

Resources and Suggestions to Support the Outcomes of the Program

7.1 Toward Confederation

General Outcome

Students will demonstrate an understanding and appreciation of the distinct roles of and the relationships among the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.

Specific Outcomes

Values and Attitudes

Discussion of what is history. What do we remember? Whose stories do we keep-only the winners', only men's?

What is the difference between a document, artifact and oral history? Could students create a record of their life without the written word? Have students bring a family story or artifact to class. Tell the story that this represents. Discuss the fact that a country's history is just the same- a memory of people's stories, and some get missed. What evidence will we leave behind of our culture? How would others know that we were here?



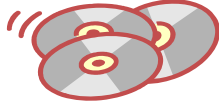
As an introductory activity, the interactive timeline on the opening page of **A People's History** www.cbc.ca/history gives students a fun way to explore Canada's history. Check out the website for many extension activities for students who are ready for more challenges.

Also available in French

or



The Canadian geographic site at www.canadiangeographic.ca/atlas .Click on Canada's Timeline



A People's History: Episode 1-**When the World Began** -Chapter 3 **The Crossing** and Chapter 5 **Visionquest**. As well, Chapter 2 and 10- **1829 Newfoundland** gives the story of Shawnadithit. 512890 D.V.

This entire series is available in French

Students will:

7.1.1 appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation (C, I, TCC)

Glenbow Museum



Builders and Landers- this is an exercise that allows students understand how culture can be impacted by contacts between groups.



Niisitapiisini: Our way Of Life, Keeping Our Culture.

Museokits-

Living Traditions,
Origins of the Blackfoot
Changing Lifestyles of the Blackfoot
The Fur Trade



Mavericks Exhibit

<http://www.glenbow.org/mavericks/index.htm>



An interactive program that explains the way of life of the Blackfoot.

www.glenbow.org/blackfoot



Using the pictures from

<http://www.library.yale.edu/beinecke/native1.htm>

Have students discuss point of view, and discuss what was going on in the pictures.



Historica minute- www.histori.ca –Peacemaker, Syrup



<http://www.civilization.ca/aborig/fp/fpint01e.html>

This is a wonderful site to explore the diversity and accomplishments of First Nations peoples.

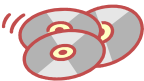
7.1.2 appreciate the challenges of co-existence among peoples (C, CC, I, LPP)

Knowledge and Understanding

Students will:

7.1.3 compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:

- What were the different ways in which Aboriginal societies were structured (i.e., Iroquois Confederacy, Ojibwa, Mi'kmaq)? (CC, I, LPP)



A People's History: Episode 1 –When the World Began chapter 9-
A Continent of Nations 512036 VH

- How did the structures of Aboriginal societies affect decision making in each society [ie. Role and status of women, consensus-building]?

Focus: Discuss exploration- why were the explorers sent? What type of person would go? What was valued that the New World had? Are there explorers today?



A People's History – Episode 1 disc 2 **New Lands** Episode 2- **Adventurers and Mystics**- to end of Hochelaga chapter 5512239 VH



English Explorers-512412

HISTORICA

. Your PLACE In HISTORY www.histori.ca **Jacques Cartier, John Cabot, Jean Nicollet.** *Also available in French*



A good site that gives maps for any time in Canada's history- www.canadiangeographic.ca/atlas. Click on atlas on the left than time machine and then the middle button on the right.

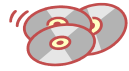
- What were the social and economic factors of European imperialism? (CC, I, TCC)
- In what ways did European imperialism impact the social and economic structures of Aboriginal societies? (ER, GC, PADM, TCC)



Footprints of Exploration-students consider the impact of French and British explorers on the lives of the Aboriginal peoples. www.aac.ab.ca. go to assessment material then AAC Member Access then sign in username CBE password CALASSES

- How was European imperialism responsible for the development of Acadia, New France and British settlements? (I, GC, PADM)
- Who were the key figures in the French exploration and settlement of North America? (CC, LPP, TCC)

Focus: What is a religion? What religions do students know? What is a missionary? What were the Jesuits trying to do? Why would someone try to change someone else's religion?



French Explorers 512422

A People's History- Episode 2 part 2 The Jesuits and the Huron

How did the Huron feel about the Jesuits coming into their villages? Why did the Huron Confederacy disappear 40 years after becoming allies of the French and Champlain?

Would you classify the Jesuits as heroes or villains? Defend your position.

A People's History: Episode 3 **Claiming the Wilderness** up to **The Oath-** 512240 VH

- What roles did the Royal government and the Catholic church play in the social structure of New France (i.e., governor, intendant, Jesuits, religious congregations)? (ER, GC, PADM, LPP)

Focus:. Was/ is it right for a government to manipulate the birthrate? What about paying people to have more children?

Population of New France

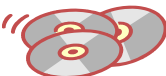
1610	20
1620	60
1630	100
1640	350

What observations can students make from this data? What issues surrounding population were faced by the earliest immigrants?

- Who were key figures in the British exploration and settlement in North America? (CC, LPP, TCC)
- What role did the British government play in the settlement in North America? (PADM, ER, LPP, GC)

7.1.4 critically assess the economic competition relating to the control of the North American fur trade by exploring and reflecting upon the following questions and issues:

Terms to discuss: barter, trade, voyageur, portage



The Fur Trade and the Opening Of Canada- 514818

The Petticoat Expeditions -Anna Jameson 510887 and Frances Hopkins- 51086 shows role of First Nations women in fur trade

A People's History: Episode 6 **-The Pathfinders** 512893.DV

- How did the First Nations, French, British and Métis peoples interact with each other as participants in the fur trade? (TCC, ER, LPP)
- How did the fur trade contribute to the foundations of the economy in North America? (ER, LPP, TCC)
- How was Britain's interest in the fur trade different from that of New France? (TCC, ER, GC)
- How was economic development in New France impacted by the changing policies of the French Royal government? (PADM, ER, GC, TCC)

HISTORICA

Your PLACE In HISTORY

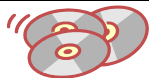
www.histori.ca Governor Frontenac, Chomeday de
Maisonneuve

- What was the role of mercantilism before and after the 1763 Treaty of Paris? (ER, TCC)

7.1.5 critically assess the political competition between the French and the British in attempting to control North America, by exploring and reflecting upon the following questions and issues:

- In what ways did conflicts between the French and British in Europe impact North America? (TCC, LPP)

Focus- Discuss the concept of fidelity and the swearing of an oath. Are these still important values? The 2000 peaceable French Acadian farmers lived on the border of New England and New France. Acadia had been handed back and forth 6 times. They became scapegoats and were exiled in 1755. Were they treated fairly?



A People's History: Episode 3 **Claiming the Wilderness** chapter 7 and 8-**The Oath** and **The Great Dispersal**- 512240

Expulsion -514274.vh 44 minutes

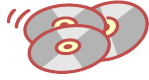


Acadia: Lifestyles in the days of Our Ancestors- this could be used for extension for students with time to explore Acadian life further.

http://www.virtualmuseum.ca/PM.cgi?LM=Games&LANG=English&AP=vmc_search&scope=Games .

Also available in French

- How did conflicts between the French and the British in Europe become factors in the Great Deportation of the Acadians in 1755? (I, C, LPP, GC)
- To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America? (TCC, LPP, GC)



A People's History: Episode 4- **Battle for a Continent**- 511839 VH



1759- From the Warpath to the Plains of Abraham. This is a comprehensive game that could be used for extension of the program. Students have the opportunity to examine the conflict from 4 points of view. Very interactive. Students should have knowledge of main characters and the events leading up to the conflict to help them play.

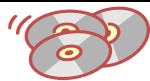
http://www.virtualmuseum.ca/PM.cgi?LM=Games&LANG=English&AP=vmc_search&scope=Games.

Also available in French

- How was British North America impacted by the Rebellion in the 13 Colonies and the subsequent Loyalist migration? (LPP, ER, TCC)

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

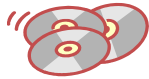
- What was the role and intent of Chief Pontiac in controlling British forts? (PADM, TCC)
- How was the Royal Proclamation of 1763 an attempt to achieve compromise between the Aboriginal peoples, the French and the British? (PADM, TCC)



A People's History: Episode 4 **Battle for a Continent** - last chapter
1774 The Quebec Act- 511839 VH

How did the Québec Act of 1774 contribute to the foundations of Canada as an officially bilingual country? (PADM, TCC)

- What was the role of Chief Tecumseh in the War of 1812? (PADM, TCC)



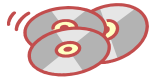
A People's History: Episode 5 **A Question of Loyalties** – 512241 VH



Laura Secord

- How did the War of 1812 contribute to British identity in Canada? (I, LPP, TCC)
- How did the War of 1812 contribute to defining Canada's political boundaries? (LPP, TCC, I)
- How was the Great Migration of 1815-1850 in Upper Canada and Lower Canada an attempt

to confirm British identity in the Province of Canada? (LPP, I, TCC)



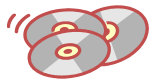
A People's History: Episode 7 Rebellion and Reform- 512243 VH

- How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada? (PADM, LPP, I, TCC)

HISTORICA

Your PLACE In HISTORY

www.histori.ca Etienne Parent, Baldwin and LaFontaine, Hart and Papineau, Responsible Government



A People's History: Episode 8 The Great Enterprise part 1 512896 part 2 512894

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



www.interviewhistory.ca -A live actor recreates **Sir John A. Macdonald** for your class.

- To what extent was Confederation an attempt to strengthen the Maritime colonies? (GC, TCC, LPP)

7.2 Following Confederation: Canadian Expansions

General Outcome

Students will demonstrate an understanding and appreciation of how political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

Specific Outcomes

Values and Attitudes

Students will:

7.2.1 recognize the positive and negative aspects of immigration and migration (GC, LPP, C, I)

HISTORICA

Your PLACE In HISTORY

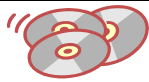
www.histori.ca Orphans, Soddie

7.2.2 recognize the positive and negative consequences of political decisions (PADM)
7.2.3 appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP)

Knowledge and Understanding

Students will:

7.2.4 critically assess the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:



A People's History: episode 9 **From Sea to Sea** 512894 D.V.

A People's History: episode 10 disc 1 **Taking the West** 4134422

Louis Riel part 1 511945.VH

Louis Riel part 2 512810 V



www.interviewhistory.ca -A live actor recreates **Louis Riel** for your class.

- What factors led to Louis Riel's emergence as the leader of the Métis? (TCC, PADM, I, CC)
- What similarities and differences existed between the causes of the Red River Resistance in 1869 and the second Métis uprising in 1885? (TCC, PADM, LPP)
- How did the government of Canada's response to the Red River Resistance and the second Métis uprising solidify Canada's control of the West? (TCC, PADM)
- To what extent were the Red River Resistance and the second Métis uprising a means to counter assimilation? (PADM, I, C)

- What are the Métis, First Nations, French and British perspectives on the events that led to the establishment of Manitoba? (TCC, PADM, I, CC)

HISTORICA

Your PLACE In HISTORY

www.histori.ca **Louis Riel**

- How was the creation of Manitoba an attempt at achieving compromise between the Métis, First Nations, French and British peoples? (TCC, PADM, I, LPP)
- To what extent were the *Manitoba School Act* and evolving educational legislation in the Northwest Territories attempts at imposing a British identity in western Canada? (I, PADM, TCC)

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





D.V.

A People's History: Episode 11 **The Great Transformation** 512896

- What factors led to the purchase of Rupert's Land in 1869? (TCC, PADM, LPP)
- How did the National Policy determine the economic and demographic aspects of Canadian

expansion? (TCC, ER, PADM, LPP)

- How did changing demographics resulting from Clifford Sifton's immigration policies affect the collective identity of Francophones in communities across western Canada? (I, TCC, PADM)
- How did Asian immigrants contribute to the development of Canada (i.e., Chinese railway workers)? (TCC, CC, LPP)



www.histori.ca - Nitro, Sir Sandford Fleming
Beyond Golden Mountain 508432

- In what ways did the building of the Canadian Pacific Railway affect the growth of Canada?



www.histori.ca Nitro

- What was the role of the North-West Mounted Police in the development of western Canada?



www.histori.ca **Sitting Bull, Sam Steele**

- What strategies were used by the government to encourage immigration from Europe? (GC, LPP, TCC)



www.histori.ca The challenges faced by immigrants:
Midwife Frontier College
Letters From the Trunk This interactive trunk provides a look at primary and secondary sources about the immigrant experience. <http://www.ataoc.ca/archives/main.html>

- What strategies were used by religious communities and missionaries to encourage migration and immigration to western Canada from Eastern Canada and the United States? (TCC, LPP, GC)
- What impact did immigration have on Aboriginal peoples and communities in Canada? (GC, CC, I, TCC)

- How did communities, services and businesses established by Francophones contribute to the overall development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (ER, TCC, CC, PADM)
- How did immigrants from Eastern Europe contribute to the development of western Canada? (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (CC, ER, TCC, PADM)

HISTORICA

Your PLACE In HISTORY

www.histori.ca Myrnam Hospital

- To what extent was agricultural activity a key factor in the population growth of western Canada? (TCC, LPP, ER)
- What factors led to British Columbia joining Confederation? (TCC, LPP, PADM)
- What factors led to Prince Edward Island joining Confederation? (TCC, LPP, PADM)
- How were the needs of varied populations considered through the creation of Alberta and Saskatchewan? (LPP, TCC, PADM)
- What were the underlying reasons for the negotiation of the numbered treaties? (C, I, LPP, TCC)

HISTORICA

Your PLACE In HISTORY

www.histori.ca Tommy Prince

7.2.6 critically assess the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- What were the reasons for and consequences of Newfoundland joining Confederation? (PADM, TCC, I)
- How did joining Confederation impact the citizens of Newfoundland? (C, I, PADM)
- What are the social and economic effects of the changing roles and images of women in Canadian society (i.e., right to vote, working conditions, changing family structures)?

HISTORICA

Your PLACE In HISTORY

www.histori.ca The Midwife, Emily Murphy, Agnes Macphail, Jennie Trout. Mona Parsons, Marion Orr, Lucille Teasdale, Nellie McLung



<http://www.famous5.org/> - information and lesson plans on the famous 5



www.interviewhistory.ca -A live actor recreates **Nellie McLung** for your class.

- What challenges and opportunities have emerged as a result of increases in the Aboriginal population in western Canada? (LPP, CC, C, I)

- How has the *Official Languages Act* contributed to bilingualism in Canada? (PADM, C, I)
- How have Canadian immigration policies contributed to increased diversity and multiculturalism within the Canadian population? (PADM, GC, C, I)
- What strategies and conditions are needed for the Franco-Albertan community to counter assimilation? (CC, I, PADM)

7.2.7 critically assess the impact of urbanization and technology on individual and collective identities in Canada by exploring and reflecting upon the following questions and issues:

- What impact has increased urbanization had on rural communities in Canada? (LPP, CC)
- How did the emergence of large factories in Canada contribute to the development of Canada's economy? (ER, PADM)
- In what ways did technological advances contribute to the development of Canada (e.g., aviation, farming equipment, radio transmissions, electronics, multimedia)? (ER, PADM)
- What effects have Société Radio-Canada and the CBC had on Canadian identity? (I)