

Canadian West Its Development

Grades 7-8

About this book:

Conflicts & Changes in the 19th Century! Students learn about the development of western Canada from many perspectives: Canadian government, Aboriginals, Metis and early immigrants. They understand the contributions made by different individuals and groups and learn about the conflicts and changes that occurred in the 19th century. Includes 19 complete lesson plans with discussion questions for the topic, reading passage and follow-up worksheets, and answer key.

This book supports many of the fundamental concepts and learning outcomes from the curriculums for the province of Ontario, Grade 8, History, The Development of Western Canada.

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Contents

Expectations	3
Teacher Information	3
Lesson Plan Instructions	3
Ways To Extend This Unit.....	4
List of Vocabulary.....	4

Lesson Plans

Lesson One

First Peoples 5

Lesson Two

The People of the Plains 9

Lesson Three

The Northwest Coast People 14

Lesson Four

The Plateau People 18

Lesson Five

The Algonkian People..... 21

Lesson Six

Northern Hunters..... 24

Lesson Seven

The Explorers of Western Canada . 28

Lesson Eight

The Fur Trade 34

Lesson Nine

The Métis and the Red River Cart.. 39

Lesson Ten

Louis Riel 42

Lesson Eleven

The Red River Rebellion..... 45

Lesson Twelve

The Northwest Rebellion..... 49

Lesson Thirteen

Personalities of the Northwest
Rebellion.....53

Lesson Fourteen

The Northwest Mounted Police:
The Reasons for Formation..... 59
Recruitment and the Great March West. 62
Bringing Law to the Canadian West 65
The Royal Canadian Mounted Police.....67
Personalities of the Mounted Police 70

Lesson Fifteen

The Canadian Pacific Railway:72
Building the Railway.....75
Personalities of the CPR 78

Lesson Sixteen

The Gold Rush81

Lesson Seventeen

Western Settlement & Clifford Sifton . 86

Lesson Eighteen

The New Canadians 89

Lesson Nineteen

Homesteading..... 94



Learning Expectations

1. Students will demonstrate an understanding of the growth and development of the Canadian West from the points of view of the Canadian government, Aboriginal peoples, Métis and new immigrants.
2. Students will analyse and describe the conflicts and changes that occurred in the Canadian West in the nineteenth century.
3. Students will demonstrate an understanding of the factors that led to the settlement of the Canadian West.
4. Students will demonstrate an understanding of how diverse groups and individuals have contributed to the growth and development of the Canadian West.
5. Students will describe the role played by the North West Mounted Police in the opening of the West and identify some of the personalities associated with this role.
6. Students will describe the significance of the Canadian Pacific Railway in Canada's expansion and identify the key individuals and groups whose efforts led to the railway's completion.
7. Students will describe the everyday life of the various groups living in Western Canada at the time of settlement by the Europeans.
8. Students will describe the causes, results, and personalities of the Red River Rebellion of 1870 and the North West Rebellion of 1885.
9. Students will demonstrate an understanding of the effect of the discovery of gold and new wheat strains on the economy of the early Canadian West.
10. Students will describe the changing role of the North West Mounted Police (Royal Canadian Mounted Police).

This book supports many of the fundamental concepts and learning outcomes from the curriculums for the province of Ontario, Grade 8, History, The Development of Western Canada.

Teacher Information

The information in this unit has been provided so a teacher is able to make reproducible student handouts or overheads for large group lessons or they can be used to supplement a teacher's knowledge pertaining to the development of Western Canada. The information can be used in any order the teacher desires and in any format. Teachers can select the amount of information needed by his/her individual class.

Lesson Plan Instructions

The lesson plans given are to be used as a guide or for ideas on how to introduce, teach, and reinforce the different aspects of the development of Western Canada. There is a follow-up provided for each lesson. Not all lessons need to be taught and not all follow-ups need to be completed. The teacher will use discretion and choose the ones that emphasize the curriculum guidelines for his/her provincial curriculum and local school board. An objective(s) has been included for each Lesson Plan. Some Lesson Plans and Reproducible Worksheets may have to be adapted to suit the needs of your students.

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Teacher Notes

Ideas For Using This Book

Ways To Extend This Unit

Collect any of the following materials that pertain to teaching this unit:

- reference books and materials that pertain to Western Canada
- pamphlets about cities in Western Canada
- flags of the Western Provinces and Territories
- pictures of the North West Mounted Police
- pictures of personalities pertinent to Western Canada:
 - Sam Steele
 - Louis Riel
 - Big Bear
 - Poundmaker
 - Sir John A. MacDonald
 - Thomas Scott
 - Cornelius Van Horne
 - Donald Smith
 - James MacLeod
 - Sandford Fleming
 - Gabriel Dumont
 - General Middleton
 - Clifford Sifton
- pictures of early immigrants
- pictures of sod houses
- maps of Canada at different stages in the country's history
- political cartoons from early Western Canada
- videos
- collections of songs and stories from Western Canada
- Mountie dolls
- beaver pins
- postcards of Western Canada

List of Vocabulary

Aboriginal Peoples: tipi, patrilineal, matrilineal, sachem, extended family, adze, caste system, taboo, shaman, annuity, treaty, Great White Mother, Great Spirit, Métis, pemmican, bannock, buffalo hunt, culture, First Nations, clan, First People, tradition, totem pole, potlatch, pictographs

Métis: Red River Cart, Red River Rebellion, annex, surveyor, Provisional Government, Manitoba Act, ancestry, descendent, grievance, land rights, Red River Settlement, treason, List of Rights, petition, seminary, square dance, hay privilege, Northwest Rebellion, negotiations, court martial,

The Coming of the Europeans: Hudson's Bay Company, immigrant, immigration, Lieutenant - Governor, settler, emigration, crofters, Rupert's Land, assimilation, sod house, townships, quarter-section, homestead, Mennonites, selective immigration, land speculators, pioneers, land dispatches, peasant stock, persecution, grist mills, oath of allegiance

The Railway: slogan, Dominion Lands Act, Pacific Scandal, Canadian Pacific Railway, National Policy, navvies, land boom, Chinese, Chinese Immigration Act, muskeg

The Discovery of Gold: assay office, rockers, sluiceboxes, Klondike, panning, sourdough, prospectors

The North West Mounted Police: Mounties, recruits, tunic, Whoop-up Bug Juice, firewater, mandate, wolfers, Cypress Hills Massacre



Lesson One - First Peoples

Expectations:

Students will have a greater understanding of the Native People of Western Canada - who they were, their lifestyle and where they lived.

Discussion Time:

Reproduce the information card entitled “The First Peoples of Western Canada” page 6 or pull it up on your whiteboard. Instruct the students to read the information or follow along as you read.

This is quite an extensive topic so instead of overwhelming the students with so much information all at once, try a jigsaw technique.

Divide the class into five groups. Give each group a different Native Culture to read about. Ask the group to summarize the main points for each culture. The students then divide up into other groups in which there is one student who has read about each Native Culture. Discuss the points that have been brought up about the Native way of life. Discuss how contact with Europeans changed them. Was it for better or worse? Have the students take sides in this issue and stage a debate with groups presenting their arguments for their cause. Discuss the life Native children were brought into? How is it different from their lives? What type of schooling did Native children receive? Why?

Have the students answer the following questions about what has been read:

1. What does the word “heterogeneous” mean? (dissimilar)
2. What are Canada’s Native People called? (First Nations)
3. What are the common characteristics of the First Nations? (oral tradition and storytelling, respect for elders, spiritual beliefs, respect for nature, importance of dreams and visions, group sharing, friends, well-being, family.)
4. What is the difference between matrilineal and patrilineal? (Matrilineal means that one’s family is traced through the mother, while patrilineal means one’s family is traced through the father.)
5. Did boundaries exist for the Native People? (No, they ranged widely looking for food.)
6. What five cultural groups have the Native Peoples been divided into? (Algonkian, Northern Hunters, Northwest Coast, Plains, Plateau)

Follow-Up Activities:

Reproduce the map of present-day western Canada and have the students mark where they think the different tribes would have lived by using the chart in the information card.

Answers:

1. False 2. True 3. True 4. False 5. True 6. False 7. False 8. True 9. True 10. True 11. False 12. True 13. True 14. True 15. False

Manitoba - Woods Cree, Swampy Cree, Dakota Sioux, Inuit; **Saskatchewan** - Gros Ventre, Blood, Piegan, Shuswap, Sarcee, Chipewyan, Beaver, Slavey, Cree, Blackfoot, Assiniboine; **Alberta** - Athaspaskan, Algonquin, Sioux, Stoney, Salish, Chiloctin; **British Columbia** - Haida, Nootka, Tlinkit, Salish, Kwakiutl, Carrier, Plateau, Tagish, Tsimshian, Kutenai, Oneida, Kootenay



The First Peoples of Western Canada

The Native cultures were heterogeneous or dissimilar. Native people lived in Canada's different regions and were well adapted to their environments. Groups that settled near the oceans became fishing tribes. Other groups became farmers or hunters. The Natives of Canada were made up of different nations and had different ways of life. They are often referred to as the First Nations.

The First Nations shared these common characteristics:

- Cultures were complex and varied. Traditions, customs and history were handed down orally from the elders to the children. Elders were highly respected because of their important role in society.
- Spiritual beliefs centred on living in harmony with nature and touched every facet of ordinary life. Dreams and visions formed a very important part of their spiritual beliefs.
- The well-being of the group was considered more important than individual gain. Sharing was very important.
- Wealth was not measured by possessions. It referred to good health, good friends and well-being.
- The basis of the Native culture was the family. Some tribes were matrilineal - they traced their ancestors through their mothers, while others were patrilineal - they traced their ancestors through their fathers.

Boundaries did not exist for the First Peoples and groups ranged widely in order to obtain enough food. There were over fifty separate tribes in Canada before the first Europeans arrived. In Western Canada each tribe had its own territory and often traded with others for needed goods. The following chart

lists the tribes which lived in different modern-day provinces.

Manitoba

Woods Cree
Swampy Cree
Dakota Sioux
Inuit (North)

Alberta

Athapaskan
Algonquin
Sioux
Stoney
Shuswap
Chiloctin

Saskatchewan

Gros Ventre
Blood
Piegan
Chipewyan
Beaver
Slavey
Cree
Blackfoot
Assiniboine
Sarcee

British Columbia

Haida
Nootka
Kwakiutl
Plateau
Salish Tsimshian
Kutenai
Oneida
Kootenay
Tlinkit
Salish
Carrier
Tagish



These tribes can be further categorized into six groups:

- **Algonkian Nations** : Algonquin, Cree, Chippewa
- **Northern Hunters** : Chipewyan, Beaver, Slave, Yellowknife, Dogrib, Hare, Sekami, Tutchone, Kutchin, Kaska
- **Northwest Coast** : Coast Salish, Nootka, Bella Coola, Tlinkit, Kwakiutl, Haida, Tsimshian
- **Plains** : Blackfoot, Blood, Sarcee, Plains Cree, Assiniboine, Sioux, Gros Ventre, Piegan, Shuswap
- **Plateau** : Interior Salish, Kootenay, Chilootin, Carrier, Tsetsaut, Tahltan, Tagish, Nicola-Similkameen

