



## Grade 8 History – Opening of the West

**OBJECTIVE:** This unit will introduce students to some of the people, events and ideas that occurred during Canada's settlement of the west.

### Order of Lessons/Activities

- 1 – The Red River Resistance
- 2 – Construction of the Canadian Pacific Railway (CPR)
- 3 – Settlement on the Prairies

### Lesson One –The Red River Resistance – understanding the event

#### Overview

- Students are introduced to a text that shows the Event, the Problem and the Reaction(s)
- New Vocabulary is introduced.
- Teachers may want students to create a Cause and Effect chart or use the Balance of Power activity.

#### Resources

Red River Resistance text with vocabulary list  
Balance of Power Black Line Master  
Cloze Activity

**Teaching Notes:**

1. Use a map of Canada to show students where Manitoba is located today. Discuss with students that Manitoba was not always as large as it is today and that it was the first Province to enter Canada after Confederation. If you are using the text *Their Stories, Our History – Development of a Nation*, the maps on the inside cover are an excellent resource to show students the growth of Canada. Teachers may choose to access any prior knowledge students have about the Prairies in Canada.
2. Remind students that one of the main reasons for Confederation was the Colonies' fear of the expansion of the United States. This is why Prime Minister Macdonald was so quick to move into the North West Territories.
3. Distribute the Red River Resistance Text. Pre-teach the new vocabulary. Read through the text. Explain to students why the text is divided into three columns. Distribute the Balance of Power activity and have students work through the activity.

**Assessment:**

Teachers should assess students' understanding of the relationship between the Canadian Government and the Métis. The Balance of Power activity could be used for formative assessment of understanding.

**Notes:**

Teachers should also ensure that students have an understanding of the role of Louis Riel as the Métis leader and how Macdonald and English Canada felt about him. This will help give them the background knowledge they will need to understand the events that will later occur during the North West Rebellion.

**Lesson Two – Construction of the Canadian Pacific Railway (CPR)**

For this activity there are a number of pictures found in *Their Stories, Our History – Development of a Nation* (pages 131 – 134)

Other pictures can be found on the internet and in other textbooks.

**Resources**

BLM – Using Photographs to Learn New Information (based on the work of The Critical Thinking Consortium)

**Overview**

In this lesson, students will learn the skill of analyzing photographs for information and how to create relevant and accurate inferences. Students will also learn about the construction of the Canadian Pacific Railway.

**Teaching Notes:**

1. Use a wall map showing the physical geography of Canada to demonstrate to students the route the CPR takes across Canada. Teachers may choose to have students use a black line master map of Canada and trace the route of the CPR onto the map. If teachers have access to an overhead projector or a computer with an LCD projector they can model where to draw the train track. You can find a suitable map in *Their Stories, Our History-Development of a Nation* on page 130.

Possible Questions for Discussion:

What were some of the problems the builders may have faced?

Why would a rocky terrain be a problem for building?

What might be some ways to build train tracks in/through the Rocky Mountains?

2. If students are using a black line map of Canada, have them label the Canadian Shield, the Prairies and the Rocky Mountains.

3. Using Photographs to Learn New Information

For this activity, teachers will need to decide the most effective pictures to use. Consider beginning with photographs that show the problems with construction and how they were addressed. If using *Their Stories, Our History – Development of a Nation*, teachers may choose to start and model the process with the picture at the top of page 131. In *Flashback Canada*, a good photograph to model is on page 121.

4. Distribute the BLM Using Photographs to Learn New Information. Read over the questions that students are being asked. Show them the first photograph and model how to complete the activity.
5. Have students work with a partner on one of the other photographs.
6. When all pairs are complete have them share their ideas with the class. Clear up any questions and add other details. Collect and photocopy the completed sheets so that all students have the new information.

## Lesson Three – Settlement on the Prairies

### Overview

In this lesson students will create a comparative bar graph and use the information to make some inferences about how the increase in population on the Prairies would have had an impact on the First Nations peoples who lived there. You will be using the TAPP method of how to read and create a graph (T- Title, A- Axes, P- Pattern, P- Purpose).

### Teacher Notes

1. Distribute the **BLM Graphing the Population of Western Canada in 1871 and 1881**. Explain to students that they will be learning how to create a graph and read it for new information and to support inferences.
2. It would be best to model the process using either an overhead projector or an interactive white board. Model step 1 through Step 3.
3. Step 4 – model the process that is outlined on the student handout and allow students to complete the graph on their own, or with a partner.
4. Depending on your class, you may choose to do Step 5, determining the Purpose, as a class or individually. Have students use the graph to discuss the inferences they were able to make.

## The Opening of the West

### Red River Resistance

EVENT	PROBLEM	REACTION(S)
<ul style="list-style-type: none"> <li>* Teams are sent by the government to begin to <b>survey</b> the Red River area.</li> <li>* They were planning strategies for dividing the land for the new <b>settlers</b>.</li> <li>* The Canadian government was worried that Americans would take over the Red River before the deal with Hudson Bay Company was complete.</li> </ul>	<ul style="list-style-type: none"> <li>* Canada did not own the land until December 1<sup>st</sup> 1869. They began to send the surveyors out earlier in the fall.</li> <li>* <b>Métis</b> were not informed of this and the surveyors did not ask permission to work on the Métis farms.</li> <li>* Many families had farmed this land for many years yet only a few owned the land.</li> </ul>	<ul style="list-style-type: none"> <li>* Andre Nault, a Métis farmer, tried to stop the surveyors. The surveyors were not able to understand him as they did not speak French. He and his cousin got into a fight with them and Louis Riel stepped in to help.</li> <li>* The people who lived in Red River were angry.</li> <li>* How could their land be sold without them being asked?</li> </ul>
<ul style="list-style-type: none"> <li>* October 16, 1869 - French speaking Métis form the National Métis Committee, Riel is the secretary.</li> </ul>	<ul style="list-style-type: none"> <li>* They send a letter to the Canadian government saying they wanted Métis rights <b>guaranteed</b> or they would limit Canada's rule in Red River</li> </ul>	<ul style="list-style-type: none"> <li>* Government ignored the letter</li> <li>* William McDougal, a man representing the government, tried to enter Red River in November.</li> <li>* A group of Métis did not let him enter and led him back to the United States.</li> <li>* He must return to Ottawa</li> </ul>
<ul style="list-style-type: none"> <li>* November 3, 1869 – Metis, lead by Riel, took over Fort Gary (Winnipeg)</li> <li>* December 1869 – Metis formed their own government with Riel as President</li> </ul>	<ul style="list-style-type: none"> <li>* The Metis were not against joining Canada. They were angry that nobody had talked to them about it.</li> </ul>	<ul style="list-style-type: none"> <li>* The Métis wanted the government to work with them.</li> </ul>
<ul style="list-style-type: none"> <li>February, 1870</li> <li>* Thomas Scott, who did not like the French or Catholics led a rebellion against Riel.</li> <li>* He was put in prison and <b>executed</b>.</li> </ul>	<ul style="list-style-type: none"> <li>* French Canada believed that Riel had been right to execute Thomas Scott. Riel was standing up for French culture and the Roman Catholic religion. He was seen as a hero.</li> <li>* English Canada believed that Riel should be arrested for the murder of Scott.</li> </ul>	<ul style="list-style-type: none"> <li>* Government realized that they needed to work with the Métis to solve this problem.</li> <li>Manitoba entered Confederation!</li> <li>* Métis got – responsible government, provincial status for Red River, <b>bilingual institutions</b>, church run schools and guaranteed land rights.</li> <li>* Government got – Control over Manitoba's <b>natural resources</b>, and secured land.</li> </ul>

### **In the End:**

1. Prime Minister Macdonald sent **troops** to Red River to make sure there was no more violence.
2. Most of the troops sent were of English/Protestant background. The troops wanted to punish Riel for killing Thomas Scott.
3. Riel heard this plan and ran away to the United States, so as to not be killed.
4. The Canadian government agreed to Métis land rights, but it was not the case. Very few Métis actually got to own their own land.
5. As settlers began to arrive, the Metis were pushed farther west.

### **Vocabulary**

Metis – a nation of people with European and First Nations ancestry(people they came from) and a history in the Canadian West and the fur trade.

Bilingual – someone who speaks two languages, in Canada usually refers to French and English

Natural Resources – things that are taken from the land, such as lumber, fish, oil, water, rocks and minerals.

Troops – groups of soldiers

Survey – to measure the land for size and elevation. Surveyors are the people who do this job

Settlers – people who are going to live in a new place

Guarantee – a formal promise, to make something certain

Resistance – when you oppose somebody or something/ refusal to give up

## Red River Resistance Cloze

**Task:** Place the correct list word for each of the blank spaces.

Métis                    bilingual                    natural resource  
troops                    survey                    settlers  
guarantee                    resistance

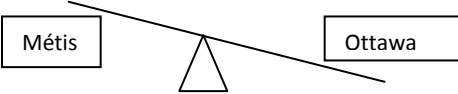




1. Water and oil are two of Canada's \_\_\_\_\_.
2. Ontario is a \_\_\_\_\_ province, students learn French as well as English.
3. Before you build a new house you will want your land to have a \_\_\_\_\_. This will tell you if your land is flat or has hills so you know the best place to build.
4. The army \_\_\_\_\_ were sent to another country to fight.
5. The \_\_\_\_\_ are a nation of people with European and First Nations ancestry.
6. Canada wanted a lot of \_\_\_\_\_ to move out to the Prairies to live and farm there.
7. A \_\_\_\_\_ is a formal promise.
8. When the Métis fought for their rights this was called a \_\_\_\_\_.

# Balance of Power – A Graphic Understanding

## ACTIVITY - RED RIVER RESISTANCE

**TASK:** In the space provided show which group held the Balance of Power for each of the four events as well as the “In the End” section. In each box you need to draw a teeter-totter, which shows who has the most power ( most weight) in each event. Also add a few details to explain why you think this.

The first one is done as an example:

 <p>The Canadian government held the power because they sent in the surveyors to do what they wanted – prepare the land for settlers. The Metis were not told of this and were surprised when it happened.</p>	
	
	

## Using Photographs to Learn New Information

**Task:** You will create an explanation for a photograph.

Question and Prompts	What you see.	What do you think is happening? What do you infer? Give evidence to support your inference.
<p><b>WHO</b> is in the image?</p> <p>What is their job?</p> <p>Are they rich or poor?</p> <p>How are the people related?</p>		
<p><b>WHAT</b> are the people doing?</p> <p>What actions?</p> <p>Are there objects/things?</p>		
<p><b>WHERE</b> does the image take place?</p> <p>In what part of the country?</p> <p>What type of geography? (rocky, flat, mountains)</p>		
<p><b>WHEN</b> was the picture taken?</p> <p>What time of day?</p> <p>What time of year?</p>		
<p><b>WHY</b> is the action happening?</p> <p>Why are the people there?</p> <p>What might happen next?</p>		
<p><b>EXPLANATION OF THE PHOTOGRAPH</b> (tell me what you have learned)</p>		



# Graphing the Population of Western Canada in 1871 and 1881

**Task: Create a Comparative Bar Graph showing the population of regions in Western Canada in 1871 and 1881.**

When creating a graph always remember TAPP – Title, Axes, Pattern and Purpose. Use the following steps to create a comparative bar graph using the data below.

## Step 1

Read the **title** and the data in the table below to begin to understand what you will graph.

### Population of the West, 1871 and 1881

Province/Territory	Population in 1871	Population in 1881
Manitoba	25 228	62 260
Northwest Territories*	48 000	56 446
British Columbia	36 247	49 459

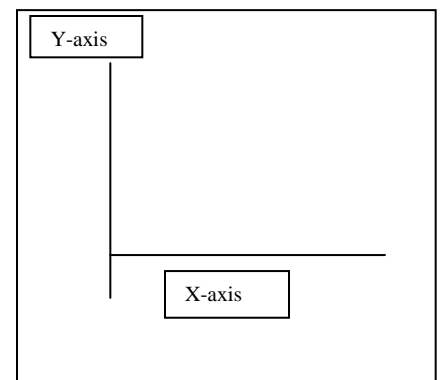
\* At this time the Northwest Territories included what is now Alberta, Saskatchewan and most of Manitoba.

## Step 2

Using graph paper and a ruler create your two **axes**, and label them.

\* On the X-axis (horizontal), write labels for all of the regions listed above. Each region will need two separate bars, so each region must be four squares wide. Leave one space before you begin your next region bar. You will need 15 squares in total.

\* Label the Y-axis (vertical) *Population*. Start with a 0 at the bottom of the axis, and go up by 2000's – 0, 2000, 4000, 6000 and so on – until you reach 58 000. You will need 30 squares.



## Step 3

Create a legend for your graph, for example,

- Blue = Population 1871
- Red = Population 1881

Place a title at the top of your graph.

## Step 4

Look at the data table and begin to create your **pattern**.

Start with Manitoba and the population in 1871 data.

- Begin by drawing a horizontal line at approximately 25 228 on the Y-axis. The line will be two squares wide.
- Use your ruler to draw two vertical lines down to the bottom of your graph. Colour your first bar blue to show population in 1871.
- Now draw a horizontal line at approximately 62 260 on the Y-axis. This line should be two squares wide and right beside the blue bar. Draw two vertical lines down to the bottom of your graph. Colour this bar red to show population in 1881.
- Repeat Step 4 for the other two regions.

## Step 5

What is the ***purpose***?

Answer the following questions on the back of your graph.

- What has happened to the population in western Canada?
- Which region has grown the most?
- Where might these people have come from?
- How might these new settlers affect the life of the Métis in Red River settlement?
- Why might the government of Canada want these people to live in the west?

# Graphing Checklist

Item	Yes	No
A title that describes the graph		
A labelled vertical axis		
A labelled horizontal axis		
An appropriate vertical scale		
An appropriate horizontal scale		
Small dots or Xs accurately locating the data points		
A line of best fit		
A description of the pattern of the graph		
An inference about the relationship or pattern between the vertical and horizontal axis		

Comments:

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