Ethnic Origins of Canadians”.


5. Distribute Worksheets #7.11.6a, #7.11.6b, and #7.11.6c. Go over the directions, if necessary.

Assignments:

2. Do Worksheets #7.11.6a< #7.11.6b, and #7.11.6c.
Directions: Use *Visions and Voices*, pages 260 – 264 to help you answer the questions.

1. What is a pluralistic society?

   [Blank lines for response]

   [Blank lines for response]

   [Blank lines for response]

2. Use the graph paper or Worksheet #7.11.6c to make a triple bar graph to show the information in the table on page 260. Do not forget to title your graph and make legend.

3. Match points of view with the people.

<table>
<thead>
<tr>
<th>Ralph Connor</th>
<th>J.S. Woodsworth</th>
<th>Madeline Katt Theriault</th>
<th>Lily Chang</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmony in multicultural society takes time. But when it does, it is wonderful.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When people of diverse ethnic backgrounds interact and learn to accept and respect each other, a nation is built.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Living in a pluralistic society can be difficult because there are always those that will put you down because you are not just like them. But in amongst those types are some wonderful people that pick you up.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making immigrants from all over the world into good Canadian citizens will be difficult, if it can be done at all.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Briefly describe the life of a homesteader.

   [Blank lines for response]

   [Blank lines for response]

   [Blank lines for response]
5. Complete the chart to tell about some of the changes in what growing.

<table>
<thead>
<tr>
<th>Area of Change</th>
<th>Specific Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Machinery</td>
<td></td>
</tr>
<tr>
<td>The Wheat</td>
<td></td>
</tr>
<tr>
<td>The Exports</td>
<td></td>
</tr>
</tbody>
</table>

6. Read the section entitled “Identity: The Prairie Way” on pages 263 and 264. What does the author mean by the *prairie way*?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

7. What are some of the benefits and challenges of living in a pluralistic society?

<table>
<thead>
<tr>
<th>Benefits of Living in a Pluralistic Society</th>
<th>Challenges of Living in a Pluralistic Society</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Visions and Voices, pages 260 – 264 to help you answer the questions.

1. What is a pluralistic society?

A society made up of many different groups of people, each with its own unique identities, ideas, perspectives, and cultures; the resulting society has a sense of respect for all cultures.

2. Use the graph paper or Worksheet #7.11.6c to make a triple bar graph to show the information in the table on page 260. Do not forget to title your graph and make legend.

3. Match points of view with the people.

<table>
<thead>
<tr>
<th>Ralph Connor</th>
<th>J.S. Woodsworth</th>
<th>Madeline Katt Theriault</th>
<th>Lily Chang</th>
</tr>
</thead>
</table>

Lily Chang Harmony in multicultural society takes time. But when it does, it is wonderful.

Ralph Connor When people of diverse ethnic backgrounds interact and learn to accept and respect each other, a nation is built.

Madeline Katt Theriault Living in a pluralistic society can be difficult because there are always those that will put you down because you are not just like them. But in amongst those types are some wonderful people that pick you up.

J.S. Woodsworth Making immigrants from all over the world into good Canadian citizens will be difficult, if it can be done at all.

4. Briefly describe the life of a homesteader.

- had to travel great distance to a strange land
- endured years of hardship cultivating virgin lands
- lived along side people of varied background
5. Complete the chart to tell about some of the changes in what growing.

<table>
<thead>
<tr>
<th>Area of Change</th>
<th>Specific Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Machinery</td>
<td>Technology changed from total reliance on human and animal power to more reliance on machines that were more effective and efficient</td>
</tr>
<tr>
<td>The Wheat</td>
<td>Wheat variety changed to one that make good flour and would also ripen within the limits of the short growing season of the West</td>
</tr>
<tr>
<td>The Exports</td>
<td>Exports changed to the point that wheat became Canada’s most important crop.</td>
</tr>
</tbody>
</table>

6. Read the section entitled “Identity: The Prairie Way” on pages 263 and 264. What does the author mean by the prairie way?

- people work hard
- people help each other when needed

7. What are some of the benefits and challenges of living in a pluralistic society?

Answers will vary

<table>
<thead>
<tr>
<th>Benefits of Living in a Pluralistic Society</th>
<th>Challenges of Living in a Pluralistic Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>- learn to accept and tolerate differences in culture</td>
<td>- people must adjust expectations often</td>
</tr>
<tr>
<td>- appreciate the positive contributions made by people from different countries</td>
<td>- different people have different values, which often results in conflict</td>
</tr>
<tr>
<td>- find that commonalities unite more than differences separate</td>
<td>- laws sometimes have to be adjusted to accommodate new cultures</td>
</tr>
<tr>
<td>- We adopt parts of other cultures, such as food</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #7.11.6b
Lesson 11.7 (Optional)

**Concept:** Chapter 11: Encouraging Immigration – Review

**Resources/Materials:** Chapter 11: Encouraging Immigration – Review Sheets (student copies)

**Introduction:** Review that Canada needed to encourage people to immigrate to the Canada in order to fill jobs and develop the agricultural industry. At first Canada targeted people they felt would assimilate best into a British-like culture. But as time went on, immigrants came from all parts of the globe.

Immigration patterns have shifted over the past decades from Europe to Asia and Africa.

**Procedure:**

1. If you have the time, review some of the main ideas covered in Chapter 11:
   - Why Canada needed immigrants
   - How Canada encouraged and promote immigration to Canada
   - Where Canada wanted immigrants from
   - Push and pull factors
   - The role of churches in promoting immigration
   - Francophone migration to the West
   - Pluralistic society

2. Distribute the Chapter 11: Encouraging Immigration – Review Sheets. Have students work on them independently.

3. If possible, check the review sheets as a class.

**Assignment:**

Do the Chapter 11: Encouraging Immigration – Review Sheets.
1. Finish the sentences in your own words.
   a. Prime Minister Wilfred Laurier wanted to encourage immigration to Canada because
      ______________________________________________________
      ______________________________________________________
   b. Three partners worked with the Canadian government. They were _____________
      ______________________________________________________
   c. Clifford Sifton used three main publicity methods to attract immigrants. They were
      ______________________________________________________
      ______________________________________________________
   d. Sifton targeted three main regions. They were ________________________________
      ______________________________________________________

2. Write A if the statement tells how the West was portrayed in advertisements and R if it
   tells how it really was.
   _____ The weather is always beautiful.
   _____ You will raise bumper crops.
   _____ You will have to build a house out of sod.
   _____ The weather can be extremely cold or extremely hot.
   _____ There will be just enough rain at the right times to make your crops grow well.
   _____ You will live in a nice cottage made of wood.
   _____ Grasshoppers can eat an entire crop in just a few days.
   _____ Your farm will be as if it were a dream.
3. Write **push** or **pull** in front of each.

_____ In their homelands people often faced difficulties because of natural disasters such as earthquakes, floods, and plant diseases.

_____ Land in Canada was being offered for next to nothing.

_____ New kinds of wheat and better machinery would make farming in Canada better.

_____ In the West, farming was not the only type of work available. Canada needed miners, shopkeepers, and school teachers.

_____ Some parts of the world were becoming too crowded. There were too many people for the jobs available.

_____ Canada was a place where you could practise your religion without being persecuted.

_____ The transcontinental railway was finished. It could take you from where you landed in Montréal or Halifax to the West.

_____ Steamships were safer and more affordable. It made leaving the homeland possible.

_____ You could make farming in the West a good living because there was demand for wheat and other crops and farm machinery was much better.

4. Doukhobors, Mennonites, and Hutterites were pacifists. Explain what this means.

________________________________________________________________________

________________________________________________________________________

5. How are the immigrations of the people in the Barr Colony, Hutterites, and the British Home Children alike?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
6. Put a check mark (√) in front of the sentences that are true about Francophones in the West.

____ Francophones were the first non-Aboriginal people to populate the West.
____ The Canadian government did not try to persuade Canadiens from Québec to move west.
____ Many communities in the West have Francophone names.
____ Francophones established schools and hospitals in the West.
____ Francophones established churches and missions in the West but they did not set up businesses.
____ Some Francophones came to the West as miners.
____ The Catholic Church took on the job of attracting more French Catholics to the West.
____ In the early 1900s many Francophones moved from the northeastern United States, France, and Belgium to the West.

7. Write T for true and F for false.

____ A multicultural society is a pluralistic society.
____ In the early 1900s the largest cultural group was British.
____ All people who immigrated to Canada wished to go back to their homeland.
____ In the early 1900s the Francophone population in Canada was very large, but it was very small in the West.
____ The “prairie way” means that everyone looks after him or herself. It is too bad if someone is down on his or her luck.
____ Most immigrants underestimated the amount of work it would take to become successful.
____ Improvements in machinery, wheat varieties, and markets for wheat helped homesteaders to become successful.
____ In the early 1900s, most immigrants to Canada came from Asia.
______ Living in a pluralistic society means that you can live exactly as you did in the old country.
1. Finish the sentences in your own words.

a. Prime Minister Wilfred Laurier wanted to encourage immigration to Canada because
   Canada needed people to start farms in the West and work in ______
   the country’s other growing industries

b. Three partners worked with the Canadian government. They were ______
   companies, church groups, and the CPR.

c. Clifford Sifton used three main publicity methods to attract immigrants. They were ______
   sending out posters and pamphlets, bringing foreign journalists to Canada
   to write about Canada, and sending agents to other countries to promote
   Canada

d. Sifton targeted three main regions. They were ______
   the United States, Great Britain, and Eastern Europe

2. Write A if the statement tells how the West was portrayed in advertisements and R if it tells how it really was.

   A   The weather is always beautiful.
   A   You will raise bumper crops.
   R   You will have to build a house out of sod.
   R   The weather can be extremely cold or extremely hot.
   A   There will be just enough rain at the right times to make your crops grow well.
   A   You will live in a nice cottage made of wood.
   R   Grasshoppers can eat an entire crop in just a few days.
   A   Your farm will be as if it were a dream.
3. Write push or pull in front of each.

**push** In their homelands people often faced difficulties because of natural disasters such as earthquakes, floods, and plant diseases.

**pull** Land in Canada was being offered for next to nothing.

**pull** New kinds of wheat and better machinery would make farming in Canada better.

**pull** In the West, farming was not the only type of work available. Canada needed miners, shopkeepers, and school teachers.

**push** Some parts of the world were becoming too crowded. There were too many people for the jobs available.

**pull** Canada was a place where you could practise your religion without being persecuted.

**pull** The transcontinental railway was finished. It could take you from where you landed in Montréal or Halifax to the West.

**push** Steamships were safer and more affordable. It made leaving the homeland possible.

**pull** You could make farming in the West a good living because there was demand for wheat and other crops and farm machinery was much better.

4. Doukhobors, Mennonites, and Hutterites were pacifists. Explain what this means.

_They were opposed to using violence to settle disputes._

5. How are the immigrations of the people in the Barr Colony, Hutterites, and the British Home Children alike?

_basically all groups sponsored by or are religious groups, which immigrated to the Canadian west_
6. Put a check mark (✓) in front of the sentences that are true about Francophones in the West.

✓ Francophones were the first non-Aboriginal people to populate the West.
✓ The Canadian government did not try to persuade Canadiens from Québec to move west.
✓ Many communities in the West have Francophone names.
✓ Francophones established schools and hospitals in the West.
✓ Francophones established churches and missions in the West but they did not set up businesses.
✓ Some Francophones came to the West as miners.
✓ The Catholic Church took on the job of attracting more French Catholics to the West.
✓ In the early 1900s many Francophones moved from the northeastern United States, France, and Belgium to the West.

7. Write T for true and F for false.

T A multicultural society is a pluralistic society.
T In the early 1900s the largest cultural group was British.
F All people who immigrated to Canada wished to go back to their homeland.
T In the early 1900s the Francophone population in Canada was very large, but it was very small in the West.
F The “prairie way” means that everyone looks after him or herself. It is too bad if someone is down on his or her luck.
T Most immigrants underestimated the amount of work it would take to become successful.
T Improvements in machinery, wheat varieties, and markets for wheat helped homesteaders to become successful.
F In the early 1900s, most immigrants to Canada came from Asia.
F Living in a pluralistic society means that you can live exactly as you did in the old country.
Lesson 11.8

Concept: Chapter 11: Encouraging Immigration – Test

Resources/Materials: Chapter 11: Encouraging Immigration – Test (student copies)

NOTE: Teachers may choose to have students do Part A, Part B, or both Parts A and B of the test.
Part A

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Write T for true and F for false.

1. The hardships experienced by immigrants to the West helped to form their identity.
   T

2. The identities of immigrant groups to Canada does not have an influence on the Canadian identity.
   F

3. The First Nations and Métis adapted easily to life when the transcontinental railway was completed.
   T

4. In the late 1800s the numbers of Anglophones and Francophones in Canada were about the same.
   T

5. In the late 1800s the numbers of Anglophones and Francophones in the West were about the same.
   T

6. The Canadian Pacific Railway sold some of the land given to it by the Canadian government so that it could make profit.
   T

7. Clifford Sifton wanted to make sure that the advertisements send out to encourage people to immigrate were entirely accurate.
   T

8. The Barr Colony was connected to the Anglican Church.
   T

9. Dr. Thomas Bernardo tried to give poor children in Britain a better life by placing them in the homes of homesteaders in the West.
   T

10. Internal migrants are those people who leave a country to move to another.
Multiple Choice
Choose the best answer to each question.

11. Which of the following best describes why Prime Minister Laurier wanted to encourage immigration to Canada in the late 1800s?

a. He wanted to ensure that there were jobs for everyone in Eastern Canada.
b. More people farming in the West would mean a strong economy for the whole country.
c. He wanted to make Canada a safe place for anyone who was suffering from persecution.
d. He wanted to unite people already in Canada with relatives back in the homeland.

Use the information below to answer question 12.

**Immigrants Entering Canada (1890 – 1914)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Immigrants</th>
<th>Year</th>
<th>Immigrants</th>
<th>Year</th>
<th>Immigrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890</td>
<td>75 067</td>
<td>1899</td>
<td>44 543</td>
<td>1908</td>
<td>143 326</td>
</tr>
<tr>
<td>1891</td>
<td>82 165</td>
<td>1900</td>
<td>41 681</td>
<td>1909</td>
<td>173 694</td>
</tr>
<tr>
<td>1892</td>
<td>30 996</td>
<td>1901</td>
<td>55 747</td>
<td>1910</td>
<td>286 839</td>
</tr>
<tr>
<td>1893</td>
<td>29 663</td>
<td>1902</td>
<td>89 102</td>
<td>1911</td>
<td>331 288</td>
</tr>
<tr>
<td>1894</td>
<td>20 829</td>
<td>1903</td>
<td>138 660</td>
<td>1912</td>
<td>375 756</td>
</tr>
<tr>
<td>1895</td>
<td>18 790</td>
<td>1904</td>
<td>131 252</td>
<td>1913</td>
<td>400 870</td>
</tr>
<tr>
<td>1896</td>
<td>16 835</td>
<td>1905</td>
<td>141 465</td>
<td>1914</td>
<td>150 484</td>
</tr>
<tr>
<td>1897</td>
<td>21 716</td>
<td>1906</td>
<td>211 653</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1898</td>
<td>31 900</td>
<td>1907</td>
<td>272 409</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. From the information above you can tell that between 1890 and 1914

a. the number of immigrants to Canada increased each year.
b. most of the immigrants to Canada were English-speaking.
c. the rate of immigration World War I slowed down.
d. the rate of immigration increased most after Alberta and Saskatchewan became provinces.
13. One of the main reasons that many religious groups chose to move to Canada was because
   a. in Canada they would have religious freedom.
   b. the Canadian government offered to build churches for any group that requested it.
   c. they thought their memberships would not increase.
   d. their leaders convinced the groups’ members that life in a new country would make them wealthy.

14. Which of the following was not a method that the Canadian government used to encourage immigration to Canada?
   a. Agents were sent around the world to tell people how great the Canadian West was.
   b. Posters and pamphlets were made in many languages and were posted in public places in various foreign countries.
   c. The Canadian government invited journalists from other countries to visit Canada and write news stories about the West.
   d. Prime Minister Laurier and Clifford Sifton visited the leaders of other countries and requested that they send some of their citizens to Canada to live.

15. The Canadian government targeted these three regions:
   a. The United States, Great Britain, and Southern Europe.
   b. Great Britain, Eastern Europe, and Southern Europe.
   c. Southeast Asia, Western Europe, and Eastern Europe.

16. When deciding on which immigrants he would like to see moving to Canada, Clifford Sifton targeted
   a. people who could speak only English.
   b. people who would assimilate easily into the English culture.
   c. people who already had relatives living in Canada.
   d. people who could speak both English and French.

17. It was sometimes said that Sifton had an “open door policy”. In reality, this meant that
   a. everyone who was willing to adopt the English culture was welcome.
   b. anyone, regardless of ethnic background or race was welcome.
   c. the door to his home was always open to receive guests.
   d. Canada wanted immigrants from all continents.
Use the information below to answer questions 18 and 19.

Poster sent out in the late 1800s.

18. From the information above, you can tell that

a. the Canadian government wanted people to get a realistic idea of life in the West.
b. the poster does not accurately show the type of dress people wore.
c. the Canadian government wanted people feel that they would prosper if they emigrated from their homeland to Canada.
d. the Canadian government wanted people to think that there were only grain fields but no towns in the West.

19. From the information above, you can tell that

a. Canada's West covered 160 acres.
b. it never rained in western Canada.
c. the Canadian government advertised in the United States.
d. the Canadian government advertised in non-English speaking countries.

20. Sod houses were

a. made from the lawns of settlers who had already planted lawns.
b. constructed with wood frames and shingled roofs.
c. made from squares of unbroken soil from the prairies.
d. the tall grasses found in some areas of the prairies.
Use the information below to answer question 21.

- People were persecuted for their religious beliefs.
- Many people lived in poverty.
- Some countries were becoming too crowded.
- People were persecuted because of the political beliefs.
- Natural disaster such as pests destroying crops.
- Travel out of the country was safer and cheaper.

21. The best heading for the above sentences is
   a. Immigration Push Factors.
   b. Immigration Pull Factors
   c. Push and Pull Factors
   d. Why Hutterites Left Russia

22. Which of the following would not be a pull factor for immigrants choosing to move to Canada?
   a. free land
   b. improved farming techniques
   c. jobs
   d. war in the home country

23. Hutterites left Russia and the United States to move to Canada mainly because
   a. they were searching for better farmland.
   b. religious persecution.
   c. political persecution.
   d. they were searching for better wheat varieties.

24. Settlement patterns are
   a. the way human dwellings are arranged in a community.
   b. the number of cities and towns in a particular area.
   c. the way that cities and towns are located.
   d. the criteria people use to select a community in which to live.
Use the information below to answer questions 25 and 26.

25. Which of the following best tells about the message of the cartoon above?
   a. Canada has a diverse culture.
   b. Canada is multicultural.
   c. Canada has a pluralistic society.
   d. Canadians love to sing.

26. The field of wheat most likely symbolizes
   a. Canadian industry.
   b. The Royal Canadian Mounted Police.
   c. good weather.
   d. the Canadian West.

27. The main reason that the Canadian government did not advertise for homesteaders in Québec, Belgium, and France is because
   a. it wanted to discourage Europeans from immigrating to Canada.
   b. it wanted to encourage Francophones to immigrate to Canada.
   c. it did not want more Francophones to move to the West.
   d. it did not believe in internal migration.
28. The Catholic Church took on the job of attracting more French Catholics to the West because

a. internal migration was not enough to keep the Francophone communities strong.
b. they wanted the Anglophones in the West to move to other provinces such as British Columbia.
c. the Canadian government asked them to take on the role.
d. the Métis population was no longer speaking French.

Use the information below to answer question 29.

29. From the information in the map you can tell that by 1905

a. community names reflected settlement by many different cultures.
b. all communities were named after French explorers.
c. the population of the West was now more than one million.
d. the largest city west of Toronto was Winnipeg.

Use the information below to answer question 30.

"These things, the coming together of different cultures, they take time, like the flowering of a cherry tree. And, like a cherry tree, when the blossom comes it is a thing of beauty."

30. Which of the following best tells the message of the above?

a. A pluralistic society takes time to form, but it is worth it in the end.
b. Cherry blossoms grow well in a multicultural country like Canada.
c. It takes too much time and effort for people to live in harmony.
d. Is multiculturalism really worth all the trouble?
Part B

Directions: Write the answers to the questions on a separate sheet of paper.

1. Explain how attracting immigrants to the West would improve the Canadian economy?

2. What are six pull factors that attracted immigrants to Canada?

3. Explain why the Hutterites chose to move to Canada in 1908.

4. What is meant by the “prairie way”?
Social Studies Grade 7 Voices and Visions Chapter 11
Test
Chapter 11
Encouraging Immigration
Test

Part A – Answer Sheet

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________
13. ________
14. ________
15. ________
16. ________
17. ________
18. ________
19. ________
20. ________
21. ________
22. ________
23. ________
24. ________
25. ________
26. ________
27. ________
28. ________
29. ________
30. ________
Social Studies Grade 7 Voices and Visions Chapter 11
Test
Chapter 11
Encouraging Immigration
Test

Part A – Answer Sheet

1. T

2. F

3. F

4. T

5. F

6. T

7. F

8. T

9. T

10. F

11. b

12. d

13. a

14. d

15. d

16. b

17. a

18. c

19. d

20. c

21. a

22. d

23. b

24. a

25. c

26. d

27. c

28. a

29. a

30. a
1. Explain how attracting immigrants to the West would improve the Canadian economy?
   - Homesteaders would start up farms and produce wheat to sell.
   - The homesteaders would need machinery and dry goods, which would be purchased from factories in Central Canada.
   - A larger population would mean a greater demand for services, such as doctors, teachers, and lawyers.

2. What are six pull factors that attracted immigrants to Canada?
   - Free land
   - Jobs
   - Completed railway
   - Better machinery
   - Improved farming techniques
   - Growing demand for wheat
   - Religious freedom
   - Political freedom
   - Democratic government
   - Friends and family already living in Canada

3. Explain why the Hutterites chose to move to Canada in 1908.
   - Hutterites had already moved to the northern United States from Russia because they refused to serve in the Russian military.
   - Hutterites were being persecuted in the United States for their religious beliefs.
   - Canada offered Hutterites a place to farm, where they would be free to practise their pacifist beliefs and live in a traditional communal lifestyle.

4. What is meant by the “prairie way”?
   - People helped others who were in need.
   - People shared what they had.
   - People worked together to get more done.
Chapter 12

Changing Societies in the West

Key Concept: People and Policies

Chapter Inquiry: Was the impact of Canada’s immigration policy on each peoples in Western Canada positive or negative?
Social Studies Grade Seven
Chapter 12
Changing Societies in the West

Contents

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Lesson 12.1

Concept: Treaties in the West

  Works #7.12.1a, #7.12.1b, and #7.12.1c (student copies)

Introduction: With students recall the three parts of the National Policy: immigration, transportation, and economy. Review that the National Policy was a plan to help Canada grow and develop as a nation. A policy is a plan of action designed to achieve a particular goal. Most times, policies are written down so that people can refer to it. Explain that the school division has a large binder (or book) that includes all of its policies. Explain that the policies of the federal and provincial governments had definite impacts on the lives of the citizens of Canada.

Procedure:

1. Have students turn to textbook, page 266. Have them scan Chapter 12 to find the particular groups of people that will be studied more in depth. Chapter 12 deals with how government policies affected these particular groups. (First Nations, Eastern Europeans, Chinese, and Francophones).

2. If at all possible, guide the reading of pages 266, 267, 269 – 272. If that is not possible, have students turn to textbook, page 269. Explain that the map showed the areas covered by the Numbered Treaties. The Numbered Treaties are agreements between various First Nations groups and the Canadian government. One of the unfortunate things is that because of language and cultural differences the Canadian government and First Nations thought they were agreeing to two difference things.

3. Distribute Works #7.12.1a, #7.12.1b, and #7.12.1c. Go over the directions, if necessary.

4. OPTIONAL. Have students divide a large sheet of paper in half. On one side have them draw a picture of how the Canadian government envisioned life in the West after signing the Numbered Treaties; on the other side draw a picture of how First Nations envisioned life after the signing of the Numbered Treaties.

5. OPTIONAL. With students study the Skill Check information on textbook, page 268. This will be especially important if you plan to have students do the Chapter 12 Project.

6. OPTIONAL. Have students do one or more of the Think It Through questions on textbook, page 272.

Assignments:

1. Read Voices and Visions, pages 266 – 272.
2. Do Works #7.12.1a, #7.12.1b, and #7.12.1c.
3. OPTIONAL. Divide a large sheet of paper in half. Draw pictures illustrating how the Canadian government and First Nations envisioned life in the West after signing the Numbered Treaties.
4. OPTIONAL. Do one or more of the Think It Through questions, page 272.
Treaties in the West

Directions: Use Voices and Visions, pages 266 – 272 to help you with the questions.

1. What is a policy?

2. What were the Numbered Treaties?

3. Complete the chart to tell about the Numbered Treaties.

<table>
<thead>
<tr>
<th>THE NUMBERED TREATIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The situation in the West that led to the signing of the Numbered Treaties</td>
</tr>
<tr>
<td>Reasons the Canadian government signed the Numbered Treaties</td>
</tr>
<tr>
<td>Why First Nations signed the Numbered Treaties</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TREATY 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations Involved</td>
</tr>
<tr>
<td>Canadian Government's</td>
</tr>
<tr>
<td>Understanding of the Treaty</td>
</tr>
<tr>
<td>First Nations</td>
</tr>
<tr>
<td>Understanding of the Treaty</td>
</tr>
</tbody>
</table>

5. Explain how the Canadian government used residential schools for First Nations children to support their policy of assimilation.
6. Complete the chart to tell what **you think** were the consequences for First Nations of the Numbered Treaties.

<table>
<thead>
<tr>
<th>CONSEQUENCES OF THE NUMBERED TREATIES FOR FIRST NATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional Ways of Life</strong></td>
</tr>
<tr>
<td><strong>Trust in the Canadian Government</strong></td>
</tr>
<tr>
<td><strong>Identity</strong></td>
</tr>
<tr>
<td><strong>Their Hopes for the Future</strong></td>
</tr>
</tbody>
</table>

7. Complete the chart to tell about the consequences of the Numbered Treaties for the Canadian government.

<table>
<thead>
<tr>
<th>CONSEQUENCES OF THE NUMBERED TREATIES FOR THE CANADIAN GOVERNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transportation Policy</strong></td>
</tr>
<tr>
<td><strong>Immigration Policy</strong></td>
</tr>
<tr>
<td><strong>Economic Policy</strong></td>
</tr>
</tbody>
</table>
**Treaties in the West**

**Directions:** Use *Voices and Visions*, pages 266 – 272 to help you with the questions.

1. **What is a policy?**

   A formal plan of action to achieve a specific goal.

2. **What were the Numbered Treaties?**

   A group of 11 treaties signed by the Canadian government and various First Nations living between the Great Lakes and the Rocky Mountains.

3. **Complete the chart to tell about the Numbered Treaties.**

<table>
<thead>
<tr>
<th>THE NUMBERED TREATIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The situation in the West that led to the signing of the Numbered Treaties</strong></td>
</tr>
<tr>
<td>- buffalo had become scarce because so many newcomers were hunting them</td>
</tr>
<tr>
<td>- miners and trappers were moving into First Nations territories</td>
</tr>
<tr>
<td>- land that was good for hunting was being turned into farms</td>
</tr>
<tr>
<td><strong>Reasons the Canadian government signed the Numbered Treaties</strong></td>
</tr>
<tr>
<td>- wanted to gain control of the land and natural resources</td>
</tr>
<tr>
<td>- needed the land for immigrants</td>
</tr>
<tr>
<td>- wanted to avoid the violence caused when American government took over First Nations land in United States</td>
</tr>
<tr>
<td><strong>Why First Nations signed the Numbered Treaties</strong></td>
</tr>
<tr>
<td>- wanted to protect their rights to their lands and natural resources</td>
</tr>
<tr>
<td>- needed the food and money government was promising</td>
</tr>
<tr>
<td>- better alternative to war</td>
</tr>
<tr>
<td>- felt land would be taken away if they did not sign</td>
</tr>
<tr>
<td>- Treaties were a way to meet government on a nation-to-nation basis</td>
</tr>
</tbody>
</table>
### THE NUMBERED TREATIES

**What was in the Numbered Treaties?**
Canadian government promised to provide First Nations with cash payments, certain goods, certain services. First Nations would allow homesteaders onto their lands. Certain areas of land (reserved) were set aside for First Nations' sole use.

---


### TREATY 7

<table>
<thead>
<tr>
<th>First Nations Involved</th>
<th>Kainai, Piikani, Siksika, Nakoda, Tsuut'ina</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Canadian Government’s Understanding of the Treaty</strong></td>
<td>First Nations gave up land in exchange for benefits, such as yearly payments, reserve land, hunting/fishing rights on unoccupied lands, salaries for teachers, farm equipment. The Canadian government now owned the land</td>
</tr>
<tr>
<td><strong>First Nations Understanding of the Treaty</strong></td>
<td>First Nations agreed to share their land with the newcomers in exchange for government’s promises. They did not think the land was sold</td>
</tr>
</tbody>
</table>

---

5. Explain how the Canadian government used residential schools for First Nations children to support their policy of assimilation.

*Separated children from parents. Children forbidden to speak own languages or practising their own beliefs*
6. Complete the chart to tell what **you think** were the consequences for First Nations of the Numbered Treaties.

Answers will vary

<table>
<thead>
<tr>
<th>CONSEQUENCES OF THE NUMBERED TREATIES FOR FIRST NATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional Ways of Life</strong></td>
</tr>
<tr>
<td>- many did forget traditional ways</td>
</tr>
<tr>
<td>- many made to feel embarrassed about traditional ways</td>
</tr>
<tr>
<td>- languages threatened</td>
</tr>
<tr>
<td><strong>Trust in the Canadian Government</strong></td>
</tr>
<tr>
<td>First Nations trust in government decreased; felt</td>
</tr>
<tr>
<td>betrayed</td>
</tr>
<tr>
<td><strong>Identity</strong></td>
</tr>
<tr>
<td>- many found themselves without an identity → they</td>
</tr>
<tr>
<td>did not “feel” British; yet they did not feel</td>
</tr>
<tr>
<td>Aboriginal</td>
</tr>
<tr>
<td><strong>Their Hopes for the Future</strong></td>
</tr>
<tr>
<td>- many saw no hope → lost motivation, purpose</td>
</tr>
</tbody>
</table>

7. Complete the chart to tell about the consequences of the Numbered Treaties for the Canadian government.

<table>
<thead>
<tr>
<th>CONSEQUENCES OF THE NUMBERED TREATIES FOR THE CANADIAN GOVERNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transportation Policy</strong></td>
</tr>
<tr>
<td>- able to complete the railway and add more lines</td>
</tr>
<tr>
<td><strong>Immigration Policy</strong></td>
</tr>
<tr>
<td>- land was now available to be given or sold to immigrants</td>
</tr>
<tr>
<td><strong>Economic Policy</strong></td>
</tr>
<tr>
<td>- factories could sell goods to homesteaders; homesteaders</td>
</tr>
<tr>
<td>had market for their crops</td>
</tr>
</tbody>
</table>

Worksheet #7.12.1c
Lesson 12.2

Concept: Peoples from Eastern Europe

Resources/Materials: Voices and Visions, pages 272 – 275
Worksheets #7.12.2a and #7.12.2b (student copies)
Wall Map of the World
any objects or pictures that represent any of the Eastern European cultures

Introduction: Review that the by signing the Numbered Treaties First Nations thought they had agreed to share the land with others. Explain that this difference in understanding of the Numbered Treaties is at the heart of many of the issues faced by First Nations and the Canadian government today.

Explain that the situation of immigrants from Eastern Europe was quite different. On the map of the world, point out the location of Eastern European countries and name some of them. This lesson is about Eastern European immigrants to the West.

If you have any objects, such as clothing, dolls, and Ukrainian Easter eggs or photos of Eastern European immigrants; display them for students.

Procedure:

1. Explain that the Canadian government targeted Eastern Europeans as potential immigrants because they had the reputation of being good farmers, were adaptable, and had strong characters.

2. Discuss that moving to a new land, away from all things familiar is difficult. Explain that most Eastern Europeans who immigrated to the West chose to live close to each other. Discuss the merits of this.

3. Have students turn to textbook, page 272. Guide as much of pages 272 – 275 as you have time for. Have students read the remainder of the pages independently.

4. Distribute Worksheets #7.12.2a and #7.12.2b. Go over the directions, if necessary.

5. OPTIONAL. Have students do the Think It Through activity on textbook, page 275. If you like, modify the activity slightly and have students write down observations (and inferences, if appropriate about the photos in this section.

Assignments:

2. Do Worksheets #7.12.2a and #7.12.2b.
3. OPTIONAL. Do the Think It Through activity, page 275.
Peoples from Eastern Europe

Directions: Use Voices and Visions, pages 272 – 275 to help you with the questions.

1. Using your atlas, name at least five countries in Eastern Europe.

   

   

2. What were the push and pull factors that led to Eastern Europeans immigrating to Canada?

<table>
<thead>
<tr>
<th>Push Factors</th>
<th>Pull Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Most Eastern Europeans formed communities with people from their own cultural backgrounds. What were the advantages of doing this?

   

   

4. Examine the photo of the church on page 273. How do you think preserving buildings such as St. Nicholas Church, contributes to the identity of Ukrainian-Canadians?
5. Use the web below to tell about the contributions that Eastern Europeans made to Western Canada.

CONTRIBUTIONS OF EASTERN EUROPEANS TO CANADA

The Economy

Education and Health

Cultural Activity

Citizenship and Identity
Directions: Use *Voices and Visions*, pages 272 – 275 to help you with the questions.

1. Using your atlas, name at least five countries in Eastern Europe.

   Poland, Ukraine, Slovakia, Czech Republic, Hungary, Romania
   Bosnia-Herzegovina, Serbia, Croatia, Slovenia, Russia

2. What were the push and pull factors that led to Eastern Europeans immigrating to Canada?

<table>
<thead>
<tr>
<th>Push Factors</th>
<th>Pull Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>poverty</td>
<td>promise of free land</td>
</tr>
<tr>
<td>religious persecution</td>
<td>religious freedom</td>
</tr>
</tbody>
</table>

3. Most Eastern Europeans formed communities with people from their own cultural backgrounds. What were the advantages of doing this?

   - could support each
   - spoke same language
   - easier to make transition from homeland to new country

4. Examine the photo of the church on page 273. How do you think preserving building such as St. Nicholas Church, contributes to the identity of Ukrainian-Canadians?

   - people have a sense of history, which becomes part of identity

Worksheet #7.12.2a
5. Use the web below to tell about the contributions that Eastern Europeans made to Western Canada.

CONTRIBUTIONS OF EASTERN EUROPEANS TO CANADA

The Economy
- established large wheat farms
- worked in logging, railroad

Education and Health
- formed benefit societies to help those who could not work or were sick
- built schools

Cultural Activity
- built houses of worship
- formed sports clubs, musical societies, dance groups, choirs, etc
- kept some old aspects of culture alive

Citizenship and Identity
- helped each other out
- ministered to immigrants
- became involved in politics
Lesson 12.3

Concept: Chinese Immigration to the West

Resources/Materials: Voices and Visions, pages 276 and 277
Worksheets #7.12.3a and #7.12.3b (student copies)
Wall Map of the World or globe

Introduction: Recall with students the contribution that Chinese men made in the construction of the transcontinental railway. Explain also that they were most active in the building the mountain section. On the map of the world, point out China. Explain that when Europeans travelled from their homelands to Canada, they made their way overland to an ocean port; then sailed across the Atlantic Ocean to an eastern Canadian seaport, usually Halifax. When Asians, like the Chinese, travelled to Canada, they sailed across the Pacific Ocean, usually to Vancouver.

Explain that because of the ethnocentric feelings of the Canadian government of the day, it wanted Canada to be more British-like. It felt that the Chinese would not make a good additions to Canadian society, so it took steps to discourage them from immigrating to Canada.

Procedure:

1. A big problem that the Canadian government faced was that once the railway was completed, many of the Chinese stayed in Canada and others from China wanted to join them. The Chinese were also ethnocentric. Chinese civilization had been established for more than 6000 years. Many of the Chinese were reluctant to assimilate.

2. Explain that one way the Canadian government dealt with the situation was to impose what was called a head tax on any Chinese that wanted to move to Canada. The head tax was small by today’s standards, but huge in those days. It did discourage many, but not all.

3. Have students read textbook, pages 276 and 277.

4. Then distribute Worksheets #7.12.3a and #7.12.3b. Go over the directions, if necessary.

5. OPTIONAL. Do the Think It Through activity on textbook, page 277.

Assignments:

1. Read Voices and Visions, pages 276 and 277.
2. Do Worksheets #7.12.3a and #7.12.3b.
3. OPTIONAL. Do the Think It Through activity, page 277.
Directions: Use Voices and Visions, pages 276 and 277 to help you with the questions.

1. Complete the flow chart to tell about the Chinese immigrant experiences in Canada.

- Working on the Railway
- Choosing to Stay
- The Head Tax
- Removal of the Head Tax

Worksheet #7.12.3a
2. Many people feel that it was wrong for the Canadian government to impose a head tax on the Chinese. Do you agree? Give reasons for your answer.
Directions: Use Voices and Visions, pages 276 and 277 to help you with the questions.

1. Complete the flow chart to tell about the Chinese immigrant experiences in Canada.

Working on the Railway
- worked on construction of Canadian Pacific Railway
- did dangerous/undesirable work for less pay

Choosing to Stay
- following completion of railway → some stayed and worked as cooks, store keepers, farmers, canner workers
- some opened restaurants, laundries, sold vegetables
- some worked on farms/ranches

The Head Tax
To discourage Chinese from immigrating, Canadian government imposed head tax on any Chinese wanted to move to Canada

Removal of the Head Tax
- Chinese enjoyed same rights as other Canadians
- moved to certain neighbourhoods called Chinatowns
- built cultural centres
Lesson 12.4

Concept: Francophones in the West

Resources/Materials: Voices and Visions, pages 278 – 282

Introduction: With students think back on the history of Francophones in Canada, and in particular, their language rights. Conclude that the issue of French language rights has been going back and forth since the 1700s and before. Explain that this debate, in Canada, is still going on to some extent. Discuss how the effect of constant threat of losing language rights might have on Francophones in Canada. (always have to be vigilant and defensive).

Procedure:

1. Review with students the contributions Francophones have made to the West (fur trade, setting up farms, businesses, mining, etc.)

2. Remind students that in the National Policy, the Canadian government did not encourage Francophones to immigrate to the West because it wanted the West to be more British-like.

3. Have students turn to textbook, page 278. Explain that pages 278 – 281 tell about Francophones in the West and their struggle to maintain their culture, especially their language rights.

4. Distribute Worksheets #7.12.4a and #7.12.4b. Go over the directions, if necessary.

5. OPTIONAL. Have students do the Think It Through questions on textbook, page 282.

Assignments:

2. Do Worksheets #7.12.4a and #7.12.4b.
3. OPTIONAL. Do the Think It Through questions, page 282.
Directions: Use Voices and Visions, pages 278 – 281 and other pages in the textbook to help you answer the questions.

1. Until the late 1800s, French was the most common European language in use in the West. What caused this to change?

2. The fight for language rights has been on-going for Francophones. Tell a little about each of the events in history below. Then in the circle, draw an up arrow (↑) if the event helped Francophone language rights and a down arrow (↓) if it worsened Francophone language rights. (Use the index to find information on some of these events.)

<table>
<thead>
<tr>
<th>Event</th>
<th>Circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>New France becomes a French colony.</td>
<td></td>
</tr>
<tr>
<td>Royal Proclamation, 1763</td>
<td></td>
</tr>
<tr>
<td>Québec Act, 1774</td>
<td></td>
</tr>
<tr>
<td>Constitutional Act, 1791</td>
<td></td>
</tr>
<tr>
<td>Act of Union, 1841</td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>Year</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>British North America Act, 1867</td>
<td></td>
</tr>
<tr>
<td>Manitoba Act, 1870</td>
<td></td>
</tr>
<tr>
<td>Action by the Government of Manitoba, 1890</td>
<td></td>
</tr>
<tr>
<td>Haultain Resolution, 1892</td>
<td></td>
</tr>
<tr>
<td>Compromise reached by Prime Minister Wilfred Laurier and Manitoba Premier Thomas Greenway, 1896</td>
<td></td>
</tr>
<tr>
<td>Ruling by the Supreme Court of Canada, 1979</td>
<td></td>
</tr>
<tr>
<td>Charter of Rights and Freedoms, 1982</td>
<td></td>
</tr>
<tr>
<td>Alberta School Act, 1988</td>
<td></td>
</tr>
</tbody>
</table>
**Francophones in the West**

**Directions:** Use *Voices and Visions*, pages 278 – 281 and other pages in the textbook to help you answer the questions.

1. Until the late 1800s, French was the most common European language in use in the West. What caused this to change?

   - Canadian government encouraged only those who could or were willing to learn to speak English to immigrate to the West

2. The fight for language rights has been on-going for Francophones. Tell a little about each of the events in history below. Then in the circle, draw an up arrow (↑) if the event helped Francophone language rights and a down arrow (↓) if it worsened Francophone language rights. (Use the index to find information on some of these events.)

<table>
<thead>
<tr>
<th>Event</th>
<th>Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>New France becomes a French colony.</td>
<td>↑</td>
</tr>
<tr>
<td>France sent settlers to New France for the fur trade and to farm.</td>
<td></td>
</tr>
<tr>
<td>Royal Proclamation, 1763</td>
<td>↓</td>
</tr>
<tr>
<td>British government wanted Québec to be more British → government/laws were British</td>
<td></td>
</tr>
<tr>
<td>Québec Act, 1774</td>
<td>↑</td>
</tr>
<tr>
<td>French language rights restored</td>
<td></td>
</tr>
<tr>
<td>Constitutional Act, 1791</td>
<td>↑</td>
</tr>
<tr>
<td>People could use French or English in government/courts</td>
<td></td>
</tr>
<tr>
<td>Laws to be printed in French and English</td>
<td></td>
</tr>
<tr>
<td>Act of Union, 1841</td>
<td>↓</td>
</tr>
<tr>
<td>English would be the only official language of government</td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>British North America Act, 1867</td>
<td>Laws printed in French and English, People could use French or English in courts</td>
</tr>
<tr>
<td>Manitoba Act, 1870</td>
<td>French and English equal in Manitoba government</td>
</tr>
<tr>
<td>Action by the Government of Manitoba, 1890</td>
<td>English only official language in Manitoba</td>
</tr>
<tr>
<td>Haultain Resolution, 1892</td>
<td>English only official language of North-West Territories</td>
</tr>
<tr>
<td>Compromise reached by Prime Minister Wilfred Laurier and Manitoba Premier Thomas Greenway, 1896</td>
<td>If there were ten or more Francophone students in a school, they would be taught in French</td>
</tr>
<tr>
<td>Ruling by the Supreme Court of Canada, 1979</td>
<td>Overturned 1890 law, Manitoba offered services in French and English</td>
</tr>
<tr>
<td>Charter of Rights and Freedoms, 1982</td>
<td>Francophone education rights recognized</td>
</tr>
<tr>
<td>Alberta School Act, 1988</td>
<td>Francophones had right to govern own schools</td>
</tr>
</tbody>
</table>
Lesson 12.5

Concept: Building an Economy

Resources/Materials: Voices and Visions, pages 282 – 284
Worksheet #7.12.5a (student copies)
Graph paper
Worksheet #7.12.5b (optional, student copies)

Introduction: Explain that Laurier’s plan to populate the West worked. Immigration to the prairie provinces skyrocketed. Although the population was never as great as that in Central Canada, it did grow, resulting in big economic gains.

Procedure:

1. In the early 1900s, agriculture was by far the largest industry on the prairies. Other industries included mining and forestry.

2. Emphasize that when jobs are created in one industry, jobs are created in other sectors of the population, such as shops, law offices, banks, dentists, restaurant servers and cooks, schools, and so on.

3. Have students turn to textbook, page 282 and have them read pages 282 – 284.

4. Distribute Worksheet #7.12.5a. Go over the directions. (Students can use graph paper to do question #2 or use Worksheet #7.12.5b.)

5. OPTIONAL/RECOMMENDED. Do the Think It Through activity, page 284.

Assignments:

2. Do Worksheet #7.12.5a.
3. OPTIONAL/RECOMMENDED. Do the Think It Through activity, page 284.
Building an Economy

Directions: Use *Voices and Visions*, pages 282 – 284 to help you with the questions.

1. Using the table on page 282, make a line graph showing the total number of people living in the prairie west from 1871 to 1921. Do this on graph paper or on Worksheet #7.12.5b.

2. Write three questions that can be answered by using information from the table on page 282. Then write the answers. (Try to make at least one of your questions very difficult.)

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What factors led to the establishment of the cattle industry in southern Alberta, and how did it contribute to the economy?

THE CATTLE INDUSTRY IN SOUTHERN ALBERTA

Factors That Led to Establishment

How It Contributes to Economy

4. What concerns did Western Wheat farmers have?

Concerns

What They Did About It

Worksheet #7.12.5a
Building an Economy

Directions: Use Voices and Visions, pages 282 – 284 to help you with the questions.

1. Using the table on page 282, make a line graph showing the total number of people living in the prairie west from 1871 to 1921. Do this on graph paper or on Worksheet #7.12.5b.

2. Write three questions that can be answered by using information from the table on page 282. Then write the answers. (Try to make at least one of your questions very difficult.)

   Answers will vary.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
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</table>

3. What factors led to the establishment of the cattle industry in southern Alberta, and how did it contribute to the economy?

   **THE CATTLE INDUSTRY IN SOUTHERN ALBERTA**

   - Factors That Led to Establishment
     - North-West Mounted Police noticed how well cattle did feeding on grasslands
     - Federal government leased land to ranchers cheaply
     - Ensured rail transportation

   - How It Contributes to Economy
     - Transportation
     - Meat packing

4. What concerns did Western Wheat farmers have?

   - Concerns
     - Government's economic policies benefited Eastern Canada more than farmers

   - What They Did About It
     - Formed associations, such as Territorial Grain Growers Association and then United Farmers of Alberta
     - Published own newspaper

Worksheet #7.12.5a
Lesson 12.6 (optional)

**Concept:** Chapter 12: Changing Societies in the West – Review

**Resources/Materials:** Chapter 12: Changing Societies in the West – Review Sheets (student copies)

**Introduction:** Explain that the influx of immigrants to western Canada led to changes for all groups concerned. Some changes were for the better; others for the worse.

**Procedure:**

1. If you have the time, briefly go over the main topics of Chapter 12:
   - The Numbered Treaties
   - Eastern European Immigrants
   - Chinese Immigrants
   - Francophones
   - The Economy of the West

2. Distribute the Chapter 12: Changing Societies in the West – Review Sheets. Have students do them independently.

3. If at all possible, check the review sheets in class.

**Assignment:**

Do the Chapter 12: Changing Societies in the West – Review Sheets.
Treaties in the West

1. The Numbered Treaties. Match the sentence beginnings with the endings.

   a. Before Canada could begin construction of the transcontinental railway…

   b. Unlike the American 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…

   g. In each of the Numbered Treaties, the Canadian government promised to provide First Nations with…

   h. In the Numbered Treaties, the First Nations would…

   i. Certain areas of land, called reserves,…

   ______ chose to negotiate agreements with its First Nations.

   ______ were set aside for First Nations sole use – newcomers could not live there.

   ______ it had to negotiate treaties with the First Nations living in the West.

   ______ a way to assimilate the First Nations peoples – to give up their traditional ways and adopt British ways.

   ______ cash payments, certain goods, and certain services.

   ______ the first Nations understood them as agreements to share the land.

   ______ according to the order in which they were concluded.

   ______ allow homesteaders onto their lands.

   ______ did everything in writing.
2. **Residential Schools.** Which of the following are true about residential schools? (Circle all the 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, but not to 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 the “English” culture.
- For First Nations children, their residential school experience affected their identities.
- Children who attended residential schools could not benefit from their parent’s guidance and teachings.

**Peoples from Eastern Europe**

3. **Push – Pull Factors.** What push and pulls factors brought immigrants from Eastern Europe to the West?

<table>
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<tr>
<th>Push Factors</th>
<th>Pull Factors</th>
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4. **Contributions.** Put a check mark (✓) in front of the statements that tell about a way in which Eastern European immigrants contributed to the development of the West.

- Ukrainian immigrants established farms in Alberta, Saskatchewan, and Manitoba.
- Some Eastern Europeans worked in mines and in logging.
- Some opened businesses.
- They did not value education, so they never built schools.
- The people were poor and could not afford good medical care, so they formed benefit societies that would help community members in need.
- As soon as they were settled in an area, they built houses of worship.
Chinese Immigration to the West

5. **Chinese Immigrants.** Choose the best answer to each question.

5a. People from China first came to Canada
   - to take advantage of free land on the prairies.
   - to work on the transcontinental railway.
   - to act as housekeepers and cooks for the wealthy.
   - because of a special request from the prime minister to move to Ontario and Québec.

5b. After the railway was finished in 1885, some Chinese stayed in Canada
   - and moved to the Maritime Provinces and Newfoundland.
   - to work as cooks, storekeepers, and farmers.
   - to open schools and hospitals.
   - to work in banks and law offices.

5c. Which of the following is not a reason why the Canadian government decided to impose a head tax on Chinese who wanted to immigrate to Canada?
   - The Canadian government did not think the Chinese would assimilate into English ways.
   - The Canadian government wanted to discourage Chinese and other Asians from immigrating to Canada.
   - The Canadian government feared the different customs of Asians.
   - The Canadian government felt that Chinese were not good workers and would be a burden on the people of Canada.

5d. Which of the following is not true about Chinese immigrants after the head tax was lifted?
   - Many chose to live in the same areas as others. These areas became known as Chinatowns.
   - Large Chinatowns developed in most cities.
   - The Chinese refused to get an education and became a burden on Canada.
   - Chinese built cultural centres in many cities to try to preserve some of the cultural traditions.
6. **Francophone Language Rights in the West**. Match the rulings, laws, resolutions, and acts with their descriptions.

| c. Manitoba Act, 1870 | d. Government of Manitoba, 1890 |
| e. Supreme Court of Canada, 1979 | f. Haultain Resolution, 1892 |
| g. Saskatchewan and Alberta, 1988 | h. Laurier and Greenway, 1896 |

_____ This act, created before Confederation stated that French and English were equal in government and the law.

_____ French and English were equal in the Manitoba government.

_____ This act is the main part of Canada’s constitution. It states that French and are equal in government affairs and in the courts.

_____ The Government of Manitoba made English the only official language.

_____ It made English the only language of government in the North-West Territories.

_____ When the Supreme Court of Canada ruled that the Haultain Resolution was not valid, they made laws to make English their only official language.

_____ Students in Manitoba could attend Catholic schools, where the language of instruction was French.

_____ The prime minister and premier of Manitoba agreed that if there were ten or more Francophone students in a school, they would be taught in French.

_____ It stated that all Anglophone and Francophone students who live as minorities have education rights. They are entitled to be educated in the minority language.

_____ In Alberta, a French minority has the right to govern its schools through Francophone school boards.
Building an Economy

7. Circle all the statements that are true about building the economy in the West.

- The percentage of people living in the West went up steadily between 1871 and 1921.
- Cities and towns that were along the rail lines began to grow and prosper the most.
- The National Policy had been a success.
- Almost all First Nations became successful in farming.
- It was the North-West Mounted Police who first noticed how well cattle did feeding on the grasslands of the prairies.
- The government tried to encourage cattle ranching operations by leasing grazing lands at a very low price.
- Cattle ranching led to the development of meat packing plants in cities, such as Calgary.
- Wheat farming developed into a wealth industry.
- Wheat farmers were unhappy because they had to pay high prices for machinery and freight.
- Wheat farmers felt that the government’s economic policies benefited Eastern Canada more than the West.
- Farmers joined together to form associations that would look out for their interests.
Treaties in the West

1. The Numbered Treaties. Match the sentence beginnings with the endings.

   a. Before Canada could begin construction of the transcontinental railway...
   
   b. Unlike the American 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...
   
   g. In each of the Numbered Treaties, the Canadian government promised to provide First Nations with...
   
   h. In the Numbered Treaties, the First Nations would...
   
   i. Certain areas of land, called reserves, ...

   b chose to negotiate agreements with its First Nations.
   
   i were set aside for First Nations sole use – newcomers could not live there.
   
   a it had to negotiate treaties with the First Nations living in the West.
   
   d a way to assimilate the First Nations peoples – to give up their traditional ways and adopt British ways.
   
   g cash payments, certain goods, and certain services.
   
   d the first Nations understood them as agreements to share the land.
   
   c according to the order in which they were concluded.
   
   h allow homesteaders onto their lands.
   
   e did everything in writing.
2. **Residential Schools.** Which of the following are true about residential schools? (Circle all the right answers.)

- Children were taken away from their families and communities to attend schools, usually run by churches.
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**Peoples from Eastern Europe**

3. **Push – Pull Factors.** What push and pulls factors brought immigrants from Eastern Europe to the West?

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<tr>
<td>poverty</td>
<td>free land</td>
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<tr>
<td>religious persecution</td>
<td>religious freedom</td>
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</tbody>
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4. **Contributions.** Put a check mark (✓) in front of the statements that tell about a way in which Eastern European immigrants contributed to the development of the West.

- ✔ Ukrainian immigrants established farms in Alberta, Saskatchewan, and Manitoba.
- ✔ Some Eastern Europeans worked in mines and in logging.
- ✔ Some opened businesses.
- ____ They did not value education, so they never built schools.
- ✔ The people were poor and could not afford good medical care, so they formed benefit societies that would help community members in need.
- ✔ As soon as they were settled in an area, they built houses of worship.
Some groups published newspapers in the language of their homelands.

Many formed clubs and cultural groups.

They refused to help people who were not of their cultural heritage.

Some got involved in politics.

**Chinese Immigration to the West**

5. **Chinese Immigrants.** Choose the best answer to each question. (underline)

a. People from China first came to Canada

   - to take advantage of free land on the prairies.
   - **to work on the transcontinental railway.**
   - to act as housekeepers and cooks for the wealthy.
   - because of a special request from the prime minister to move to Ontario and Québec.

b. After the railway was finished in 1885, some Chinese stayed in Canada

   - and moved to the Maritime Provinces and Newfoundland.
   - **to work as cooks, storekeepers, and farmers.**
   - to open schools and hospitals.
   - to work in banks and law offices.

c. Which of the following is not a reason why the Canadian government decided to impose a head tax on Chinese who wanted to immigrate to Canada?

   - The Canadian government did not think the Chinese would assimilate into English ways.
   - The Canadian government wanted to discourage Chinese and other Asians from immigrating to Canada.
   - The Canadian government feared the different customs of Asians.
   - **The Canadian government felt that Chinese were not good workers and would be a burden on the people of Canada.**

d. Which of the following is not true about Chinese immigrants after the head tax was lifted?

   - Many chose to live in the same areas as others. These areas became known as Chinatowns.
   - Large Chinatowns developed in most cities.
   - **The Chinese refused to get an education and became a burden on Canada.**
   - Chinese built cultural centres in many cities to try to preserve some of the cultural traditions.
From Majority to Minority: Francophones in the West

6. Francophone Language Rights in the West. Match the rulings, laws, resolutions, and acts with their descriptions.

| c. Manitoba Act, 1870 | d. Government of Manitoba, 1890 |
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b. This act, created before Confederation stated that French and English were equal in government and the law.

c. French and English were equal in the Manitoba government.

d. This act is the main part of Canada's constitution. It states that French and are equal in government affairs and in the courts.

e. The Government of Manitoba made English the only official language.

f. It made English the only language of government in the North-West Territories.

g. When the Supreme Court of Canada ruled that the Haultain Resolution was not valid, they made laws to make English their only official language.

h. Students in Manitoba could attend Catholic schools, where the language of instruction was French.

i. The prime minister and premier of Manitoba agreed that if there were ten or more Francophone students in a school, they would be taught in French.

j. It stated that all Anglophone and Francophone students who live as minorities have education rights. They are entitled to be educated in the minority language.

k. In Alberta, a French minority has the right to govern its schools through Francophone school boards.
Building an Economy

7. Circle all the statements that are true about building the economy in the West.

- The percentage of people living in the West went up steadily between 1871 and 1921.
- Cities and towns that were along the rail lines began to grow and prosper the most.
- The National Policy had been a success.
  - Almost all First Nations became successful in farming.
- It was the North-West Mounted Police who first noticed how well cattle did feeding on the grasslands of the prairies.
- The government tried to encourage cattle ranching operations by leasing grazing lands at very low prices.
- Cattle ranching led to the development of meat packing plants in cities, such as Calgary.
- Wheat farming developed into a wealth industry.
- Wheat farmers were unhappy because they had to pay high prices for machinery and freight.
- Wheat farmers felt that the government’s economic policies benefited Eastern Canada more than the West.
- Farmers joined together to form associations that would look out for their interests.
Lesson 12.7

Concept: Chapter 12: Changing Societies in the West – Test

Resources/Materials: Chapter 12: Changing Societies in the West – Test (student copies)

NOTE: Teachers may choose to have students do Part A, Part B, or both Parts A and B.
Part A

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
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 First Nations peoples recorded them in their oral histories, while the Canadian government insisted that everything be in writing.

3. First Nations children were placed in residential schools as a way to assimilate First Nations into the “British” way of life.

4. The Canadian government and First Nations understood the terms of the Numbered Treaties in the exact same way.

5. The Canadian government wanted First Nations to move to small reserves so that it could make way for homesteaders.

6. Immigrants from Eastern Europe included those from France, Britain, and Denmark.

7. When Eastern Europeans came to the West, they preferred to mix with people of other cultural backgrounds instead of people of their own backgrounds.

8. Like the Canadiens and Métis, Eastern European settlers preferred to establish small farms.

9. The Canadian government wanted Eastern Europeans as homesteaders because it thought they would assimilate easily.

10. Moving from one country to another has little effect on the identity that a group develops.

11. Eastern European settlers did not place a high emphasis on education.

12. After the transcontinental railway was completed, all the Chinese workers went back home to China. More than fifty years passed before the next group of Chinese decided to move to Canada.
13. The Canadian government did not want Chinese immigrants in Canada because they did not think Asians would assimilate easily.

14. Catholic church leaders were concerned that almost all of the settlers to the west were Protestant and that Catholics were no longer the majority.

**Multiple Choice**
Choose the best answer to each question.

*Use the following information to answer question 15.*

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 arrangements 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.

15. 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.

16. Which of the following was 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 17.

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. The title reads Trick or Treaty: Have I got an Act for you.

17. 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 reason why the First Nations should not be very happy about the Numbered Treaties.
Social Studies Grade 7 Voices and Visions Chapter 12
Test

Use the information below to answer question 18.

<table>
<thead>
<tr>
<th>Demography of the Prairies, 1921</th>
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<tbody>
<tr>
<td>Group</td>
<td>Aboriginal</td>
<td>Francophone</td>
<td>Anglophone</td>
<td>Other European</td>
</tr>
<tr>
<td>Percent</td>
<td>2</td>
<td>6</td>
<td>56</td>
<td>35</td>
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</table>

18. 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.

19. 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 produced in factories in eastern Canada.
   d. They built farms and increased the production of grain and other agricultural products.

20. The building of cultural centres by Chinese-Canadians serves to
   a. give them another place to conduct business.
   b. help them preserve cultural traditions and give them a connection to their heritage.
   c. help them assimilate into British ways and forget the ways of their homeland.
   d. save land for future shopping malls.

21. In the late 1800s, the building of Catholic schools was important to Francophones because
   a. French was usually the language of instruction in Catholic schools.
   b. they could learn English in Catholic schools.
   c. they were a way to help Francophones assimilate into the British ways.
   d. no Métis children could attend Catholic schools.
22. In 1982, the Charter of Rights and Freedoms stated that
   a. English is the only official language in Canada.
   b. French is the only official language in Canada.
   c. Francophone Canadians who live as minorities have education rights.
   d. Every school district in Canada must offer instruction in French, if it is requested.

23. In the early 1900s, the most important industry on the prairies was
   a. manufacturing.
   b. logging.
   c. mining.
   d. agriculture.

Matching
Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>a. head tax</th>
<th>b. treaty</th>
<th>c. Haultain Resolution</th>
<th>d. reserves</th>
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<td>e. religious persecution</td>
<td>f. benefit society</td>
<td>g. Manitoba Act</td>
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24. agreement

25. land set aside for the exclusive use of First Nations

26. money paid by Chinese in order to be able to immigrate to Canada

27. association of farmers

28. guaranteed the right education in a Catholic school system

29. treating a person cruelly because of his or her religious beliefs

30. made English the only language of government

31. group formed to look after those who were sick or could not work.
Part B

Directions: Write the answers to the questions on a separate sheet of paper.

1. For what reasons did First Nations signs the Numbered Treaties?

2. Were the Eastern European immigrants good citizens? Give reasons for your answers.

3. In your opinion, was imposing a head tax on Chinese immigrants a fair thing to do? Give reasons for your answers.

4. Was the Francophone struggle for language rights in Canada more like a teeter-totter or a ladder? Give reasons for your answer.
Social Studies Grade 7 Voices and Visions Chapter 12
Test

Chapter 12
Changing Societies in the West
Test

Part A – Answer Sheet

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# Social Studies Grade 7 Voices and Visions Chapter 12

**Test**

**Chapter 12**

**Changing Societies in the West**

**Test**

## Part A – Answer Sheet

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<td>c</td>
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<td>31</td>
<td>f</td>
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</tbody>
</table>
1. For what reasons did First Nations signs the Numbered Treaties?
   - Wanted to protect their rights to their lands and natural resources
   - Realized that the future would bring even more newcomers
   - With Europeans, traditional ways of satisfying basic needs were gone. Needed food and money the government was promising.
   - People were threatened with disease and starvation.
   - Wanted to avoid the violence experienced by First Nations in the United States.

2. Were the Eastern European immigrants good citizens? Give reasons for your answers. Yes
   - Helped one another
   - Helped those were of other cultural groups
   - Formed benefit societies
   - Worked hard to become successful and contribute economically
   - Many served in political positions

3. In your opinion, was imposing a head tax on Chinese immigrants a fair thing to do? Give reasons for your answers.
   Yes
   - The thinking of the government was that the British way of life was superior.
   - Because of differences in physical appearance, Chinese might have a harder time fitting in.
   - Chinese had also demonstrated they were ethnocentric and often reluctant to adopt British ways.
   No
   - The Chinese workers were discriminated against in building the railway
   - The head tax was an act of prejudice and discrimination based on race
   - One culture cannot be considered superior to another

4. Was the Francophone struggle for language rights in Canada more like a teeter-totter or a ladder? Give reasons for your answer.
   Teeter Totter
   - Francophones have history of language rights being granted and then taken away, only to be granted again throughout Canadian history
   Ladder
   - Since the early 1900s Francophone language rights have gradually increased. Supreme Court rulings and the Charter of Rights and Freedoms have all favoured Francophone language rights in government, law, and education.
Chapter 13

A New Canada

Key Concept: Society and Technology

Chapter Inquiry: How did industrialization, urbanization, and technological change affect the identities of Canadians both positively and negatively?
## Social Studies Grade Seven
### Chapter 13
#### A New Canada

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| Lesson 13.1 | Technology and Canadians | 2 |
| Lesson 13.2 | The Industrial Revolution | 3 |
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| Lesson 13.5 | The Changing Role of Women in an Industrial Society | 6 |
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Lesson 13.1

Concept: Technology and Canadians

Resources/Materials: Voices and Visions, pages 286 and 287
Worksheet #7.13.1a (transparency or enlargement)
Worksheet #7.13.1b (student copies)
Worksheet #7.13.1c (two copies per student)

Introduction: Put up the transparency or enlargement of Worksheet #7.13.1a. Explain that the top picture is one that might have been typical of a Hutterite house in Europe in the region of Wallachia. (Today Wallachia is part of Romania.) It would have used about 245 years ago. Compare it to the picture of the modern-day house. Explain that technology has meant that our lifestyles have changed significantly over the year.

Procedure:

1. Explain that there are usually positives and negatives to any change. Compare the two houses:
   
   a. Quality – modern-day house is probably sturdier and more comfortable
   b. Resources used – old house used fewer resources and local resources; newer house uses many more resources
   c. Time – new house could probably be built faster and with less human energy
   d. Pollutants – old house uses all natural and biodegradable materials; new house – more energy required to build it and manufacture the materials with which it is built, most likely made of many non-degradable materials

2. Have students turn to textbook, page 286. Allow students a moment or two to flip through Chapter 13. Then guide the reading of pages 286 and 287.

3. Distribute Worksheet #7.13.1b and two copies of Worksheet #7.13.1c for each student. Go over the directions, if necessary.

Assignments:

1. Read Voices and Visions, pages 286 and 287.
2. Do Worksheets #7.13.1b and #7.13.1c.
Hutterites built huts similar to this one upon their arrival in Wallachia. Holes about one metre deep were dug the size of the house. Poles were erected and covered with earth and straw.

Modern townhouses used by many Hutterite communities today.
**Directions:** Use *Voices and Visions*, pages 286 and 287 to help you answer the questions.

1. What is *technology*?

2. For each old technology shown on page 287, name the new technology. Then tell about one positive and one negative thing about each new technology.

<table>
<thead>
<tr>
<th>Old Technology</th>
<th>New Technology</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>pen and paper</td>
<td></td>
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<td></td>
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<tr>
<td>puppet play</td>
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<tr>
<td>broom</td>
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<tr>
<td>gramophone</td>
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<tr>
<td>rifle</td>
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<td></td>
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<tr>
<td>operator-assisted telephone</td>
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<td></td>
<td></td>
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<tr>
<td>horse and rider</td>
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</tbody>
</table>

3. Choose any two new technologies. You may choose from the ones shown on page 287 or select two that are used in your community. Write each in the centre section of a copy of Worksheet #7.13.1c. Then tell about the negative and positive effects of the new technology by answer the questions written in the outside sections.
Directions: Use *Voices and Visions*, pages 286 and 287 to help you answer the questions.

1. What is technology?

   *Everything that we use to carry out our tasks; the tools we use and the way we use them.*

2. For each old technology shown on page 287, name the new technology. Then tell about one positive and one negative thing about each new technology.

<table>
<thead>
<tr>
<th>Old Technology</th>
<th>New Technology</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>pen and paper</td>
<td>computer</td>
<td>instant communication can fund and correct errors quickly</td>
<td>expensive requires electricity</td>
</tr>
<tr>
<td>puppet play</td>
<td>television</td>
<td>entertaining always available</td>
<td>requires electricity</td>
</tr>
<tr>
<td>broom</td>
<td>vacuum</td>
<td>cleans thoroughly</td>
<td>requires electricity; expensive</td>
</tr>
<tr>
<td>gramophone</td>
<td>MP3 player</td>
<td>large variety of music plays for a long time</td>
<td>expensive</td>
</tr>
<tr>
<td>rifle</td>
<td>machine gun</td>
<td>accurate and destructive - fires many times</td>
<td>accurate and destructive</td>
</tr>
<tr>
<td>operator-assisted</td>
<td>cell phone</td>
<td>communication anywhere runs on batteries</td>
<td>expensive may put out harmful waves</td>
</tr>
<tr>
<td>telephone</td>
<td>car</td>
<td>fast and convenient</td>
<td>requires fuel; pollutes; expensive</td>
</tr>
<tr>
<td>horse and rider</td>
<td></td>
<td></td>
<td>causes traffic jams and accidents</td>
</tr>
</tbody>
</table>

3. Choose any two new technologies. You may choose from the ones shown on page 287 or select two that are used in your community. Write each in the centre section of a copy of Worksheet #7.13.1c. Then tell about the negative and positive effects of the new technology by answer the questions written in the outside sections.
Lesson 13.2

Concept: The Industrial Revolution

Resources/Materials: Voices and Visions, pages 289 – 292
Worksheets #7.13.2a and #7.13.2b (student copies)

Introduction: Recall from the last lesson that technology most often saves people time and energy. It can also do work more effectively. Technology usually requires that people use less physical labour to do a task. Discuss the positives and negatives of this (positive – easier; negative – poor strength and fitness levels in humans).

Explain that the Industrial Revolution occurred when the steam engine was invented. The steam engine meant that many things that were once done by hand could now be done by a machine. The Industrial Revolution started in Britain. It marked the end of items being made by hand and the beginning of items being manufactured by machines.

This section of Chapter 13 is about the effect that the Industrial Revolution had on how people lived, where they lived and what they did for work.

Procedure:

1. Have students turn to textbook, page 289. If possible, guide the reading of page 289 to the middle of the second column. Then direct students to read the remainder of page 289 through to page 292 to find out more about the effects of the Industrial Revolution.

2. Distribute Worksheets #7.13.2a and #7.13.2b. Go over the directions, if necessary.

3. OPTIONAL. Have students do the Think It Through questions, page 292.

Assignments:

2. Do Worksheets #7.13.2a and #7.13.2b.
3. OPTIONAL. Do the Think It Through questions, page 292.
Social Studies Grade 7 Voices and Visions Chapter 13
Worksheets
The Industrial Revolution

Directions: Use Voices and Visions, pages 289 – 292 to help you with the questions.

1. Define each of the terms.
   a. industrialization
   b. Industrial Revolution
   c. revolution
   d. computer revolution
   e. mechanical power
   f. cottage industries
   g. factory
   h. division of labour
   i. assembly line

2. Answer the following questions about the Industrial Revolution.
   a. What caused it?
   b. Where did it begin and when?
3. Tell how the Industrial Revolution changed how goods were made.

<table>
<thead>
<tr>
<th>How Goods Were Made Before the Industrial Revolution</th>
<th>How Goods Were Made After the Industrial Revolution</th>
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</thead>
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</table>

4. Tell how the Industrial Revolution changed the lives of workers.

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<th>Where They Worked</th>
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<tr>
<td>Where They Lived</td>
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<tr>
<td>How They Worked</td>
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<tr>
<td>Working Conditions</td>
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</table>

5. Children, just like you, work on farms all over Canada today. Is this child labour? Give reasons for your answer.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

6. How has industrialization affected Canada?

<table>
<thead>
<tr>
<th>Goods Produced</th>
<th>Employment</th>
<th>Aboriginal Peoples</th>
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</table>
The Industrial Revolution

Directions: Use Voices and Visions, pages 289 – 292 to help you with the questions.

1. Define each of the terms.
   a. industrialization  transformation to an economy to large industries
   b. Industrial Revolution  the shift from home-based hand manufacturing to large-scale factory production
   c. revolution  a fundamental change in the world; an event whereby a government is overthrown and replaced with another
   d. computer revolution  a major change that occurred when people started using computers for everyday tasks such as typing
   e. mechanical power  a force that accomplishes tasks using a machine
   f. cottage industries  a workplace in a home or small shop where a skilled craftsperson makes goods using hand tools
   g. factory  a workplace where workers run machines to produce goods
   h. division of labour  a production method that breaks work into small pieces; each worker specializes in only one step of the production process
   i. assembly line  a production method used in factories where a product is placed on a conveyor belt and as the product moves down the line, each worker does one task on it; by the end of the line, the product is complete

2. Answer the following questions about the Industrial Revolution.
   a. What caused it?  people started using mechanical power
   b. Where did it begin and when?  Britain; mid-1700s
3. Tell how the Industrial Revolution changed how goods were made.

<table>
<thead>
<tr>
<th>How Goods Were Made Before the Industrial Revolution</th>
<th>How Goods Were Made After the Industrial Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>by hand, using hand tools in homes and in small shops</td>
<td>machines in factories</td>
</tr>
</tbody>
</table>

4. Tell how the Industrial Revolution changed the lives of workers.

<table>
<thead>
<tr>
<th>Where They Worked</th>
<th>from homes/small shops → factories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where They Lived</td>
<td>rural areas → urban areas</td>
</tr>
<tr>
<td>How They Worked</td>
<td>repetitious work</td>
</tr>
<tr>
<td></td>
<td>assembly line</td>
</tr>
<tr>
<td>Working Conditions</td>
<td>hot, airless, dusty, dangerous factories</td>
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<tr>
<td></td>
<td>long hours, poor wages</td>
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</table>

5. Children, just like you, work on farms all over Canada today. Is this child labour? Give reasons for your answer.

Not really. Working on farm is usually done under close supervision of community members, with safety and age-appropriate work in mind; hours and times of work also age-appropriate

6. How has industrialization affected Canada? Answers will vary

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<thead>
<tr>
<th>Goods Produced</th>
<th>Employment</th>
<th>Aboriginal Peoples</th>
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</thead>
<tbody>
<tr>
<td>Variety</td>
<td>more work for people</td>
<td>have not really benefited</td>
</tr>
<tr>
<td>Change commodities to finished goods</td>
<td></td>
<td>widened gap between Aboriginal standard of living and other Canadians</td>
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</tbody>
</table>

Worksheet #7.13.2b
Lesson 13.3

Concept: Technology and Identity

Resources/Materials: Voices and Visions, pages 293 – 296
Worksheet #7.13.3 (student copies)

Introduction: Remind students that technology has its pluses and minuses. One of the biggest challenges surrounding new technologies is that it disrupts or changes the way we do things. For example, 25 years ago a lot of time would have been spent cleaning out a hog barn. In most of today’s hog barns, the manure is cleaned up and swept away into a drain by machines. Fewer people can run a hog operation and they can raise more hogs. Discuss the positives and negatives (more efficient, less manual labour; not enough work for all members of the community)

Conclude that changes in technology often result in conflicts.

Procedure:

1. Have students speculate as to what kinds of conflicts might have arisen with the introduction of the railway on the prairies. (most of the prairies were unfenced, so animals and people would be killed by the trains; trains would frighten horses and buck riders off).

2. You might want to discuss how the introduction of the computer and Internet has cause controversy in Hutterite communities.

3. Finally, discuss how use of technology at the colony is related to the colony’s identity.

4. Explain that pages 293 – 296 tell about the conflicts that arose because of the introduction of the automobile, the airplane, and mass communication.

5. Distribute Worksheet #7.13.3. Go over the directions, if necessary.

6. OPTIONAL. Have each student choose five examples of technology used in the community. Then have them tell about adjustments that had to make when the technology was introduced and finally the impact it has had on the colony’s identity. Have students organize the information in a chart.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Adjustments</th>
<th>Impact on Identity</th>
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</table>

Assignments:

1. Read *Voices and Visions*, pages 293 – 296.
2. Do Worksheet #7.13.3.
3. OPTIONAL. Tell about five technologies in your community.
Directions: Use *Voices and Visions*, pages 293 – 296 to help you with the questions.

For each type of technology, tell how it has affected the life of Canadians, in general, how it has affected life in your community, the impact it has had on the Canadian identity, and the impact it has had on your community’s identity.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Affect on Canadians, in general</th>
<th>Affect on My Community</th>
<th>Impact on the Canadian Identity</th>
<th>Impact on My Community’s Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Automobile</td>
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</tr>
<tr>
<td>The Airplane</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mass Media (newspaper, radio, television)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #7.13.3
Directions: Use *Voices and Visions*, pages 293 – 296 to help you with the questions. **Answers will vary**
For each type of technology, tell how it has affected the life of Canadians, in general, how it has affected life in your community, the impact it has had on the Canadian identity, and the impact it has had on your community’s identity.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Affect on Canadians, in general</th>
<th>Affect on My Community</th>
<th>Impact on the Canadian Identity</th>
<th>Impact on My Community’s Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Automobile</td>
<td>• often conflicts arose when it was first introduced</td>
<td>• can go into town more frequently</td>
<td>• Canadians are part of the progressive world</td>
<td>• modern feel</td>
</tr>
<tr>
<td></td>
<td>• made travel faster, more comfortable, efficient</td>
<td>• travel is comfortable</td>
<td>• Canadians are independent</td>
<td>• relatively wealthy</td>
</tr>
<tr>
<td></td>
<td>• made people more independent</td>
<td>• more interaction with people outside the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Airplane</td>
<td>• most have been able to travel to far off destinations</td>
<td>• little impact</td>
<td>• part of an international community</td>
<td>• little impact</td>
</tr>
<tr>
<td></td>
<td>• better understanding of how others live</td>
<td>• some goods may be shipped via airplane</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mass Media (newspaper, radio, television)</td>
<td>• know more about what is happening locally, nationally, internationally</td>
<td>• know more about local, national, international events</td>
<td>• makes us more empathetic</td>
<td>• may help us to know and accept there are a variety of viable cultures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• more pride in our country</td>
<td>• appreciate own culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• understand pluralistic nature of Canada</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 13.4

Concept: An Industrial Society

Resources/Materials: Voices and Visions, pages 296 – 299
Worksheets #7.13.4a, #7.13.4b, and #7.13.4c (student copies)

Introduction: Discuss with students that Canada is considered to be an industrial country. The reason for this is because most of the economic wealth in Canada is produced by large industries: manufacturing, oil and gas, forestry, mining. Explain that in the early 1900s, 80% of people lived in rural areas and only 20% lived in cities. Today the reverse is true; 80% live in cities and only 20% live in rural areas. Relatively few people make their living in farming any more. This has led to urbanization – the process of people moving from rural areas to cities.

Procedure:

1. Conclude that industrialization has led to urbanization. Discuss changes caused by industrialization and urbanization (more service oriented work, more factory work, impersonal treatment of individuals, services concentrated in cities, crowded living conditions).

2. Explain that industrialization and urbanization have given rise to new kinds of problems. It is a constant challenge for people and governments to figure out how to deal with them.

3. Have students turn to textbook, page 296. Explain that one of the things that technology did not change was conflict between countries for control over resources. Technology did, however, make war more deadly. Have students read pages 296 – 299 to find out more about how industrialization and urbanization affected the lives of Canadians.

4. Distribute Worksheets #7.13.4a, #7.13.4b, and #7.13.4c.

5. OPTIONAL. Do the Think It Through questions on textbook, page 299.

Assignments:

1. Read Voices and Visions, pages 296 – 299.
2. Do Worksheets #7.13.4a, #7.13.4b, and #7.13.4c.
3. OPTIONAL. Do the Think It Through questions, page 299.
Directions: Use *Voices and Visions*, pages 296 – 299 to help you with the questions.

1. What were the effects of World War I on Canada?

   Effects of World War I
   
   On Factories
   On Soldiers
   On the Canadian Identity

2. Why did workers form unions?

   __________________________________________
   __________________________________________

3. What happens when workers go on strike?

   __________________________________________
   __________________________________________

4. In what ways did cities change when the First World War ended?
   a. _______________________________________
   b. _______________________________________
   c. _______________________________________
   d. _______________________________________
   e. _______________________________________
5. The following sentences all have to do with how industrialization and urbanization changed the lives of Canadians. Match the sentence beginnings with their endings.

a. During the Industrial Revolution,…

b. Cities grew much larger and…

c. Residential neighbourhoods at a city’s edge…

d. Streetcars transported workers from…

e. Early factories were not nice places to work…

f. Workers organized themselves into unions…

g. The Winnipeg General Strike occurred in 1919 when…

h. The result of the general strike in Winnipeg is that the mayor…

i. After the strike failed, workers elected…

j. Farmers empowered themselves…

k. First Nations people…

_____ organized themselves into neighbourhoods.

_____ more and more people moved to the cities.

_____ by forming wheat pools.

_____ because they were poorly lit and dangerous.

_____ that tried to improve working conditions and wages for workers.

_____ politicians to speak for them.

_____ were called suburbs.

_____ benefited very little from the wealth created by industrialization.

_____ the suburbs to the centre of the city.

_____ called the Royal North West Mounted Police to put an end to the strike.

_____ workers from many unions all went on strike at the same time.
6. Tell how you think each of the following affected identity?

URBANIZATION

A Rural Citizen
A City Resident
Canadians as a Group

INDUSTRIALIZATION

A Rural Resident
A City Resident
Canadians as a Group

WORKERS

Non-unionized
Unionized

FIRST NATIONS
Directions: Use Voices and Visions, pages 296 – 299 to help you with the questions.

1. What were the effects of World War I on Canada?

- **Effects of World War I**
  - **On Factories**
    - converted their production to weapons and ammunition
  - **On Soldiers**
    - many went to war
    - came back from war with physical and psychological wounds
    - 60,661 died
  - **On the Canadian Identity**
    - successful under poor odds
    - not afraid of challenge
    - pride in our contributions internationally

2. Why did workers form unions?

- speak up for workers; improve working conditions and wages

3. What happens when workers go on strike?

- refuse to work in hopes that employers will improve wages and/or working conditions

4. In what ways did cities change when the First World War ended?

- factories began to produce consumer goods again
- more factories built in urban areas
- soldiers returned to live in cities
- farm workers replaced by machinery → move to cities
- cities got bigger
5. The following sentences all have to do with how industrialization and urbanization changed the lives of Canadians. Match the sentence beginnings with their endings.

a. During the Industrial Revolution,…
b. Cities grew much larger and…
c. Residential neighbourhoods at a city’s edge…
d. Streetcars transported workers from…
e. Early factories were not nice places to work…
f. Workers organized themselves into unions…
g. The Winnipeg General Strike occurred in 1919 when…
h. The result of the general strike in Winnipeg is that the mayor…
i. After the strike failed, workers elected…
j. Farmers empowered themselves…
k. First Nations people…

_ _ organized themselves into neighbourhoods.
_ _ more and more people moved to the cities.
_ _ by forming wheat pools.
_ _ because they were poorly lit and dangerous.
_ _ that tried to improve working conditions and wages for workers.
_ _ politicians to speak for them.
_ _ were called suburbs.
_ _ benefited very little from the wealth created by industrialization.
_ _ the suburbs to the centre of the city.
_ _ called the Royal North West Mounted Police to put an end to the strike.
_ _ workers from many unions all went on strike at the same time.

Worksheet #7.13.4b
6. Tell how you think each of the following affected identity?

**URBANIZATION**

- **A Rural Citizen**
  - part of a dying breed
  - overlooked in favour of urban counterparts
  - "the salt of the earth"

- **A City Resident**
  - relatively sophisticated
  - access to the best of everything

- **Canadians as a Group**
  - cities are hubs
  - feel we are relatively well-off
  - feel we are relatively sophisticated

**INDUSTRIALIZATION**

- **A Rural Resident**
  - unappreciated or underappreciated
  - better sense of personal identity

- **A City Resident**
  - some loss of personal identity
  - sense of anonymity

- **Canadians as a Group**
  - feel progressive and modern
  - technologically advanced

**WORKERS**

- **Non-unionized**
  - have good work ethic
  - possibly feel vulnerable

- **Unionized**
  - part of a group
  - feel less vulnerable

**FIRST NATIONS**

- not part of the main stream
- forgotten
- little hope
- vulnerable
Lesson 13.5

Concept: The Changing Role of Women in an Industrialized Society

Resources/Materials: Voices and Visions, pages 300 – 303
Worksheets #7.13.5a and #7.13.5b (student copies)

Introduction: Review with students how workers unions helped employees get better working conditions and wages. Explain that before unions, most people were quite poor. Unions helped the everyday worker achieve a comfortable standard of living.

Review that in a democratic society, the people elect who they want to represent them in government. Today in Canada, all Canadian citizens who are 18 year of age can vote. This was not always the case. Today’s lesson is about how women got the right to vote.

Procedure:

1. Ask any of the girls if she considers herself to be a person. Explain that at one point, the Canadian government said that females were not persons.

2. Explain that a few determined Canadian women decided that they should have the right to vote, and to do so, they had to prove that they were persons.

3. Have students turn to textbook, page 300. If possible, guide the reading of at least the first three sections on pages 300 and 301. Then have students read to the end of the section on page 303.

4. Distribute Worksheets #7.13.5a and #7.13.5b. Go over the directions, if necessary.

5. OPTIONAL. Assign students to do one or more of the Think It Through questions on textbook, page 303.

6. OPTIONAL. Have students write a paragraph or two in which tell how they feel about women having the right to vote in a democratic society. (NOTE: You may want to check with the German teacher about this first.)

Assignments:

1. Read Voices and Visions, pages 300 – 303.
2. Do Worksheets #7.13.5a and #7.13.5b.
3. OPTIONAL. Do one or more of the Think It Through questions, pages 303.
4. OPTIONAL. Write a paragraph or two telling you feel about women having the right to vote.
Canadian Women Step Up

Directions: Use Voices and Visions, pages 300 – 303 to help you with the questions.

1. Tell why each of these years are important in Canadian history, with respect to gaining suffrage.

   1916
   1918
   1920
   1921
   1929
   1947
   1948
   1950
   1960
   1970

2. Explain why more women started to take jobs outside the home in the early 1900s.

   WHY WOMEN TOOK JOBS OUTSIDE THE HOME

   Labour Saving Technologies
   Men Left to Fight in WW I

3. Why do you think that once women took jobs outside the home, they wanted more say in decision making?
4. Whose Point of View? Match the people with their points of view.

<table>
<thead>
<tr>
<th>Pauline Johnson</th>
<th>Rodmond Roblin</th>
<th>Nellie McClung</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.V. Thomas</td>
<td>Writer (of letter to the editor)</td>
<td></td>
</tr>
</tbody>
</table>

- Allowing women to vote would break up the home. Women are too emotional and illogical.
- People tend to stereotype certain groups. It is unfair to judge one person in a group that that stereotypical image.
- It is not necessarily true that men don’t want women to get the right to vote. But why would women want to get involved in the dirty business of politics?
- Women’s voices need to be heard. They know first hand about the kinds of conditions under which children grow up. They need the right to vote to make them better.
- Giving women the right to vote is not just a matter of being nice or doing them a favour. It is doing what is fair.

5. Who were the Famous Five?

6. Why was the “Persons” Case important in women gaining equality with men in politics and government?

7. What impact do you think women getting the right to vote and run for office have on the Canadian identity?
Directions: Use Voices and Visions, pages 300 – 303 to help you with the questions.

1. Tell why each of these years are important in Canadian history, with respect to gaining suffrage.

   1916 women won right to vote in the prairie provinces
   1918 women won right to vote in federal elections
   1920 women could run for a seat in the House of Commons
   1921 first female elected as a member of Parliament
   1929 the highest court in England ruled that women were persons
   1947 Canadians of Chinese and South Asian backgrounds could vote
   1948 Japanese Canadians could vote
   1950 the Inuit could vote
   1960 First Nations could vote
   1970 Citizens 18 to 20 could vote

2. Explain why more women started to take jobs outside the home in the early 1900s.

   WHY WOMEN TOOK JOBS OUTSIDE THE HOME

   Labour Saving Technologies
   - more free time — could take jobs outside home to make money
   - more jobs could be done by women

   Men Left to Fight in WW I
   - women did jobs men used to do.

3. Why do you think that once women took jobs outside the home, they wanted more say in decision making? Answers may vary.
   - saw how conditions outside home affected lives (other workers)
   - being responsible for more of a household’s income gave them some power.
4. Whose Point of View? Match the people with their points of view.

<table>
<thead>
<tr>
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<th>Nellie McClung</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.V. Thomas</td>
<td>Writer (of letter to the editor)</td>
<td></td>
</tr>
</tbody>
</table>

- **Rodmond Roblin**
  Allowing women to vote would break up the home. Women are too emotional and illogical.

- **Pauline Johnson**
  People tend to stereotype certain groups. It is unfair to judge one person in a group that that stereotypical image.

- **Writer**
  It is not necessarily true that men don’t want women to get the right to vote. But why would women want to get involved in the dirty business of politics?

- **A.V. Thomas**
  Women’s voices need to be heard. They know first hand about the kinds of conditions under which children grow up. They need the right to vote to make them better.

- **Nellie McClung**
  Giving women the right to vote is not just a matter of being nice or doing them a favour. It is doing what is fair.

5. Who were the Famous Five?

- Emily Murphy, Nellie McClung, Louise McKinney, Irene Parlby, Henrietta Muir Edwards

6. Why was the “Persons” Case important in women gaining equality with men in politics and government?

- Made them equal to men in the eyes of the law
- Could run for elected positions in government
- Could be appointed to Senate

7. What impact do you think women getting the right to vote and run for office have on the Canadian identity?  
   Answers may vary.
   - Men and women have equal rights.
   - Men are not necessarily dominant over women based strictly on gender
**Lesson 13.6**

**Concept:** Bad Times, Good Times

**Resources/Materials:** Voices and Visions, pages 304 – 308  
Worksheets #7.13.6a and #7.13.6b (student copies)

**Introduction:** Recall that WW I was fought overseas, but it led to the realization that women could and were contributing significantly to society and should be an integral part of decision making. Explain that this section of Chapter 13 tells about two other events: The Great Depression and World War II, and how they affected changes in Canadian society.

**Procedure:**

1. Explain that the Great Depression started in 1929 and lasted for approximately ten years. During this time, the economies of most countries in the world plunged. A full quarter of people were out of work and they had no way to live. They could not support their families. People lost their businesses and farms. These were desperate times.

2. Explain that history shows that out of hard times come changes. In the case of the changes resulting from the Great Depression, things were put in place so that Canadians would have some protection against difficult financial times.

3. Have students turn to textbook, page 304. If possible, guide the reading of pages 304. Then have them read pages 305 – 308 independently.

4. Distribute Worksheets #7.13.6a and #7.13.6b. Go over the directions, if necessary.

5. **OPTIONAL.** Have students do one or more of the *Think It Through* questions on textbook, page 308.

6. **OPTIONAL.** On chart paper have students write point form notes about Canada During the Great Depression and After the Great Depression. Similarly have them make point form notes about Canada During World War II and After World War II. Post the charts on the wall.

**Assignments:**

1. Read *Voices and Visions*, pages 304 – 308.
2. Do Worksheets #7.13.6a and #7.13.6b.
3. **OPTIONAL.** Do one or more of the *Think It Through* questions, page 308.
4. **OPTIONAL.** Make charts: Canada During the Great Depression; After the Great Depression  
Canada During World War II; After World War II
**Directions:** Use *Voices and Visions*, pages 304 – 308 to help you with the questions.

1. When did the Great Depression take place?

   ____________________________________________________________

2. What are five ways in which people suffered during the Great Depression?
   a. _________________________________________________________
   b. _________________________________________________________
   c. _________________________________________________________
   d. _________________________________________________________
   e. _________________________________________________________

3. Explain how many First Nations coped with the difficulties of the Great Depression.

   ____________________________________________________________

   ____________________________________________________________

4. Points of View. Match the points of view with the people.

<table>
<thead>
<tr>
<th>Farmer in Benton, AB</th>
<th>Anonymous</th>
<th>Shinichi Hara</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men at Soup Kitchen</td>
<td>Charles Comfort</td>
<td></td>
</tr>
</tbody>
</table>

   ___________________________ We’d rather have jobs and places to live than have to rely on someone else to feed us.

   ___________________________ Decent people are doing things they never dreamed they would. They are living in make-shift tents, eating from garbage cans, and breaking into stores – just to survive.

   ___________________________ I have almost no food to feed my family and no money to buy them clothes.

   ___________________________ Young men are desperate. They feel they have no hope.

   ___________________________ Our ranch is losing money. We tried to sell it, but there were no buyers. We had no choice but to load up and drive away.
5. People tried different ways to cope with the Great Depression. Tell about little about each of the following:

COPING DURING THE GREAT DEPRESSION

“On to Ottawa”

Social Credit Party in Alberta

Cooperative Commonwealth Federation

6. Explain how each of the social services protects citizens from hard times.

   a. old-age pension
   b. employment insurance
   c. family allowance
   d. public health care

7. In what way did World War II end the Great Depression?


8. What impact did the end of World War II have on Canada?

Demand for Goods

Baby Boomers
Directions: Use *Voices and Visions*, pages 304 – 308 to help you with the questions.

1. When did the Great Depression take place?

1930s

2. What are five ways in which people suffered during the Great Depression?

a. factories closed

b. wages fell

c. workers lost jobs

d. some lost their life savings

e. people moved to cities to find work

f. farms lost

g. businesses closed

3. Explain how many First Nations coped with the difficulties of the Great Depression.

fell back on hunting/fishing

sold handicrafts

4. Points of View. Match the points of view with the people.

<table>
<thead>
<tr>
<th>Farmer in Benton, AB</th>
<th>Anonymous Charles Comfort</th>
<th>Shinichi Hara</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men at Soup Kitchen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Men at Soup Kitchen** We'd rather have jobs and places to live than have to rely on someone else to feed us.

**Shinichi Hara** Decent people are doing things they never dreamed they would. They are living in make-shift tents, eating from garbage cans, and breaking into stores – just to survive.

**Farmer in Benton, AB** I have almost no food to feed my family and no money to buy them clothes.

**Charles Comfort** Young men are desperate. They feel they have no hope.

**Anonymous** Our ranch is losing money. We tried to sell it, but there were no buyers. We had no choice but to load up and drive away.
5. People tried different ways to cope with the Great Depression. Tell about little about each of the following:

**COPING DURING THE GREAT DEPRESSION**

- **“On to Ottawa”**
  
  Men in work camps travelled to Ottawa on freight trains to meet with the prime minister to plead for help. At Regina, the men were ordered to stop.

- **Social Credit Party in Alberta**
  
  - wanted to give each citizen $25/month to spend
  - federal government stopped the practice

- **Cooperative Commonwealth Federation**
  
  - argued that government should have social programs that could prevent downturns such as the Great Depression

6. Explain how each of the social services protects citizens from hard times.

- **a. old-age pension** gave elderly people an income
- **b. employment insurance** short-term financial help for those who lost their jobs
- **c. family allowance** small sum paid to families with children
- **d. public health care** universal health care for all Canadians

7. In what way did World War II end the Great Depression?

- **Army** gave a job to anyone who wanted one
- **Demand for arms and supplies** got industry going again

8. What impact did the end of World War II have on Canada?

- **Demand for Goods**
  
  - oil/gas demand continued
  - Canadians spent money on goods, providing more employment

- **Baby Boomers**
  
  Soldiery returning from war married and had families → lots of children born → created more demand for goods and services
Lesson 13.7 (optional)

Concept: Chapter 13: A New Canada – Review

Resources/Materials: Chapter 13: A New Canada – Review Sheets (student copies)

Introduction: Explain that the Industrial Revolution led to significant changes in Canada. It changed the economy and it changed some of the roles of men and women.

Procedure:

1. If you have the time, briefly go over the main ideas covered in Chapter 13.
   - Technology – positives and negatives
   - The Industrial Revolution
   - The impact of technology on identity
   - Industrialization and urbanization
   - Gaining rights: workers, women, minorities
   - The Great Depression; World War II

2. Distribute the Chapter 13: A New Canada – Review Sheets. Have students complete them independently.

3. If possible, check the review sheets as a group.

Assignment:

Do the Chapter 13: A New Canada – Review Sheets.
The Rise of Industry

1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>technology</th>
<th>industrialization</th>
<th>urbanization</th>
<th>revolution</th>
<th>cottage industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>computer revolution</td>
<td>mechanical power</td>
<td>assembly line</td>
<td>Industrial Revolution</td>
<td>factory</td>
</tr>
</tbody>
</table>

____________________ workplace where workers run machines to produce goods
____________________ workplace in a home or small shop where a skilled crafts person makes good using hand tools
____________________ a production method used in factories where an incomplete product is placed on a conveyor belt and, as the product moves down the line, each worker does one task on it
____________________ a major change that occurred when people started using computers for everyday task such as typing
____________________ the shift from home-based hand manufacturing to large-scale factory production
____________________ transformation in an economy based on large industries
____________________ a force that accomplishes tasks using machines
____________________ the process of people moving from the countryside to towns cities

2. Underline all the sentences that tell about what happened during or because of the Industrial Revolution.

- The Industrial Revolution began in Britain in the 1700s.
- The process of urbanization began.
- Products were made by machines and not hand tools.
- More products were made in factories.
- Many people who lived in rural areas were out of work.
- Hand-crafted items became more popular.
• People started using the steam engine to do work.

• Workplaces became more dangerous for workers.

• Workers made products according to a division of labour.

• People had a better quality of life in the city than they did when they lived in the country.

• Instead of making one entire item each worker was a part of an assembly line.

• Unemployment was high because machines could do the work once done by several workers.

• Child labour was common.

• Workers were paid high wages so they could live comfortably.

• If workers got sick or injured, they were not paid.

• Workers lived in crowded conditions in large towns and cities.

• Workers had few rights.

3. Explain how the growth of industry affected the Canadian economy.

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

4. Explain how industrialization affected First Nations.

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________
Technology and Identity

5. Tell how each of the technologies affected Canadians’ lifestyle and identity.

<table>
<thead>
<tr>
<th>Technology</th>
<th>How It Affected Canadians’ Lifestyle</th>
<th>How It Affected Canadians’ Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>automobile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>airplane</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mass media</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An Industrial Society

6. Cross out the words or phrases in parentheses that do not fit these sentences.

a. Rapid growth (seldom, always) occurs without growing pains.

b. The (shrinking, expanding) economy brought prosperity, but also social problems.

c. Some people grew wealthier, while others were trapped in (low-paying, high-paying) jobs.

d. Competition for wealth led to the (most, least) destructive wars the world had ever seen.

e. Canada went to war as part of the (French, British) Empire.

f. Factories that once made clothing and other goods switched over to making weapons and (can openers, ammunition).

g. Canada’s efforts during World War I helped Canadians feel (proud, ashamed) and won the respect of nations around the world.

h. When World War I ended in 1918, factories once again began to make (consumer, war) goods.
i. After the war with soldiers coming home from war and workers moving off the farm, (villages, cities) became larger.

j. With more factories and people in cities, suburbs grew around the (outer edges, inner parts) of cities.

k. There were (many, few) rules in place to protect factory workers from management. Employers could hire or fire them whenever they wanted.

l. (Unions, Management) began to form that would speak for workers who wanted better working conditions and better wages.

m. Sometimes unionized workers went on (strike, leave) to back up their demands.

n. The biggest strike of all occurred in Winnipeg in 1919 when workers from (a few, many) unions went on strike at the same time to support one another.

o. The Winnipeg general strike was a (success, failure).

p. Farmers did not form unions, but they did form wheat (pools, lakes), to act on their behalf.

q. Gradually, the lives of most working people (did not, did) improve.

r. Workers began to think of themselves as (important, unimportant) people to Canada’s economy.

**Canadian Women Speak Up**

Choose the best answer to each question.

7. Which of the following does not tell about women after World War I?

   a. New labour-saving technologies gave women more free time and found themselves doing work outside the home for pay.
   b. During the war, women showed that they could do many jobs that were once considered to be men’s jobs.
   c. Women started to speak up more about the issues of the day.
   d. None of the women who worked in factories went back to staying home and keeping house.

8. The provinces that were first to allow women to vote were

   b. Manitoba, Ontario, and Québec.
   c. Alberta, Saskatchewan, and British Columbia.
   d. Alberta, Manitoba, and New Brunswick.
9. 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.

10. *Suffrage* means
   a. the right to speak 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.

11. 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.

12. Which of the following is not true about the right to vote in Canada?
   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 the mid-1900s or later.
   d. Women could not vote because none of them could read or write.

13. In what year did each of the following happen?

   _________ Women in the prairie provinces could vote in provincial elections.

   _________ Women could vote in federal elections.

   _________ Women could become Members of Parliament and sit in the House of Commons.

   _________ The British courts ruled that women were “persons”.

   _________ Canadians of Chinese and South Asian descent could vote.

   _________ Japanese Canadians could vote.
The Inuit could vote.

First Nations citizens could vote.

Citizens between the ages of 18 and 20 could vote.

Bad Times, Good Times

14. How would you describe Canada’s economy during the Great Depression?

15. How did the Social Credit Party in Alberta try to help Albertans during the Depression?

16. How did the Cooperative Commonwealth Federation in Saskatchewan try to help citizens in the Depression?

17. Because of experiences such as the Great Depression, Canada has put many social programs into place to prevent hardships when its economy is doing poorly. Which social services are described below?

Retired people get a monthly income.

All Canadians receive free basic health care.

Parents get a small sum every month if they have small children.

Workers get help if they lose their jobs.

18. How do you think the Great Depression affected the Canadian identity?
18. Briefly explain how World War II affected Canadians.

19. Put a check mark (√) by the sentences that tell about Canada after World War II.

√ The West's oil and coal continued to be in demand around the world.
√ Canada's economy fell into another depression.
√ Factories switched from producing war goods to producing consumer goods.
√ Canadians had more money to spend on cars, housing, and other goods.
√ Soldiers came home and married, and started families.
√ A huge number of children were born in the years following the war.
√ Canada's Aboriginal populations prospered as they shared in the wealth of the country.
√ The baby boomers put a strain on existing facilities and government had to scramble to build more schools.
The Rise of Industry

1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>technology</th>
<th>industrialization</th>
<th>urbanization</th>
<th>revolution</th>
<th>cottage industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>computer revolution</td>
<td>mechanical power</td>
<td>assembly line</td>
<td>Industrial Revolution</td>
<td>factory</td>
</tr>
</tbody>
</table>

- **factory** workplace where workers run machines to produce goods
- **cottages industry** workplace in a home or small shop where a skilled crafts person makes good using hand tools
- **assembly line** a production method used in factories where an incomplete product is placed on a conveyor belt and, as the product moves down the line, each worker does one task on it
- **computer revolution** a major change that occurred when people started using computers for everyday tasks such as typing
- **Industrial Revolution** the shift from home-based hand manufacturing to large-scale factory production
- **industrialization** transformation in an economy based on large industries
- **mechanical power** a force that accomplishes tasks using machines
- **urbanization** the process of people moving from the countryside to towns and cities

2. Underline all the sentences that tell about what happened during or because of the Industrial Revolution.

- The Industrial Revolution began in Britain in the 1700s.
- The process of urbanization began.
- Products were made by machines and not hand tools.
- More products were made in factories.
- Many people who lived in rural areas were out of work.
- Hand-crafted items became more popular.
- People started using the steam engine to do work.
- Workplaces became more dangerous for workers.
- Workers made products according to a division of labour.
- People had a better quality of life in the city than they did when they lived in the country.
- Instead of making one entire item each worker was a part of an assembly line.
- Unemployment was high because machines could do the work once done by several workers.
- Child labour was common.
- Workers were paid high wages so they could live comfortably.
- If workers got sick or injured, they were not paid.
- Workers lived in crowded conditions in large towns and cities.
- Workers had few rights.

3. Explain how the growth of industry affected the Canadian economy.

- Canadian economy grew quickly
- railways expanded
- more demand for consumer goods

4. Explain how industrialization affected First Nations.

- generally, the lives of First Nations was unaffected or became worse
Technology and Identity

5. Tell how each of the technologies affected Canadians’ lifestyle and identity.

<table>
<thead>
<tr>
<th>Technology</th>
<th>How It Affected Canadians’ Lifestyle</th>
<th>How It Affected Canadians’ Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>automobile</td>
<td>- more mobile&lt;br&gt;- interacted with people out of immediate area&lt;br&gt;- more independence</td>
<td>- people feel well-off and independent</td>
</tr>
<tr>
<td>airplane</td>
<td>- more people able to interact with people in other parts of the globe</td>
<td>- people feel more like part of a global community</td>
</tr>
<tr>
<td>mass media</td>
<td>- communication improved&lt;br&gt;- much of Canadians’ lives centred around radio/TV</td>
<td>- better sense of the pluralistic nature of Canada</td>
</tr>
</tbody>
</table>

An Industrial Society

6. Cross out the words or phrases in parentheses that do not fit these sentences.

a. Rapid growth (seldom, always) occurs without growing pains.

b. The (shrinking, expanding) economy brought prosperity, but also social problems.

c. Some people grew wealthier, while others were trapped in (low-paying, high-paying) jobs.

d. Competition for wealth led to the (most, least) destructive wars the world had ever seen.

e. Canada went to war as part of the (French, British) Empire.

f. Factories that once made clothing and other goods switched over to making weapons and (can openers, ammunition).

g. Canada’s efforts during World War I helped Canadians feel (proud, ashamed) and won the respect of nations around the world.

h. When World War I ended in 1918, factories once again began to make (consumer, war) goods.
i. After the war with soldiers coming home from war and workers moving off the farm, (villages, cities) became larger.

j. With more factories and people in cities, suburbs grew around the (outer edges, inner parts) of cities.

k. There were (many, few) rules in place to protect factory workers from management. Employers could hire or fire them whenever they wanted.

l. (Unions, Management) began to form that would speak for workers who wanted better working conditions and better wages.

m. Sometimes unionized workers went on (strike, leave) to back up their demands.

n. The biggest strike of all occurred in Winnipeg in 1919 when workers from (a few, many) unions went on strike at the same time to support one another.

o. The Winnipeg general strike was a (success, failure).

p. Farmers did not form unions, but they did form wheat (pools, lakes), to act on their behalf.

q. Gradually, the lives of most working people (did not, did) improve.

r. Workers began to think of themselves as (important, unimportant) people to Canada’s economy.

**Canadian Women Speak Up**

Choose the best answer to each question.

7. Which of the following does not tell about women after World War I?

   a. New labour-saving technologies gave women more free time and found themselves doing work outside the home for pay.
   b. During the war, women showed that they could do many jobs that were once considered to be men’s jobs.
   c. Women started to speak up more about the issues of the day.
   d. None of the women who worked in factories went back to staying home and keeping house.

8. The provinces that were first to allow women to vote were

   b. Manitoba, Ontario, and Québec.
   c. Alberta, Saskatchewan, and British Columbia.
   d. Alberta, Manitoba, and New Brunswick.
9. 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.

10. Suffrage means
   a. the right to speak 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.

11. 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.

12. Which of the following is not true about the right to vote in Canada?
   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 the mid-
1900s or later.
   d. Women could not vote because none of them could read or write.

13. In what year did each of the following happen?

   1916 Women in the prairie provinces could vote in provincial elections.
   1918 Women could vote in federal elections.
   1920 Women could become Members of Parliament and sit in the House of Commons.
   1929 The British courts ruled that women were “persons”.
   1947 Canadians of Chinese and South Asian descent could vote.
   1948 Japanese Canadians could vote.
1950 The Inuit could vote.
1960 First Nations citizens could vote.
1970 Citizens between the ages of 18 and 20 could vote.

**Bad Times, Good Times**

14. How would you describe Canada’s economy during the Great Depression?
   - very poor
   - poor wages
   - little demand for consumer goods
   - high unemployment

15. How did the Social Credit Party in Alberta try to help Albertans during the Depression?
   - gave out $25 certificates to each citizen to try to get economy moving again

16. How did the Cooperative Commonwealth Federation in Saskatchewan try to help citizens in the Depression?
   - advocated for more social programs

17. Because of experiences such as the Great Depression, Canada has put many social programs into place to prevent hardships when its economy is doing poorly. Which social services are described below?
   - old-age pension
   - public health care
   - family allowance
   - employment insurance
   Retired people get a monthly income.
   All Canadians receive free basic health care.
   Parents get a small sum every month if they have small children.
   Workers get help if they lose their jobs.

18. How do you think the Great Depression affected the Canadian identity?
   - surviving the Great Depression made people feel they were strong and resourceful.
18. Briefly explain how World War II affected Canadians.

- factories began making war goods
- men and women went to war

19. Put a check mark (✓) by the sentences that tell about Canada after World War II.

✓ The West's oil and coal continued to be in demand around the world.

___ Canada's economy fell into another depression.

✓ Factories switched from producing war goods to producing consumer goods.

✓ Canadians had more money to spend on cars, housing, and other goods.

✓ Soldiers came home and married, and started families.

✓ A huge number of children were born in the years following the war.

___ Canada's Aboriginal populations prospered as they shared in the wealth of the country.

✓ The baby boomers put a strain on existing facilities and government had to scramble to build more schools.
Lesson 13.8

Concept: Chapter 13: A New Canada – Test

Resources/Materials: Chapter 13: A New Canada – Test (student copies)

NOTE: Teachers may choose to have students do Part A, Part B, or both Parts A and B of the test.
Part A

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

Matching. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>a. assembly line</th>
<th>b. baby boomers</th>
<th>c. cottage industry</th>
<th>d. depression</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. division of labour</td>
<td>f. factory</td>
<td>g. industrialization</td>
<td>h. Industrial Revolution</td>
</tr>
<tr>
<td>i. mass media</td>
<td>j. revolution</td>
<td>k. strike</td>
<td>l. suburbs</td>
</tr>
<tr>
<td>m. suffrage</td>
<td>n. technology</td>
<td>o. union</td>
<td>p. urbanization</td>
</tr>
</tbody>
</table>

1. workplace in a home or small shop where goods are created using hand tools.

2. the tools we use and the way we use them to carry out our tasks

3. a fundamental change in the world

4. the shift from home-based hand manufacturing to large-scale factory production

5. the transformation of an economy based on large industries

6. a production method that breaks work into small pieces

7. a production method used in factories where each worker does only one task on a product before it moves onto the next worker

8. an organization of workers that tries to improve workers’ work lives

9. the right to vote

10. an organized work stoppage by unionized workers

11. a longer period of very low economic activity

12. children born soon after World War II

13. neighbourhoods on the edges of large cities

14. a workplace where workers run machines to produce goods

15. a variety of communication tools, such as radio, newspapers, and television

16. the process of people moving from rural to cities
True/False
Write T for true and F for false.

17. There are usually positive and negative consequences for advancements in technology.

18. The invention of the steam engine was the cause of the Industrial Revolution.

19. Goods made in factories were much more profitable for their owners than goods made in homes and small shops.

20. Urbanization led to industrialization.

21. Poverty, overcrowding, and high unemployment were some of the consequences of the Industrial Revolution.

22. Workers formed unions because employers treated their employees poorly.

23. In 1916, Manitoba, Alberta, and Saskatchewan became the first provinces in Canada that allowed women to vote in provincial elections.

24. Nellie McClung was a women’s right activist who wanted to ensure that only men could vote in federal elections.

25. In general, people of European descent were given the right to vote before people of non-European descent.

26. Improvements in mass media made Canadians think of themselves more as citizens of a particular region and not citizens of the country.

27. The biggest factor in leading to urbanization in Canada is the increase in technology.

28. Child labour became common during the Industrial Revolution.

Multiple Choice
Choose the best answer to each question.

29. Which of the following did not characterize the Great Depression?
   a. high unemployment
   b. factories closing
   c. soup kitchens and food banks
   d. increased airline travel
30. How did the invention of the automobile affect the Canadian identity?

   a. People thought of themselves as well-off and more independent.
   b. Canadians thought of themselves as families.
   c. Canadians felt they were poorer and more helpless.
   d. People in rural areas felt cut off from the city.

*Use the following information to answer question 31.*

“If you were born and brought up in Edmonton during the 1920s and 2930s, the most exciting people around were the bush pilots, who were always in the news with stories of their exploits. My whole idea of adventure, of living, was tied up in the notion of joining their ranks some day in a magnificent flying machine.”

- Max Ward

31. From the information above you can infer that

   a. Max Ward enjoyed being an airline pilot.
   b. Max Ward’s identity was influenced by the adventures of bush pilots.
   c. Max Ward could only dream of being a pilot because he was afraid of flying.
   d. Max Ward became one of Canada’s most successful bush pilots.

32. In what way did World War I affect the Canadian identity?

   a. Canadians were proud of the contributions they had made in the war effort.
   b. Canada had come through the war with very few of its soldiers dying.
   c. Canadians felt as if they were part of the French Empire.
   d. Canadians were ashamed that they were not more successful in the war effort.

33. 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 women.
   d. were not successful in their efforts to get any rights for women.
34. One of the consequences of women getting 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.

35. Which of the following is not considered a social service?

a. old-age pension
b. employment insurance
c. family allowance
d. income tax

36. Which of the following does not tell about Canada following World War II?

a. Factories switched to making consumer goods again.
b. The Canadian economy improved.
c. Most soldiers came home from war and could not find jobs.
d. Returning soldiers married and had families.
Part B

Directions: Write the answers to these questions on a separate sheet of paper.

1. Tell about an example where an advancement in technology has both positive and negative consequences.

2. In what way did technology influence the types of work women could do outside the home?

3. Explain how technology has influenced the way we live in Canada today.

4. Explain how social programs help protect citizens from hard times.
Part A – Answer Sheet

1. ________ 13. ________ 25. ________

2. ________ 14. ________ 26. ________

3. ________ 15. ________ 27. ________

4. ________ 16. ________ 28. ________

5. ________ 17. ________ 29. ________

6. ________ 18. ________ 30. ________

7. ________ 19. ________ 31. ________

8. ________ 20. ________ 32. ________

9. ________ 21. ________ 33. ________

10. ________ 22. ________ 34. ________

11. ________ 23. ________ 35. ________

12. ________ 24. ________ 36. ________
Social Studies Grade 7 Voices and Visions Chapter 13
Test
Chapter 13
A New Canada
Test

Part A – Answer Sheet

1. c  13. l  25. T
2. n  14. f  26. F
3. j  15. i  27. T
4. h  16. p  28. T
5. g  17. T  29. d
6. e  18. T  30. a
7. a  19. T  31. b
8. o  20. F  32. a
9. m  21. T  33. a
10. k  22. T  34. a
11. d  23. T  35. d
12. b  24. F  36. c
1. Tell about an example where an advancement in technology has both positive and negative consequences.
   - Answers will vary.

2. In what way did technology influence the types of work women could do outside the home?
   - Traditional work required more physical strength and stamina.
   - Much of the technology meant that machines did the work of people and this meant that women could operate these machines.
   - Women could now do many of the jobs that were once reserved only for men.

3. Explain how technology has influenced the way we live in Canada today.
   - Technology has permeated almost every aspect of life.
   - Generally, machines can do work faster, more efficiently, and more effectively that humans. This has meant that, for the most part, we have better quality products and services.
   - As a result of technology, work has become less physical, resulting in the need to seek fitness outside of work-related activities and in the need for dietary habits that correspond more closely to our activity levels.

4. Explain how social programs help protect citizens from hard times.
   - Social programs such as old-age security, public health care, employment insurance, family allowance, disability payments, and so on help to ensure that all Canadians will have enough resources to address their basic needs.
Chapter 14

Canada Today

Key Concept: Active Citizenship

Chapter Inquiry: How have citizens reacted to the social and political changes that have been taking place in Canada since the 1960s?
Social Studies Grade Seven
Chapter 14
Canada Today

Contents

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Lesson 14.5  Urban and Rural Canada  6
Lesson 14.6  Chapter 14 Project: Improve Your Community  7
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Lesson 14.1

Concept: Active Citizenship

Resources/Materials: Voices and Visions, pages 310 – 311
Worksheets #7.14.1a and #7.14.1b (student copies)

Introduction: Explain to students that today all Canadian citizens have certain rights. Rights are those things we can do under the law. For example, women now have the right to vote in elections and run for office. Workers have the right to work in a safe environment. People struggled hard to get these rights. For this reason, it is important to understand that having rights also means we have certain responsibilities.

Responsibilities are those things we should do. For every right we enjoy, there are many responsibilities that go along with it. When you take those responsibilities, you are being a good citizen.

Procedure:

1. Explain that active citizens do things to try to improve life in their community, country, and the world.

2. Give students an idea of some responsibilities that go with particular rights. For example,

   Right: No one can refuse to rent you an apartment because of your race.
   Responsibility: You must pay your rent every month, abide by the rules of the apartment house, and take good care of the apartment.

   Right: You have the right to drive on the roads if you have a driver’s license.
   Responsibility: You will drive courteously and safely.

3. Have students turn to textbook, page 310. Guide the reading of pages 310 and 311, if you have the time.


5. OPTIONAL. Do the Think Ahead questions, page 311.

Assignments:

1. Read Voices and Visions, pages 310 and 311.
3. OPTIONAL. Do the Think Ahead questions, page 311.
Directions: Use Visions and Voices, pages 310 and 311 to help you with the questions.

1. What is a right? ____________________________________________________________

2. What is a responsibility? _______________________________________________

3. What is an active citizen? ________________________________________________

4. Can you think of three responsibilities that come with being a Canadian citizen?
   a. ________________________________________________________________
   b. ________________________________________________________________
   c. ________________________________________________________________

5. Following are some rights that Canadian citizens have. Match them with the
   responsibilities on Worksheet #7.14.1b.

   Rights
   a. We have the right to practise our own religion.
   b. We have the right to form clubs and associations.
   c. We have the right to own property.
   d. We have the right to express our own opinions.
   e. If we are arrested, we have the right to a fair trial.
   f. We have the right to be considered equal to anyone else, when it comes to the laws. The laws apply equally to all people, no matter who they are.
   g. We have the right to get together and protest if we think government is doing the wrong thing.
h. We have the right to move anywhere within Canada or in and out of Canada.

i. No one can discriminate against us because of our ethnic origin or race.

j. We have the right to do business with whomever we want.

k. No one can discriminate against us if we have a disability.

l. We have the right to vote in elections.

m. We have the right to a free education.

Responsibilities

_____ We should take care of our property and ensure that it is kept in good condition.

_____ If we want to protest, we should do it in a peaceful and non-violent way.

_____ We should vote in elections, if it is appropriate.

_____ We should make sure that we attend school everyday and do our best to learn.

_____ We should respect the right of people to practise religions that are different from our own.

_____ If we move, we should not do it in order to do things that are against the law.

_____ We should never judge others because of their ethnic origin or race.

_____ Ensure that any club or association you belong to does activities that are positive, and does not do activities that are meant to harm others in any way.

_____ We should speak up if we think someone is getting special treatment by the police just because they are in a high position or because they are wealthy.

_____ When we express our opinions, we must do everything we can to ensure that we are saying is truthful.

_____ We must ensure that we do not discriminate against someone because they have a disability.

_____ If we are arrested, we must tell the police and the courts the exact truth.

_____ We must ensure that when doing business, including shopping, we are being honest.
Directions: Use Visions and Voices, pages 310 and 311 to help you with the questions.

1. What is a right? something you can do under the law

2. What is a responsibility? something you should do because it helps a group become better

3. What is an active citizen? A person who does things that make a group or place better

4. Can you think of three responsibilities that come with being a Canadian citizen? Answer will vary
   a. help those who are less fortunate
   b. be honest in all your dealings with businesses
   c. be courteous and polite
   d. obey the law

5. Following are some rights that Canadian citizens have. Match them with the responsibilities on Worksheet #7.14.1b.

Rights

a. We have the right to practise our own religion.

b. We have the right to form clubs and associations.

c. We have the right to own property.

d. We have the right to express our own opinions.

e. If we are arrested, we have the right to a fair trial.

f. We have the right to be considered equal to anyone else, when it comes to the laws. The laws apply equally to all people, no matter who they are.

g. We have the right to get together and protest if we think government is doing the wrong thing.
h. We have the right to move anywhere within Canada or in and out of Canada.

i. No one can discriminate against us because of our ethnic origin or race.

j. We have the right to do business with whomever we want.

k. No one can discriminate against us if we have a disability.

l. We have the right to vote in elections.

m. We have the right to a free education.

Responsibilities

c. We should take care of our property and ensure that it is kept in good condition.

g. If we want to protest, we should do it in a peaceful and non-violent way.

l. We should vote in elections, if it is appropriate.

m. We should make sure that we attend school everyday and do our best to learn.

a. We should respect the right of people to practise religions that are different from our own.

h. If we move, we should not do it in order to do things that are against the law.

i. We should never judge others because of their ethnic origin or race.

b. Ensure that any club or association you belong to does activities that are positive, and does not do activities that are meant to harm others in any way.

f. We should speak up if we think someone is getting special treatment by the police just because they are in a high position or because they are wealthy.

d. When we express our opinions, we must do everything we can to ensure that we are saying is truthful.

k. We must ensure that we do not discriminate against someone because they have a disability.

e. If we are arrested, we must tell the police and the courts the exact truth.

j. We must ensure that when doing business, including shopping, we are being honest.
Lesson 14.2

Concept: A Diverse Society

Resources/Materials: Voices and Visions, pages 312 – 318
Worksheets #7.14.2a, #7.14.2b, #7.14.2c, and #7.14.2d (student copies)

Introduction: Review that Canadians enjoy many rights that people from many other countries do not enjoy. A good citizen ensures that he or she takes the responsibility to ensure that these rights are not abused.

Explain that before the Europeans came to North America, the Inuit and First Nations themselves represented many different languages and cultures. When the French and English immigrated to North America, the needs of First Nations and Inuit were pushed to the background. The Constitutional Act of 1791 made Canada bilingual and bicultural.

Today, Canada is considered to be an officially bilingual, but multicultural country. Today’s lesson involves understanding what this means and how it came to be.

Procedure:

1. Explain that when a country is officially bilingual, it means that when dealing with government or the law, you have the right to use either of two different languages. In Canada’s case, you have the right to use French or English.

2. Recall with students that Canada encouraged immigration in order to develop the West. This brought in several different peoples who were not French or English. Now there were many different cultural groups in Canada, mostly of European descent. After a while, fewer people from Europe chose to immigrate to Canada, but Canada still needed immigrants to make its economy grow. Canada opened its doors to people from all over the world. This caused Canada to adopt a policy of multiculturalism.

3. Have students turn to textbook, page 312. Have them read pages 312 – 318 independently. Warn students that the reading of these pages is quite difficult. They should make sure that they are reading carefully and stopping every now and again to ensure they have understood what they are reading.


5. OPTIONAL. Have students try to think of instances in Canadian history where a group has been discriminated against. Then for each, have them cite the section of the Canadian Charter of Rights and Freedoms that prevents this discrimination today.

Assignments:

1. Read Voices and Visions, pages 312 – 318.
3. OPTIONAL. Cite instances of discrimination in Canadian history; then tell which section the Charter of Rights and Freedoms addresses each instance.
Directions: Use *Voices and Visions*, pages 312 – 318 to help you with the questions.

1. What made the Inuit and First Nations cultures diverse?
   - many different languages
   - many different lifestyles/cultures

2. Why is it that until World War II, most Canadians thought of Canada as being bicultural?
   English and French were the dominant cultures. Aboriginal peoples were not considered as important.

3. Why did Canada encourage immigration in the years following World War II?
   - fewer people were immigrating from Europe.
   - Canada needed to open its doors to more groups to fill jobs.

4. What is the points system and how does it work?
   - Points system used to rate potential immigrants.
   - Applicants receive points for their education, skills, age, and wealth.

5. Why is the points system considered to be a fair way to decide who can immigrate to Canada?
   - country of origin, race, ethnic origin are not considered

6. Examine the pie graphs on page 314. How did immigration patterns change from the 1960s to the 1980s?
   1960s - most immigrants from Europe
   1980s - almost half of immigrants from Asia

Worksheet #7.14.2a
Directions: Use *Voices and Visions*, pages 312 – 318 to help you with the questions.

1. What made the Inuit and First Nations cultures diverse?

2. Why is it that until World War II, most Canadians thought of Canada as being bicultural?

3. Why did Canada encourage immigration in the years following World War II?

4. What is the points system and how does it work?

5. Why is the points system considered to be a fair way to decide who can immigrate to Canada?

6. Examine the pie graphs on page 314. How did immigration patterns change from the 1960s to the 1980s?
7. What were the aims of the Immigration Act of 1978?

Aims of the Immigration Act, 1978

8. What are the main ideas involved in the policy of multiculturalism?

Multiculturalism

9. Examine the graph at the bottom of page 314. Why do you think the number of immigrants to Canada was so low in the years 1914 – 1918 and then again between 1931 – 1946?
10. **Points of View on Multiculturalism.** Match the points of view on page 315 with the people.

<table>
<thead>
<tr>
<th>Prime Minister Trudeau</th>
<th>Lilian To</th>
<th>Neil Bissoondath</th>
<th>René Lévesque</th>
</tr>
</thead>
</table>

______________  
Multiculturalism was supposed to help people see the similarities we all share so that we could accept each other. Instead it has made people more aware of our differences and made it so that we have to put up with each other.

______________  
Multiculturalism says that even though you are not of French or British ancestry, you are still an important part of Canada.

______________  
All Canadians are equal partners in Canada. We are all Canadians. No one group is more Canadian than the next.

______________  
Multiculturalism might seem like a great idea, but I don’t think it will work out. Eventually minorities will just assimilate.

11. Use the information in the table at the top of page 316 to make a pie graph showing the percentages of immigrants to Canada in 2004.
12. Who was Norman Kwong?

______________________________________________________________________________

13. How did Norman Kwong demonstrate active citizenship?

______________________________________________________________________________

______________________________________________________________________________

14. What are six rights that all Canadians have under the *Canadian Charter of Rights and Freedoms*?

a. __________________________________________________________

b. __________________________________________________________

c. __________________________________________________________

d. __________________________________________________________

e. __________________________________________________________

f. __________________________________________________________

15. What two collective rights are guaranteed in the *Canadian Charter of Rights and Freedoms*?

a. __________________________________________________________

b. __________________________________________________________

16. Do you think it was necessary for the Canadian government to apologize to Japanese- and Ukrainian-Canadians because of their treatment during the Second World War? Give reasons for your answer.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
7. What were the aims of the Immigration Act of 1978?

Aims of the Immigration Act, 1978

- attract skilled, educated immigrants from around the world
- attract people with money to invest
- reunite families that have been separated
- accept refugees
- allow all immigrants to become citizens

8. What are the main ideas involved in the policy of multiculturalism?

Multiculturalism

- Canada must recognize that it is made up of people from many different countries
- The government should help Canadians protect and enhance their cultures.
- The government should promote respect and equality for all Canadians, no matter where they come from.

9. Examine the graph at the bottom of page 314. Why do you think the number of immigrants to Canada was so low in the years 1914 – 1918 and then again between 1931 – 1946?

- 1914-1918 - World War I
- 1931-1946 - Great Depression / World War II
10. **Points of View on Multiculturalism.** Match the points of view on page 315 with the people.

<table>
<thead>
<tr>
<th>Prime Minister Trudeau</th>
<th>Lilian To</th>
<th>Neil Bissoondath</th>
<th>René Lévesque</th>
</tr>
</thead>
</table>

**Neil Bissoondath**
Multiculturalism was supposed to help people see the similarities we all share so that we could accept each other. Instead it has made people more aware of our differences and made it so that we have to put up with each other.

**Lilian To**
Multiculturalism says that even though you are not of French or British ancestry, you are still an important part of Canada.

**Prime Minister Trudeau**
All Canadians are equal partners in Canada. We are all Canadians. No one group is more Canadian than the next.

**René Lévesque**
Multiculturalism might seem like a great idea, but I don’t think it will work out. Eventually minorities will just assimilate.

11. Use the information in the table at the top of page 316 to make a pie graph showing the percentages of immigrants to Canada in 2004.

### Source of Immigrants to Canada, 2004

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
<th>Angle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia and Pacific</td>
<td>49%</td>
<td>$360° 	imes 0.49 = 176°$</td>
</tr>
<tr>
<td>United States</td>
<td>3%</td>
<td>$360° 	imes 0.03 = 10.8°$</td>
</tr>
<tr>
<td>South and Central America</td>
<td>9%</td>
<td>$360° 	imes 0.09 = 32.4°$</td>
</tr>
<tr>
<td>Europe and United Kingdom</td>
<td>18%</td>
<td>$360° 	imes 0.18 = 64.8°$</td>
</tr>
<tr>
<td>Africa and the Middle East</td>
<td>21%</td>
<td>$360° 	imes 0.21 = 73.4°$</td>
</tr>
</tbody>
</table>

Worksheet #7.14.2e
12. Who was Norman Kwong?

Chinese-Canadian who was a professional football player

13. How did Norman Kwong demonstrate active citizenship?

- help young immigrant families
- supporter of multiculturalism
- served as Alberta’s lieutenant-governor
- worked hard

14. What are six rights that all Canadians have under the Canadian Charter of Rights and Freedoms?

a. the right to vote in elections
b. the right to belong to any organization, such as a political party
c. the right to a fair trial if accused of a crime
d. the right to practise any religion
e. the right to run for political office
f. the right to move freely from place to place in Canada

15. What two collective rights are guaranteed in the Canadian Charter of Rights and Freedoms?

a. rights of Aboriginal people
b. education rights of the official language minority

16. Do you think it was necessary for the Canadian government to apologize to Japanese- and Ukrainian-Canadians because of their treatment during the Second World War? Give reasons for your answer. Answers may vary

Yes. Treatment was based on prejudice / discrimination

No. During war, all bets are off. When national security is concerned, governments must err on the side caution.
Lesson 14.3

Concept: First Nations and Métis in Western Canada

Resources/Materials: Voices and Visions, pages 318 – 321
Worksheets #7.14.3a and #7.14.3b (student copies)

Introduction: Review that the policy of multiculturalism has influenced the Canadian identity significantly. Then recall with students some of the terms of the Numbered Treaties. If students do not suggest it, remind students that the Canadian government’s goal was for the First Nations to assimilate in the British culture in Canada. This did not happen; instead First Nations began to resent the Canadian government for forcing them to abandon their traditional cultures. This has affected tremendously the situation of Aboriginal Canadians today.

Procedure:

1. Explain that addressing the needs of Aboriginal Canadians is a major issue for all Canadians. Many on reserves cannot own their own property. There are few jobs available so unemployment is high. Many reserves are very isolated and so the prospects of attracting industry are slim. Alcohol and drug abuse are chronic issues.

2. Aboriginal communities, the Canadian government, and all Canadians have a great deal of work to do so that Aboriginal Canadians can feel they can be full and active citizens.

3. Explain that one important change took place in 1951. Prior to that time, the Canadian government’s view was that it knew what was best for First Nations. But First Nations argued that they needed to be able to make more decisions about their own welfare. The Canadian government reluctantly agreed. This is just one positive step taken to address the needs of First Nations and Métis groups.


6. OPTIONAL. Have students do question #1 of the Think It Through questions on textbook, page 321.

7. OPTIONAL. If your school jurisdiction has a native liaison counsellor, you might want to invite that person to speak to students about the challenges facing First Nations and opportunities for them.

Assignments:

3. OPTIONAL. Do Think It Through, question #1, page 321.
4. OPTIONAL. Invite a native liaison counsellor or other First Nations person to speak to students.
First Nations and Métis in Western Canada

Directions: Use Voices and Visions, pages 318 – 321 to help you with the questions.

1. On the line graph on page 318, you can see that the Aboriginal population between 1500 and 1871 declined by about 400,000. From you read in the textbook and from what you already know, what caused this decline?

2. Since the 1960s Aboriginals in Canada have experience a baby boom. What does this mean?

3. What have been the positive outcomes of the baby boom and the challenges associated with it?

<table>
<thead>
<tr>
<th>Positive Outcomes</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #7.14.3a
4. Aboriginal peoples have been striving for self-government. What do you think are some advantages and challenges of self-government for Aboriginal peoples?

<table>
<thead>
<tr>
<th>Advantages of Self-Government</th>
<th>Challenges of Self-Government</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. How do you think having self-government will affect First Nations peoples’ identity as Aboriginals?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

6. How do you think having self-government will affect First Nations peoples’ identity as Canadians?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

6. Do you think that the “Lead Your Way” program will be effective in helping First Nations communities to live healthier lifestyles? Give reasons for your answer.

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

7. How does Aboriginal art affect First Nations identity?

________________________________________________________________________________________________________
Directions: Use *Voices and Visions*, pages 318 – 321 to help you with the questions.

1. On the line graph on page 318, you can see that the Aboriginal population between 1500 and 1871 declined by about 400 000. From you read in the textbook and from what you already know, what caused this decline?

   *warfare, disease, poverty*

2. Since the 1960s Aboriginals in Canada have experience a baby boom. What does this mean?

   *big increase in the number of births*

3. What have been the positive outcomes of the baby boom and the challenges associated with it?

<table>
<thead>
<tr>
<th>Positive Outcomes</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>given Aboriginal peoples a chance to strengthen their cultures</em></td>
<td><em>need more schools/houses</em></td>
</tr>
<tr>
<td></td>
<td><em>better healthcare needed</em></td>
</tr>
<tr>
<td></td>
<td><em>more jobs needed</em></td>
</tr>
</tbody>
</table>
4. Aboriginal peoples have been striving for self-government. What do you think are some advantages and challenges of self-government for Aboriginal peoples?

<table>
<thead>
<tr>
<th>Advantages of Self-Government</th>
<th>Challenges of Self-Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations understand their own issues better than federal government</td>
<td>For many years First Nations have been governed by the federal government → they lack experience in self-government</td>
</tr>
<tr>
<td>First Nations gain control of their own communities</td>
<td></td>
</tr>
</tbody>
</table>

Answers may vary.

5. How do you think having self-government will affect First Nations peoples’ identity as Aboriginals?

- think of themselves as being independent
- will feel less like victims

6. How do you think having self-government will affect First Nations peoples’ identity as Canadians?

- will most likely feel part of Canada and more part of the multicultural fabric of Canada

6. Do you think that the “Lead Your Way” program will be effective in helping First Nations communities to live healthier lifestyles? Give reasons for your answer.

Answers may vary.

Aboriginal youth will be inspired to live healthier lives

Aboriginals being led and advised by fellow Aboriginals and not program leaders who are non-Aboriginal.

7. How does Aboriginal art affect First Nations identity?

- part of traditional culture and provides link to the past and to ancestors.
Lesson 14.4

Concept: Francophones in Alberta and Canada

Resources/Materials: Voices and Visions, pages 322 – 325
Worksheets #7.14.4a, #7.14.4b, and #7.14.4c (student copies)
Map of Alberta (preferably a road map)

Introduction: Explain that Canada has a policy of multiculturalism, but it is officially bilingual. This means that there are two official languages. Any citizen has the right to deal with the government or the courts in either French or in English.

Review that since New France became a British colony almost hundred years ago, Francophones have struggled to maintain their rights.

Procedure:

1. Explain that in many parts of Alberta, very few people can speak French. However, in some communities in Alberta French is the everyday language of the people.

2. On the map of Alberta point out the areas immediately west, north, and east of Edmonton. Note the many communities that have French names, such as Legal, Bon Accord, and Morinville.

3. Explain that most Francophone Albertans also speak English. The reverse is definitely not the case.

4. Have students turn to textbook, page 322. If possible, guide the reading of pages 322 and 323 to the middle of the second column. Then have students read the rest of page 323 – 325 independently.


6. OPTIONAL. Have students do the Think It Through questions on textbook, page 324.

Assignments:

1. Read Voices and Visions, pages 322 – 325.
2. Do Worksheets #7.14.4a, #7.14.4b, and #7.414.4c.
3. OPTIONAL. Do the Think It Through questions, page 324.
Directions: Use *Voices and Visions*, pages 322 – 325 to help you answer the questions.

1. What does it mean when we say that Canada is an officially bilingual country?

2. Estimate the ratios. Use the table on page 322.

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Canada</th>
<th>Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td>People who speak only English to people who speak only French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who speak only English to people who speak both English and French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who speak only English to people who speak neither English nor French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who speak only French to people who speak both English and French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who speak only French to people who speak neither English nor French</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Make two observations from the information where you compare one group with another.
   a. 
   b. 

4. How are Francophone schools and French Immersion schools
   a. alike?
   b. different?

Worksheet #7.14.4a
5. Complete the web to tell about the Royal Commission on Bilingualism and Biculturalism.

ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM

Why It Was Formed  
What It Found  
How the Canada’s Government Responded

6. Complete the web to tell about the Official Languages Act.

OFFICIAL LANGUAGES ACT, 1969

What the Act States  
The Importance of the Act

7. What is the meaning of *unilingual*.

8. In your opinion, should all provinces be bilingual. Tell why?

________________________________________________________________________

________________________________________________________________________

Worksheet #7.14.4b
9. Tell whether each province is unilingual or bilingual. Then write the name(s) of the official language of that province.

<table>
<thead>
<tr>
<th>Province</th>
<th>Unilingual or Bilingual?</th>
<th>Official Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newfoundland and Labrador</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nova Scotia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Brunswick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Québec</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ontario</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manitoba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saskatchewan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alberta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>British Columbia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


**Cause**
Franco-Albertans fear that their language and culture will gradually disappear in Alberta.

**Effects**

11. Explain how organizations like the Francophonie Jeunsse de l’Alberta affect the identity of Franco-Albertans.
Directions: Use Voices and Visions, pages 322 – 325 to help you answer the questions.

1. What does it mean when we say that Canada is an officially bilingual country?
   - Canada recognizes two languages
   - Can conduct business with government in either of two languages.

2. Estimate the ratios. Use the table on page 322.

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Canada</th>
<th>Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td>People who speak only English to people who speak only French</td>
<td>5 to 1</td>
<td>1400 to 1</td>
</tr>
<tr>
<td>People who speak only English to people who speak both English and French</td>
<td>4 to 1</td>
<td>13.5 to 1</td>
</tr>
<tr>
<td>People who speak only English to people who speak neither English nor French</td>
<td>44 to 1</td>
<td>900 to 1</td>
</tr>
<tr>
<td>People who speak only French to people who speak both English and French</td>
<td>0.8 to 1</td>
<td>0.0095 to 1</td>
</tr>
<tr>
<td>People who speak only French to people who speak neither English nor French</td>
<td>9 to 1</td>
<td>0.6 to 1</td>
</tr>
</tbody>
</table>

3. Make two observations from the information where you compare one group with another. Answers will vary.
   a. 
   b. 

4. How are Francophone schools and French Immersion schools
   a. alike? offer instruction in French
   b. different? Francophone schools - exclusively for Francophones
       French Immersion - students’ first language is not French
5. Complete the web to tell about the Royal Commission on Bilingualism and Biculturalism.

ROYAL COMMISSION ON BILINGUALISM AND BICULTURALISM

Why It Was Formed
Francophone and Anglophone Canada were not getting along

What It Found
- Francophones had second class status.
- Francophones under-represented in civil service
- Francophones did not have enough decision-making power in federal govt
- Not enough educational activities outside Québec

How the Canada’s Government Responded
- Acted quickly to reinforce bilingualism by ensuring federal government would provide all services to citizens in both official languages
- Passed Official Languages Act

6. Complete the web to tell about the Official Languages Act.

OFFICIAL LANGUAGES ACT, 1969

What the Act States
French and English are Canada’s official languages

The Importance of the Act
When dealing with the federal government, citizens across Canada now have right to use either language.
Both English and French have equal status.
Official bilingualism protected by Constitution

7. What is the meaning of unilingual?
only one language used.

8. In your opinion, should all provinces be bilingual? Tell why?
Answers will vary.

Worksheet #7.14.4b
9. Tell whether each province is unilingual or bilingual. Then write the name(s) of the official language of that province.

<table>
<thead>
<tr>
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<td>unilingual</td>
<td>English</td>
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<tr>
<td>Nova Scotia</td>
<td>unilingual</td>
<td>English</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>bilingual</td>
<td>English, French</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>unilingual</td>
<td>English</td>
</tr>
<tr>
<td>Québec</td>
<td>unilingual</td>
<td>French</td>
</tr>
<tr>
<td>Ontario</td>
<td>unilingual</td>
<td>English</td>
</tr>
<tr>
<td>Manitoba</td>
<td>unilingual</td>
<td>English</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>unilingual</td>
<td>English</td>
</tr>
<tr>
<td>Alberta</td>
<td>unilingual</td>
<td>English</td>
</tr>
<tr>
<td>British Columbia</td>
<td>unilingual</td>
<td>English</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
</table>
| Franco-Albertans fear that their language and culture will gradually disappear in Alberta. | - establish Francophone schools  
- television programs, radio stations, newspapers, bookstores, arts groups |

11. Explain how organizations like the Francophonie Jeunsse de l’Alberta affect the identity of Franco-Albertans.

- learn more about Francophone traditions and culture
- understand there are active Francophone groups in Alberta
- establishes Francophone pride
Lesson 14.5

Concept: Urban and Rural Canada

Resources/Materials: Voices and Visions, pages 326 – 331
Worksheets #7.14.5a and #7.14.5b (student copies)

Introduction: Discuss with students that the demographics of Canada, the individual provinces, and local areas are constantly changing. So far students have learned about the demographic changes with respect to cultural make-up of Canada and the provinces. Explain that another demographic change has occurred with regard to the number of people living in rural compared to urban areas.

Discuss how each year smaller farmers are selling out to larger farms, corporate farms, or Hutterite colonies. Discuss reasons why there are fewer smaller farms (technology, desire to live in the city, etc.). Explain that the final section of Chapter 14 is about the shift in population from rural to urban.

Procedure:

1. Have students turn to textbook, page 327. With class examine the map. Explain that the darker-shaded countries are quite industrialized, while the lighter-shaded countries have more people meeting their basic needs through hunting and gathering or in agriculture. Explain that many countries, such as India and China are rapidly becoming industrialized. How will this affect where most people live?

2. Explain that in 1900 most of Alberta’s economy was based on agriculture. Today, agriculture is still very important, but other industries have surpassed it. Now most Albertans live in cities.

3. Have students read textbook, pages 326 – 331.


5. OPTIONAL. Have students do the Think It Through questions on textbook, page 331.

Assignments:

1. Read Voices and Visions, pages 326 – 331.
3. OPTIONAL. Do the Think It Through questions, page 331.
Directions: Use Voices and Visions, pages 326 – 330 to help you with the questions.

1. What is urbanization?

2. What discovery changed the economy of Alberta in 1947?

3. Examine the table on page 326. What do you predict will the percentages in 2031?
   Year: 2031  Rural ____%  Urban ____%

4. What is the connection between the industrialization and urbanization?

5. What impact do you think urbanization has on a country’s identity?

6. Read the case study of Rowley. What did the citizens of Rowley to do try to save the town?
7. Complete the web below to explain why there has been a shift away from living in rural areas to living in urban areas.

**REASONS FOR THE POPULATION SHIFT FROM RURAL TO URBAN**

- Jobs
- Larger, but Fewer, Farms
- Rural Towns Shrinking
- Newcomers Preferred Cities
Directions: Use Voices and Visions, pages 326 – 330 to help you with the questions.

1. What is urbanization? the process of people moving from the countryside to towns and cities

2. What discovery changed the economy of Alberta in 1947?
   oil

3. Examine the table on page 326. What do you predict will the percentages in 2031?
   Answers may vary
   Year: 2031  Rural 90%  Urban 10%

4. What is the connection between the industrialization and urbanization?
   the more industrialized a country becomes, the greater the rate of urbanization.

5. What impact do you think urbanization has on a country’s identity?
   think of self as urban, sophisticated

6. Read the case study of Rowley. What did the citizens of Rowley to do try to save the town?
   raised money to fix up pioneer homes
   opened an old-fashioned saloon
   turned railway station into a museum
   bought grain elevators to be used as a tourist attraction
7. Complete the web below to explain why there has been a shift away from living in rural areas to living in urban areas.

**Jobs**
- more jobs available in city
- city jobs $\rightarrow$ regular paycheck

**REASONS FOR THE POPULATION SHIFT FROM RURAL TO URBAN**

**Larger, but Fewer, Farms**
- Improvements in farm technology meant that fewer people were needed to do the work.
- Larger equipment meant more land could be farmed by one family.

**Rural Towns Shrinking**
- Farmers moving to cities meant fewer businesses in small towns could survive, so businesses closed and employees moved to city.

**Newcomers Preferred Cities**
- Immigrants prefer cities because there is a wider variety of employment opportunities.
Lesson 14.6 (optional)

NOTE: It is probably best to discuss this activity with the German teacher before undertaking it. Some may prefer that you not do anything, while others will want to pre-approve any projects you are considering.

Concept: Chapter 14 Project: Improve Your Community

Resources/Materials: Voices and Visions, page 331

Introduction: Review that active citizenship involves doing things that will improve your community, province, or country. If our communities, provinces, and country are going to be strong and vibrant, each of us needs to do his or her part.

Explain that as a group, we will do just that.

Procedure:

1. Explain that for any citizenship activities to be truly effective, they must be carefully planned.

2. Have students turn to textbook, page 331. With students, go through the steps.

Assignment:

Select, plan, and act on a community improvement project.
Lesson 14.7 (optional)

Concept: Chapter 14: Canada Today – Review

Resources/Materials: Chapter 14: Canada Today – Review Sheets (student copies)

Introduction: Discuss that Canada is a much different country today than it was a thousand years ago before Europeans set food on our soil. It has undergone many changes until it has become the wonderful country that it is. Chapter 14 was about the situation in Canada today and the issues that Canadians must consider.

Procedure:

1. If possible, briefly go over the main ideas covered in Chapter 14:
   - Active citizenship
   - Multiculturalism
   - Rights and responsibilities
   - First Nations and Métis in Western Canada
   - Francophones in Alberta and in Canada
   - The shift from rural to urban

2. Distribute the Chapter 14: Canada Today Review Sheets. Have students complete them independently.

3. If possible, check the review sheets with the students.

Assignment:

Do the Chapter 14: Canada Today Review Sheets.
1. Match the words and phrases in the box with their meanings or descriptions.

<table>
<thead>
<tr>
<th>points system</th>
<th>Immigration Act</th>
<th>bicultural</th>
<th>multiculturalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-government official languages</td>
<td>unilingual</td>
<td>bilingual</td>
<td>immigrant</td>
</tr>
<tr>
<td>Canadian Charter of Rights and Freedoms</td>
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</tbody>
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<table>
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<tr>
<th>speaking one language</th>
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</thead>
<tbody>
<tr>
<td>part of Canada's immigration policy whereby potential new Canadians receive points for their education, skills, age, and Wealth</td>
</tr>
<tr>
<td>Canadian law meant to attract skilled, educated immigrants from around the world, to reunite families that had been separated, to accept refugees, and to allow all new immigrants to become citizens.</td>
</tr>
<tr>
<td>a person who moves into a new country</td>
</tr>
<tr>
<td>built on two cultures</td>
</tr>
<tr>
<td>officially recognizing two languages</td>
</tr>
<tr>
<td>a legal document that lists the basic rights that belong to every Canadian citizen</td>
</tr>
<tr>
<td>the two languages the federal government must, by law, use to serve its citizens</td>
</tr>
<tr>
<td>government policy designed to promote cultural understanding and harmony in a society made up of people from varied cultural, racial, and ethnic backgrounds</td>
</tr>
<tr>
<td>a form of government in which a group is able to make the decisions that affect their lives directly</td>
</tr>
</tbody>
</table>
2. Answer T for true and F for false.

   ______ Throughout its history, Canada has encouraged immigration when it needed more people to help its economy grow.

   ______ Canada first became diverse when the Europeans came to this land.

   ______ In general, First Nations, Métis, and Inuit peoples have benefited more than most Canadians from Canada’s immigration policy.

   ______ The points system is designed to ensure that immigrants to Canada come from certain preferred parts of the world.

   ______ Canada is a bilingual nation.

   ______ In recent years, most immigrants to Canada have come from Asia.

   ______ The policy of multiculturalism has generally been accepted by all Canadians.

   ______ All Canadians have the responsibility to take actions that will make Canada a better place.

   ______ In recent years the Aboriginal population has experienced a baby boom.

   ______ According to the Canadian Charter of Rights and Freedoms, a citizen is free to speak up if he or she thinks the government is making a poor decision.

   ______ All provinces in Canada are unilingual, while Canada itself is bilingual.

   ______ Urbanization has been a trend in Canada for many decades; however, in recent years this trend is reversing.

   ______ In general, the more industrial a country is, the more urbanized it is.

   ______ Franco-Albertans have the right to a Francophone education.

   ______ Students who enrol in French immersion classes or schools must be Francophones.

   ______ Most immigrants to Canada prefer to move to urban areas instead of rural areas.

   ______ Organizations like Francophonie Jeunesse de l’Alberta try to speed up the process of assimilation.

   ______ Learning traditional arts has helped to make Aboriginal peoples more proud of their heritage and culture.
3. What are the four aims of the Immigration Act of 1978?
   a. 
   b. 
   c. 
   d. 

4. Explain how ethnocentrism is different from multiculturalism.
   
   
   
   

5. What are some signs that First Nations making progress toward their goal of self-government?
   
   
   

6. Explain why the Official Languages Act was important to Francophones living in provinces where they were in the minority.
   
   
   

7. What are four reasons that Canada’s rural population has been shrinking while its urban population has been increasing.
   a. 
   b. 
   c. 
   d. 

1. Match the words and phrases in the box with their meanings or descriptions.

<table>
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<td>Canadian Charter of Rights and Freedoms</td>
<td></td>
<td></td>
</tr>
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**unilingual** — speaking one language

**points system** — part of Canada’s immigration policy whereby potential new Canadians receive points for their education, skills, age, and wealth

**Immigration Act** — Canadian law meant to attract skilled, educated immigrants from around the world, to reunite families that had been separated, to accept refugees, and to allow all new immigrants to become citizens.

**immigrant** — a person who moves into a new country

**bicultural** — built on two cultures

**bilingual** — officially recognizing two languages

**Charter of Rights and Freedoms** — a legal document that lists the basic rights that belong to every Canadian citizen

**official languages** — the two languages the federal government must, by law, use to serve its citizens

**multiculturalism** — government policy designed to promote cultural understanding and harmony in a society made up of people from varied cultural, racial, and ethnic backgrounds

**self-government** — a form of government in which a group is able to make the decisions that affect their lives directly
2. Answer T for true and F for false.

T  Throughout its history, Canada has encouraged immigration when it needed more people to help its economy grow.

F  Canada first became diverse when the Europeans came to this land.

F  In general, First Nations, Métis, and Inuit peoples have benefited more than most Canadians from Canada’s immigration policy.

F  The points system is designed to ensure that immigrants to Canada come from certain preferred parts of the world.

F  Canada is a bilingual nation.

T  In recent years, most immigrants to Canada have come from Asia.

T  The policy of multiculturalism has generally been accepted by all Canadians.

T  All Canadians have the responsibility to take actions that will make Canada a better place.

T  In recent years the Aboriginal population has experienced a baby boom.

T  According to the Canadian Charter of Rights and Freedoms, a citizen is free to speak up if he or she thinks the government is making a poor decision.

F  All provinces in Canada are unilingual, while Canada itself is bilingual.

F  Urbanization has been a trend in Canada for many decades; however, in recent years this trend is reversing.

T  In general, the more industrial a country is, the more urbanized it is.

T  Franco-Albertans have the right to a Francophone education.

F  Students who enrol in French immersion classes or schools must be Francophones.

T  Most immigrants to Canada prefer to move to urban areas instead of rural areas.

F  Organizations like Francophonie Jeunesse de l’Alberta try to speed up the process of assimilation.

T  Learning traditional arts has helped to make Aboriginal peoples more proud of their heritage and culture.
3. What are the four aims of the Immigration Act of 1978?
   a. attract skilled, educated immigrants from around the world
   b. reunite families that had been separated.
   c. accept refugees
   d. allow them all to become citizens

4. Explain how ethnocentrism is different from multiculturalism.

   Ethnocentrism is a belief that one’s own culture is superior to
   the others.

   Multiculturalism is a policy that recognizes that a country is made
   up of many different cultures, each of which makes an important
   contribution.

5. What are some signs that First Nations making progress toward their goal of self-
government?
   - many established own police forces
   - many ran own social services

6. Explain why the Official Languages Act was important to Francophones living in
provinces where they were in the minority.

   Francophones could receive services from the federal government
   in French

7. What are four reasons that Canada’s rural population has been shrinking while its urban
population has been increasing.
   a. more jobs in the cities
   b. larger, but fewer, farms → fewer people needed to run farm
   c. rural towns shrinking → fewer farmers means fewer jobs in towns
   d. immigrants prefer to move to cities
Lesson 14.8

Concept: Chapter 14: Canada Today – Test

Resources/Materials: Chapter 14: Canada Today – Test (student copies)

NOTE: Teachers may elect to have students do Part A, Part B, or Parts A and B of the test.
Part A

Directions: Write the letter of the best answer to each question on the answer sheet. DO NOT WRITE IN THIS BOOKLET.

True/False
Write T for true and F for false.

1. First Nations and Inuit cultures are diverse.

2. Canada needs immigrants in order to help its economy grow.

3. The points system is designed to encourage more immigrants from places such as Europe and the United States.

4. In recent years there has been an increasing number of immigrants from Asia.

5. The final aim of the policy of multiculturalism is to create a country based on the British culture.

6. The Canadian Charter of Rights and Freedoms lists the basic rights that belong to every Canadian citizen.

7. After a century of very slow growth, the Aboriginal population since the 1960s has grown very rapidly.

8. At one time, health in Aboriginal communities was a concern, but in modern times it is no longer a concern.

9. The Royal Commission on Bilingualism and Biculturalism discovered that Francophones had second-class status in Canada.

10. Alberta school children can receive their schooling in French in a French immersion classroom or school.

11. In general, as industrialization increases, so does urbanization.

12. Technology has affected the size of family farms.
Multiple Choice
Choose the best answer to each question.

13. Which of the following would not be considered active citizenship?
   a. Don shovels his neighbour’s sidewalk when it snows.
   b. Alberta Colony makes 40 loaves of bread each week for the food bank.
   c. Susie makes her bed every morning.
   d. Every spring the Boy Scouts clean up the ditches along the highways.

Use the following information to answer question 14.

In the late 1970s and early 1980s thousands of people fled Vietnam. This occurred when the communists took over governing the country. The communist government began rounding up and jailing or killing all those people who opposed it. Because of this many people began fleeing Vietnam, crowding onto boats in the middle of the night to get out of the country. They were called the boat people. Thousands of these boat people became immigrants to Canada.

14. Under which goal of the Immigration Act of 1978 did Canada accept the boat people as immigrants?
   a. Attract skilled, educated people from around the world.
   b. Reunited families that had been separated.
   c. Accept refugees.
   d. Allow all immigrants to become citizens.

15. In recent years Canada has tried to attract more immigrants because
   a. there are not enough Canadians to do all the jobs that are available.
   b. it needs more people from Eastern Europe.
   c. too many people want to move to the United States and the United States has asked Canada if it will take some of those people.
   d. it wants to ensure that the Francophone population keeps growing.

16. Immigration to Canada was very low between 1930 and 1945 because
   a. Canada’s birth rate was very high during those years.
   b. all the countries in the British Empire were told by the king that they should not accept any immigrants.
   c. Canada’s economy was strong and did not need more immigrants.
   d. of the Great Depression and World War II.
17. From the information above, you can infer that

a. the proportion of Canadians born outside of Canada has grown steadily since 1901.
b. the number of foreign-born Canadians is gradually decreasing.
c. the number of foreign-born Canadians is gradually increasing.
d. more Canadians are choosing to live in foreign countries.

18. Which of the following can you infer from the information above.

a. In general, as the number of immigrants increases, the proportion of Canadians who are foreign-born increases.
b. There is no relationship between the number of immigrants and the proportion of Canadians who are foreign born.
c. In general, as the number of immigrants increases, the proportion of Canadians who are foreign-born decreases.
d. In 2006 there was a higher proportion of foreign-born Canadians than any other time in its history.
19. The Canadian government adopted the policy of multiculturalism because

a. it wanted to encourage people of different cultures to gradually assimilate into the British culture.
b. it had officially made French and English the official languages of the country.
c. Aboriginal peoples wanted immigrants to assimilate into their cultures.
d. fewer immigrants were coming from France and Britain and more were moving from other parts of the world.

*Use the following information to answer questions 20 and 21.*

| Citizen 1: | Although there are two official languages, there is no official culture, nor does any ethnic group take precedence over any other. No citizen or group of citizens is other than Canadian, and all should be treated fairly. |
| Citizen 2: | Multiculturalism is not about songs and dances, not about special interest groups. It is about telling Canadians whose heritage is neither French nor English that they are full and true Canadians. |
| Citizen 3: | Multiculturalism heightens our differences rather than diminish them. It has preached tolerance rather than encouraging acceptance. |
| Citizen 4: | Multiculturalism is a nice idea, but it is but a dream. Immigrants come in and hang on for a few generations to whatever identity they brought. But eventually they disappear into the most powerful cultures. |

20. The person who most feels that the policy of multiculturalism will not work is

a. Citizen 1.
b. Citizen 2.
c. Citizen 3.
d. Citizen 4.

21. The person who most feels that the policy of multiculturalism has had only some success is

a. Citizen 1.
b. Citizen 2.
c. Citizen 3.
d. Citizen 4.
Use the following information to answer questions 22 and 23.

The Canadian Charter of Rights and Freedoms

Some of the main things covered in The Charter:

1. Everyone has the following fundamental freedoms:
   a. freedom of religion
   b. freedom of thought and opinion
   c. freedom of the press

2. All people are equal and cannot be discriminated against because of
   a. religion.
   b. gender.
   c. ethnic origin, culture, or race.
   d. age.
   e. physical or mental disability.

3. All people have the right to
   a. belong to any organization, such as a political party.
   b. a fair trial if accused of a crime.
   c. run for political office.
   d. move freely from place to place in Canada.

4. All citizens have these democratic rights:
   a. vote in elections if they are 18 years of age or older.
   b. serve as a Member of Parliament.

22. Which numbered section above protects you from not being hired for a job because you are in a wheelchair?

   a. 1
   b. 2
   c. 3
   d. 4

23. Hutterites have the right to establish colonies and practise their faith because of which of the sections above?

   a. 1 and 4
   b. 2 and 4
   c. 1 and 2
   d. 3 and 4
24. Which of the following is not a consequence of the recent baby boom experienced in Canada’s Aboriginal population?

a. More schools and houses are needed for the growing number of families.
b. Better health care is needed.
c. More residential schools will need to be built and managed.
d. More jobs will be needed as young people are ready to enter the workforce.

25. Instead of running under the tight control of the federal government, First Nations communities feel that

a. they should be run by provincial governments.
b. they should work towards having self-government.
c. they should do away with reserves and assimilate into the rest of society.
d. the federal government should appoint an agent to run the affairs of each reserve.

26. First Nations people feel it is important for young people to learn traditional arts because

a. it gives young people more of a sense of identity as First Nations.
b. it gives young people something to do other than go to school.
c. it can take the place of the regular school curriculum.
d. they hope that some of these arts can soon be done by machines.

27. Francophone schools are

a. for use by Francophones only.
b. can be attended by anyone who wants instruction to be in French.
c. another name for French Immersion schools.
d. are not paid for by taxpayers.

28. Which of the following is not true of the Official Languages Act?

a. It states that French and English are Canada’s official languages.
b. It states that a person can deal with the federal government in either French or English.
c. It gives both official languages equal status.
d. It states that all Canadians must learn both French and English.
Use the following information to answer question 29.

### Population Rural and Urban

<table>
<thead>
<tr>
<th>Year</th>
<th>Rural</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>1931</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>1961</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>2001</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>2031</td>
<td>?</td>
<td>?</td>
</tr>
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29. From the information above, you can infer that the percentages for rural and urban populations in 2031 is most likely be

a. Rural: 20%; Urban 80%.
b. Rural: 25%; Urban 75%.
c. Rural: 10%; Urban 90%
d. Rural: 0%; Urban 100%

30. Which of the following is not a reason why rural populations have been decreasing and urban populations have been increasing?

a. Family farms have been increasing in size and employing more people.
b. Immigrants to Canada prefer moving to cities where there are more jobs and the likelihood that there will be more people of their culture.
c. Jobs are more plentiful in cities than in small towns.
d. There are more services available in cities than in small towns.
Part B

Directions: Answer these questions on a separate sheet of paper.

1. What are some of the challenges associated with multiculturalism?

2. What are some reasons that self-government would be appropriate for First Nations?

3. What are some ways that Franco-Albertans can maintain the Francophone culture?

4. What is the relationship between advances in technology and the changes in the proportions of people living in rural and urban areas?
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<td>20</td>
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### Part A – Answer Sheet

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<td>2.</td>
<td>T</td>
<td>12.</td>
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<tr>
<td>5.</td>
<td>F</td>
<td>15.</td>
</tr>
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<td>6.</td>
<td>T</td>
<td>16.</td>
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<td>10.</td>
<td>T</td>
<td>20.</td>
</tr>
</tbody>
</table>
1. What are some of the challenges associated with multiculturalism?
   - People must be more accepting of other cultures.
   - People must highlight their commonalities as opposed to differences.
   - People must stop thinking that their own culture is better than all the rest.
   - The values of the old country do not necessarily fit well with multiculturalism.

2. What are some reasons that self-government would be appropriate for First Nations?
   - First Nations would be able to use traditional methods of decision making.
   - First Nations know first-hand the issues facing them.
   - First Nations would have to take responsibility for their own actions.
   - First Nations would feel they have control over their own lives.

3. What are some ways that Franco-Albertans can maintain the Francophone culture?
   - Have the right to get education in Francophone schools run by a Francophone school board.
   - Francophone newspapers, radio stations, television programs
   - Francophone associations and clubs

4. What is the relationship between advances in technology and the changes in the proportions of people living in rural and urban areas?
   - Generally, advances in technology have meant that fewer people are required to do certain jobs. This means that larger farms can be operated by fewer people.
   - People then must move to cities to find work.
   - Rural villages and towns become smaller because there are fewer farm workers. This means that fewer businesses are needed to provide goods and services in these towns. The result is that the people who own the businesses and their workers also move out of the town and to the city.
Grade Seven
Social Studies

Year End
Examination

To Accompany
Voices and Visions
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.
Use the following information to answer question 13.

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

Use the following information to answer question 15.

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.
Use the following information to answer question 16.

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 own 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>European Population</th>
<th>New France (France)</th>
<th>Thirteen Colonies (Britain)</th>
<th>Rupert’s Land (Britain)</th>
</tr>
</thead>
<tbody>
<tr>
<td></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>Religion</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>Government</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>Economy</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>** Merchants:** 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.
Perspectives on the First Trade

Speaker 1: 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.

Speaker 2: 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.

Speaker 3: If it weren’t for the fur trade, the Métis culture could never have formed and flourished.

Speaker 4: 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.

Speaker 5: 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.

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.

11
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 Québécois 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.
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. Who 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.
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

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.
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**Answer Sheet**