



# Preview – Information



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# Google Slides Lessons Preview





# Ontario History Curriculum

## Creating Canada, 1850-1890 – Grade 8

### 3-Part Lesson Format

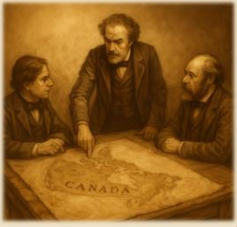
#### Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

### CONFEDERATION

#### LEARNING GOAL

We are learning to **explain why and how Canadian Confederation happened** so we can **understand how Canada's provinces united under one government to share power, protect trade, and build a stronger nation.**



MINDS ON

### Two Truths & A Lie

Move the boxes to show which ones are true and which one is a lie!

|  | Truth | Lie |
|--|-------|-----|
| A The British colonies united on July 1, 1867, to form Canada.                 |       |     |
| B Confederation created a new country that remained fully British-controlled.  |       |     |
| C Nova Scotia and New Brunswick were founding members of Confederation.        |       |     |
| A Britain supported uniting the colonies to reduce its defence costs.          |       |     |
| B Political gridlock existed between colonies because they shared equal votes. |       |     |
| C Canada East was mostly English-speaking and became Ontario.                  |       |     |
| A Confederation helped colonies build railways and strengthen internal trade.  |       |     |
| B Manitoba was already part of Canada when Confederation began.                |       |     |
| C The Statute of Westminster gave Canada more control in 1931.                 |       |     |
| A Confederation led directly to Canada gaining full independence from Britain. |       |     |
| B The War of 1812 made Britain feel less responsible for defence.              |       |     |
| C Confederation was meant to unite colonies under one central government.      |       |     |

ACTION

#### Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!


#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### Consolidation

#### REFLECT AND CONNECT

Looking back, what different choices could the colonies and their leaders have made about joining **Confederation**, and how might those choices have changed the future of Canada?



CONSOLIDATION





# Ontario History Curriculum

## Creating Canada, 1850-1890 – Grade 8

### Put A Check

Put a ✓ only beside the statements that are true about George-Étienne Cartier.



- |   |   |
|---|---|
| <input type="checkbox"/> George-Étienne Cartier was born in Saint-Antoine-sur-Richelieu, Canada East.         | <input type="checkbox"/> He promised that French language and culture would be protected in Quebec.     |
| <input type="checkbox"/> Cartier helped protect the French language, religion, and way of life.               | <input type="checkbox"/> Cartier led the fight against Confederation and refused to join.               |
| <input type="checkbox"/> Cartier supported unfair treatment of French Canadians during the Rebellion of 1837. | <input type="checkbox"/> Bill 101 made French the official language of Quebec.                          |
| <input type="checkbox"/> He worked closely with John A. Macdonald from Canada West.                           | <input type="checkbox"/> Cartier served as Minister of Militia and Defence after Confederation.         |
| <input type="checkbox"/> Cartier was Canada's first Prime Minister after Confederation.                       | <input type="checkbox"/> He opposed expanding Canada into Rupert's Land and the North-West Territories. |



Can you answer these **True or False** questions?

- 1) Canada East had a larger population than Canada West in the 1850s. ☐
- 2) The dispute over the capital city was part of political deadlock. ☐
- 3) Political deadlock meant both sides often agreed on new government decisions. ☐
- 4) Equal votes in Canada East and West made decisions difficult to pass. ☐
- 5) George Brown and John A. Macdonald belonged to the same political party. ☐
- 6) The Clear Grits were led by George Brown from Canada East. ☐
- 7) The Queen of England suggested Ottawa as a compromise for the capital. ☐
- 8) George Brown disagreed strongly with both French and English leaders. ☐



### Cause

- |  |
|--|
| <input type="checkbox"/> The Fenians wanted to weaken British power in Ireland.                |
| <input type="checkbox"/> The Fenians formed secret societies in the United States and Ireland. |
| <input type="checkbox"/> Canada had spies who learned about Fenian plans.                      |
| <input type="checkbox"/> The Fenians crossed the Niagara River in 1866.                        |
| <input type="checkbox"/> The Fenians lost the Battle of Ridgeway.                              |
| <input type="checkbox"/> John A. Macdonald saw the need for stronger defence.                  |

- |          |  |
|----------|--|
| <b>A</b> | The Fenians attacked Port Colborne.                                |
| <b>B</b> | They decided to attack British colonies in North America instead.  |
| <b>C</b> | He used the raids as a reason to unite the colonies.               |
| <b>D</b> | The Canadians were ready to defend their borders during the raids. |
| <b>E</b> | They retreated to the United States after heavy losses.            |
| <b>F</b> | They were able to organize thousands of men to plan attacks.       |





# Ontario History Curriculum

## Creating Canada, 1850-1890 – Grade 8

### GROWTH OF CONFEDERATION

#### MAP TALK

What do you notice about how Canada's size and provinces changed between 1870, 1871, and 1886?



#### Across

3. Mixed French-Cree language of Métis communities.
4. Distinct Indigenous group with both European and First Nation roots.
6. Faith many Métis practised alongside traditions.

#### Down

1. Game animal hunted for food and clothing.
2. Instrument at the centre of Métis music.
5. Woven belt often worn at celebrations.

| Question   |                                     |                               |                                | Answer column |  |  |
|--|-------------------------------------|-------------------------------|--------------------------------|---------------|--|--|
|  | A                                   | B                             | C                              | Answer        |  |  |
| 1) Why did the government create the Métis Scrip System? | To provide Métis with land or money | To punish Métis for rebellion | To give settlers more power    |               |  |  |
| 2) What did one type of scrip give the Métis?            | Free houses and cattle              | 160 acres of land             | Farming tools and clothes      |               |  |  |
| 3) How was the scrip system unfair to the Métis?         | It gave equal land to all           | It allowed fraud and cheating | It protected Métis land rights |               |  |  |
| 4) Who often bought scrip for very low prices?           | Government workers                  | Métis leaders                 | Land speculators               |               |  |  |
| 5) How much of the scrip land did Métis actually get?    | 1%                                  | 10%                           | 25%                            |               |  |  |
| 6) Which law said Métis must get land before settlers?   | The Dominion Lands Act              | The Indian Act                | The Manitoba Act               |               |  |  |



# Workbook Preview





# Grade 8 History Unit

## CREATING CANADA, 1850–1890

|             | Curriculum Expectations   | Pages   |
|-------------|---|---|
| <b>A1.1</b> | Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory.   | 8-28, 30-45, 53-59                            |
| <b>A1.2</b> | Assess the impact that limitations with respect to legal status, rights, and privileges had on First Nations, Métis, and Inuit individuals and/or communities in Canada between 1850 and 1890.  | 60-70, 81-94                                  |
| <b>A1.3</b> | Assess the impact that differences in legal status and in the distribution of rights and privileges had on various settler/newcomer groups and individuals in Canada between 1850 and 1890.   | 29, 46-50, 71-80, 107-108, 126-127            |
| <b>A1.4</b> | <div style="text-align: center; color: red; font-size: 1.5em; font-weight: bold;">           Preview of 100 pages from<br/>this product that contains<br/>224 pages total.         </div>   | 3-27, 9-31, 50, 74-107-108, 6-127             |
| <b>A2.1</b> |   | 16-17, 29, 32, 71-73, 7-106                   |
| <b>A2.2</b> | Gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources. | 12, 16-17, 38-39, 67-68, 91, 106-108, 140-143 |
| <b>A2.3</b> | Assess the credibility of sources and information relevant to their investigations.   | 38-39, 67-68, 91, 107-108, 140-141            |
| <b>A2.4</b> | Analyse and construct maps as part of their investigations into some significant events, developments, and/or issues in Canada during this period, with a focus on exploring their spatial boundaries.  | 51-52   |
| <b>A2.5</b> | Interpret and analyse information and evidence relevant to their investigations, using a variety of tools.  | 30-31, 43-45, 51-52, 97-102, 142-143          |



|             | Curriculum Expectations   | Pages   |
|-------------|---|---|
| <b>A2.6</b> | Evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues in Canada during this period   | 53-59, 74,<br>103-105,<br>111-122   |
| <b>A2.7</b> | Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences  | 53-59, 75-78,<br>145-149  |
| <b>A3.1</b> | Identify factors contributing to some key events or developments that occurred in and/or affected Canada between 1850 and 1890, and explain the historical significance of some of these events for different individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities | 18-50, 53-59,<br>111-125,<br>128-132,<br>137-143,<br>145-149                  |
| <b>A3.2</b> | Describe key political and legal developments that affected First Nations, Métis, and Inuit people during this period, including treaties, government policies, and the Indian Act and other legislation and explain some of their short- and long-term consequences  | 60-70, 81-94,<br>111-122,<br>145-149  |
| <b>A3.3</b> | Identify some key factors that contributed to the establishment of the residential school system, and explain the impact of this system on Indigenous individuals and communities   | 95-106, 111-<br>122, 145-149  |
| <b>A3.4</b> | Identify key political and legal changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various non-Indigenous individuals, groups, and/or communities  | 18-22, 33-39,<br>41-42, 49-52,<br>74-80, 107-<br>108, 111-127,<br>145-149     |
| <b>A3.5</b> | Identify key social and economic changes that occurred in and/or affected Canada during this period, and explain the impact of some of those changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities   | 28-29, 46-48,<br>71-73, 109-<br>110, 111-122,<br>133-143,<br>145-149          |
| <b>A3.6</b> | Describe significant instances of cooperation and conflict in Canada during this period   | 23-27, 65-70,<br>107-108,<br>111-122,<br>126-132,<br>137-143,<br>145-149      |
| <b>A3.7</b> | Identify a variety of significant individuals and groups in Canada during this period, and explain their contributions to heritage and/or identities in Canada  | 10-17, 25-26,<br>65-68, 79-80,<br>109-110,<br>111-122,<br>126-132,<br>145-149 |

# CREATING CANADA





# Confederation

## What is Confederation?

**Canadian Confederation** officially began on July 1, 1867, when the British colonies of Canada (**Canada East** and **Canada West**), **Nova Scotia**, and **New Brunswick** united to form the **Dominion of Canada**. This date is now celebrated as **Canada Day**. Canada East, which became Quebec, was primarily French-speaking, while Canada West, now Ontario, was mostly English-speaking. Confederation is the process of uniting regions under one central government. It allowed the provinces to share defense, trade, and political systems, but still maintained local control over certain matters. At first, not all colonies joined. **Prince Edward Island**, **Newfoundland**, **British Columbia**, and the **Prairies** joined later as the new nation expanded. Confederation marked the beginning of Canada's path to independence, although the country still remained part of the British Empire until it gained full sovereignty in 1982 with the **Statute of Westminster**.

## Why Unite in Confederation?

Before 1867, **British North America** was a collection of separate colonies, each ruled by Britain. Britain faced difficulty protecting the colonies from the United States, especially after the **War of 1812**. American soldiers invaded parts of Upper and Lower Canada. Defending the colonies required large amounts of money and soldiers. Britain was eager to reduce expenses and wanted the colonies to take on more responsibility for their own defense. **Political gridlock** between Canada East and West also made governing difficult. Trade between colonies was slowed by tariffs, and transportation was poor, especially during winter. By uniting, the colonies could build railways, improve trade, and defend themselves better. **Confederation** created a stronger, self-governing nation capable of managing its own affairs.



Fathers of Confederation

## Who Lived in These Colonies?

Before Confederation, the colonies were home to three main groups: **English-speaking settlers** from Britain and Ireland, **French-speaking settlers** from France, and the Indigenous peoples, including First Nations, Métis, and Inuit. Many Indigenous communities lived across the Prairies and the West, especially in what is now **Manitoba**. When Confederation was discussed in the 1860s, Indigenous people were not consulted, even though the new government would make decisions that greatly affected their land, culture, and rights.





Name: \_\_\_\_\_

9

### True or False

Decide if the statement is true or false.

|   |      |       |
|---|------|-------|
| 1) Confederation was achieved in 1967.                                    | True | False |
| 2) Canada was a colony (province) split into Canada East and Canada West. | True | False |
| 3) All British colonies joined Confederation in 1867.                     | True | False |
| 4) New Brunswick was one of the original members of Confederation.        | True | False |
| 5) To join in Confederation, British colonies had to leave Britain.       | True | False |

### Questions

Answer the questions below.

1) What were the reasons for Confederation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Before Confederation, what were the problems in pre-Confederation Canada?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) Explain why Confederation was both a political and economic success.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

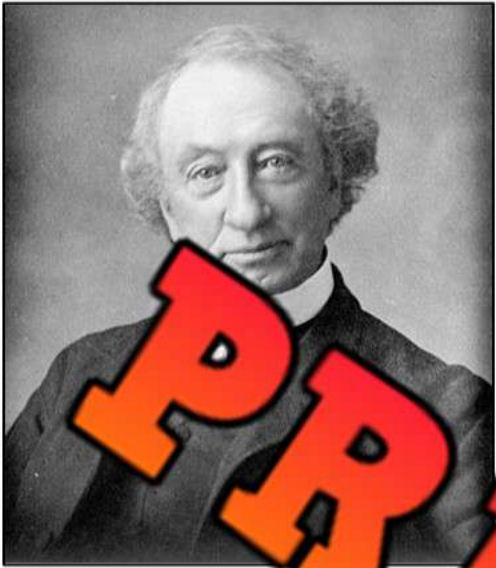
\_\_\_\_\_

### Questioning

What questions do you have about the reading?

|    |       |
|----|-------|
| 1) | _____ |
| 2) | _____ |
| 3) | _____ |

## John A. Macdonald



### Who was John A. Macdonald?

**John A. Macdonald** was a Scottish lawyer who was from Kingston, Ontario. His family moved to Upper Canada when he was a child, and he quickly became interested in law and politics. In 1844, Macdonald was chosen by the people of Kingston to lead them in the Canada West colony. He became known for his intelligence, sense of humour, and determination. As a young politician, he gained respect from both his supporters and opponents because he worked hard to solve problems that divided people. Macdonald believed that the colonies of British North America needed a stronger government to survive and grow. His long-term goal was to unite all colonies under one nation.

### Partnering with the French

The colony faced many difficulties. Roads and canals needed to be built to connect communities and support trade. A major problem was that the government could not agree on what to build or how to pay for it. In the colonies of Canada, people spoke different languages and had different beliefs. The French and English communities both wanted decisions that would protect their cultures. For example, the French wanted the capital city of Canada to be Montreal, while the English preferred Kingston or Toronto. After much discussion, they agreed on Ottawa, which was halfway between the two regions, and the problem was finally solved.

Macdonald had the challenging job of bringing the English and French together. He believed that unity would create a stronger country. He also proposed building a railroad so farmers and artisans could sell their products across the colonies, improving trade and communication. The railroad would help the economy grow, make troop movement easier during war, and attract western colonies to join Canada.

### French Ally – Cartier

Macdonald worked closely with **George-Étienne Cartier**, a respected French leader from Canada East. Cartier dreamed of expanding Canada from coast to coast while protecting French language, religion, and culture. He became one of Macdonald's strongest allies, helping convince the French to support Confederation. Together, their partnership made Confederation possible and helped form the foundation of modern Canada.





Name: \_\_\_\_\_

11

Curriculum Connection  
A1.1, A3.7

### True or False

Decide if the statement is true or false.

|  |      |       |
|--|------|-------|
| 1) Macdonald was an engineer from Kingston, Ontario.                   | True | False |
| 2) Macdonald believed in uniting the colonies in confederation.        | True | False |
| 3) Macdonald wanted to build a railroad to connect the colonies.       | True | False |
| 4) Macdonald hated the French and couldn't get along with any of them. | True | False |
| 5) Macdonald needed Cartier to convince the French of confederation.   | True | False |

### Questions

Answer the questions below.

1) What was Macdonald's goal to unite the colonies in confederation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Who did Macdonald represent in the government? Why did he need a French ally?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) How did the railroad symbolize Macdonald's vision for a united Canada?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Describe

How would you describe John A. Macdonald? Choose 3 adjectives and explain.

| Adjective | Explanation |
|-----------|-------------|
|           |             |
|           |             |
|           |             |



# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: \_\_\_\_\_

Mark

**Check only the true statements about John A. Macdonald.**

- ☐ Was born in Australia.
- ☐ Moved to Upper Canada as a child.
- ☐ Became a leader in Kingston, Ontario.
- ☐ Was known for his sense of humour.
- ☐ Spoke only French.
- ☐ Wanted Canada to build a railroad.
- ☐ Disliked working with Cartier.
- ☐ Wanted Ottawa to be the capital city.
- ☐ Was Canada's first Prime Minister.

Name: \_\_\_\_\_

Mark

**Check only the true statements about John A. Macdonald.**

- ☐ Was born in Australia.
- ☐ Moved to Upper Canada as a child.
- ☐ Became a leader in Kingston, Ontario.
- ☐ Was known for his sense of humour.
- ☐ Spoke only French.
- ☐ Wanted Canada to build a railroad.
- ☐ Disliked working with Cartier.
- ☐ Wanted Ottawa to be the capital city.
- ☐ Was Canada's first Prime Minister.

Name: \_\_\_\_\_

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- ☐ Wanted Canada to build a railroad.
- ☐ Disliked working with Cartier.
- ☐ Wanted Ottawa to be the capital city.
- ☐ Was Canada's first Prime Minister.

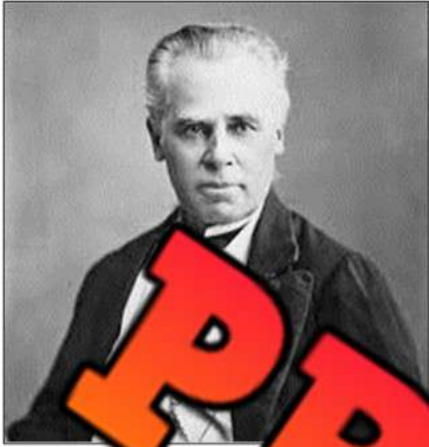
Name: \_\_\_\_\_

Mark

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- ☐ Was born in Australia.
- ☐ Moved to Upper Canada as a child.
- ☐ Became a leader in Kingston, Ontario.
- ☐ Was known for his sense of humour.
- ☐ Spoke only French.
- ☐ Wanted Canada to build a railroad.
- ☐ Disliked working with Cartier.
- ☐ Wanted Ottawa to be the capital city.
- ☐ Was Canada's first Prime Minister.

# George-Étienne Cartier



## Who was George-Étienne Cartier?

**George-Étienne Cartier** was a lawyer, politician, and co-premier of the Province of Canada before Confederation. He was born on September 6, 1814, in Saint-Antoine-sur-Richelieu, Canada East (now Quebec). As a young man, he became active in politics and was deeply passionate about protecting the French language, religion, and way of life in a country that was mostly English-speaking. He was involved in the Rebellion of 1837, which protested against unfair treatment of French Canadians, and although he later changed his methods, his goal of defending French rights remained the same throughout his career.

Cartier became a close friend of **John A. Macdonald**, an English politician from Canada West. Their partnership were very important to Confederation. Cartier represented the French-speaking population, while Macdonald represented the English. They were known for their "Great Coalition," which helped end the political divide between Canada East and Canada West. People trusted them because they understood both French and English cultures would be respected and protected under their leadership.

## Cartier's Accomplishments

Cartier was able to convince the majority of French Canadians to join Confederation. He promised them that by joining, they would have their own province where French language and culture could flourish. He later followed through on this promise in **Bill 101**, which confirmed French as the official language of Quebec.

When Confederation was signed in 1867, Macdonald became Canada's first Prime Minister, and Cartier was appointed **Minister of Militia and Defence**. This position was crucial because it required Cartier to organize and protect Canada from the threat of American invasion after the Civil War.

Another of Cartier's major achievements was helping negotiate the purchase of **Rupert's Land** and the **North-West Territories** from the Hudson's Bay Company. These vast lands became essential to Canada's westward expansion and helped create the Canada we know today. Without Cartier's vision, Canada might not have grown into a country that stretches from coast to coast.





## Fill in the Blanks

Fill in the blanks with the missing word.

- 1) Cartier was born in \_\_\_\_\_ in 1814.
- 2) Cartier fought to protect \_\_\_\_\_ culture and language.
- 3) The \_\_\_\_\_ helped end years of political deadlock.
- 4) Cartier helped purchase \_\_\_\_\_ and the North-West Territories.
- 5) The law that made French the official language of Quebec was \_\_\_\_\_.
- 6) Cartier \_\_\_\_\_ as Canada's \_\_\_\_\_ after Confederation.

## Questions Questions below.

- 1) Why was convincing Canadians to join Confederation such a difficult task?

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- 2) Did Cartier keep his promise to his French-speaking people?

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- 3) Explain why Cartier's friendship with Macdonald was so important to Confederation.

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## Reaction

If Britain kept the NWT and Rupert's Land, how would Canada be different?

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---

---



## Political Deadlock

In the 1850's, before Canada became a country, European settlers came to BNA and lived in the colonies you see below. As you will notice, Canada East and Canada West were the two most populated colonies. Their populations were very similar, but the people living in these regions were very different! The French settlers who hated the British lived in Canada East and the English lived in Canada West. The other regions did not have governments that were linked to Canada yet.

| Colony                | Population | Percentage of total BNA population |
|-----------------------|------------|------------------------------------|
| Canada East           | 890 261    | 35.2%                              |
| Canada West (Ontario) | 952 004    | 37.6%                              |

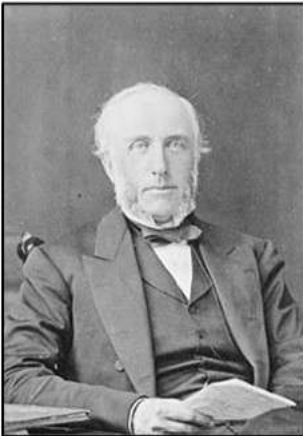
### Political Deadlock

When the governments of Canada East and Canada West would get together to debate changes to Canada, nothing ever got passed. This is because the French in Canada East would vote with their group and the English in Canada West would vote with their group. This is what is called **political deadlock**!

### George Brown vs John A. Macdonald

These two men were the leaders of their respective political parties. John A. Macdonald (right) was the leader of the **Conservative Party** of Canada. He was from the West, but he made an alliance with the leaders from Canada East.

George Brown was the leader of the **Liberal Party** (The Clear Grits). George did not like the French, nor did he like John A. Macdonald. These two leaders would reject everything the other man said, thus creating a political deadlock.



### Problems with Political Deadlock

Political deadlock happened because the two parties in the Canadian colonies had equal votes. This situation led to no decisions being made. When one side proposed an idea, the other side immediately shot it down. An example of this was when these two parties needed to decide on a capital city. They argued and argued over which city would become the capital. The French wanted Montreal or Quebec City, and the English wanted Toronto. The Queen of England proposed that Ottawa be the capital. Both sides agreed to her proposal because at least they weren't agreeing with the other political party.

**Questions**

Answer the questions below.

1) What does the term "political deadlock" mean in your own words?

---

---

---

2) Why was there a political deadlock in the Canadian colonies?

---

---

---

3) How did the two political parties agree on which city would become the capital?

---

---

---

**True or False**

Decide if the statement is true or false.

|  |      |       |
|--|------|-------|
| 1) John A Macdonald was the leader of the clear government.        | True | False |
| 2) George Brown was a good friend of John A Macdonald.             | True | False |
| 3) The two political parties hated each other and argued unfairly. | True | False |
| 4) Political deadlock is when two parties vote against each other. | True | False |
| 5) No laws or decisions are made during a political deadlock.      | True | False |

**Dialogue Writing**

Write a dialogue between two politicians debating political deadlock in Canada East and Canada West.

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# Representation by Population

## What is Representation by Population?

**Representation by Population (Rep by Pop)** is a government structure where colonies can send a certain number of representatives based on the amount of people living in the colony. It means the larger the population in your area, the more government representatives you can send to vote on laws and make decisions.



## George Brown and Rep by Pop

Before Confederation in 1867, Canada East and West had the same number of representatives even though Canada West had more people living in its colonies. This upset George Brown because he was tired of political deadlock and being unable to make any decisions in government.

He wanted a system so that Canada West could send more representatives than Canada East. This would allow the West to overcome the party favouring the East and would therefore end political deadlock.

## John A. Macdonald and George-Etienne Cartier

George-Etienne Cartier was a politician who wanted to make sure Quebec could keep their French culture. He was worried that the English would dominate both Canada West and East and that his French culture would be lost. Therefore, he hated the idea of Rep by Pop because he knew his people would be outvoted by the English.

John A. Macdonald was an ally of George Brown. Macdonald wanted to end political deadlock as well, but he couldn't go against the East.

## Result – Representation by Population

Macdonald convinced Cartier that if he could get the other colonies to join in Confederation, rep by pop wouldn't hurt the French. This is because Quebec only had 37% of the total population, which means they wouldn't have enough votes. The other colonies together had enough total votes to vote against Canada East.

| Colony                                  | Population       | Percentage of Total Population |
|---|------------------|--------------------------------|
| Prince Edward Island                    | 56 858           | 2.2%                           |
| Newfoundland                            | 101 800          | 4%                             |
| Nova Scotia                             | 276 854          | 10.9%                          |
| New Brunswick                           | 193 800          | 7.7%                           |
| Canada East (Quebec)                    | 890 261          | 35.2%                          |
| Canada West (Ontario)                   | 952 004          | 37.6%                          |
| New Caledonia (British Columbia)        | 55 000           | 2.2%                           |
| Rupert's Land and Northwest Territories | 5 700            | 0.2%                           |
| <b>Total</b>                            | <b>2 532 097</b> | <b>100%</b>                    |

Name: \_\_\_\_\_

21

Curriculum Connection  
A1.1, A3.1, A3.4

### True or False

Decide if the statement is true or false.

|  |      |       |
|--|------|-------|
| 1) John A Macdonald wanted Rep by Pop but George Brown didn't.             | True | False |
| 2) Georges Etienne Cartier was a French politician.                        | True | False |
| 3) Canada West had the highest population in the colonies.                 | True | False |
| 4) Rep by Pop would have stopped political deadlock.                       | True | False |
| 5) The English were worried they would lose their culture with Rep by Pop. | True | False |

### Questions

Answer the questions below.

1) Why was Rep by Pop not a good idea?

2) Why didn't George Etienne Cartier support Rep by Pop?

3) How did John A. Macdonald try to end political deadlock?

### Summarize

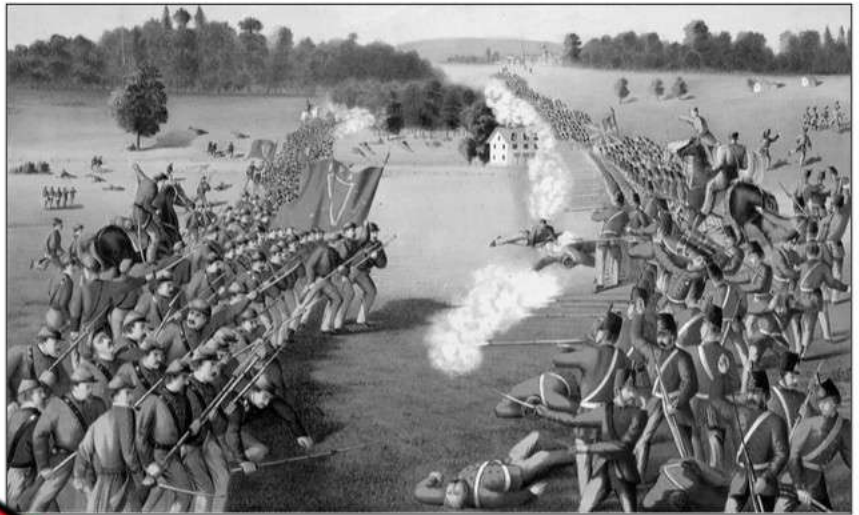
Summarize the reading by including the main idea and important information.



## Fenian Raids

### Who Were The Fenians?

The **Fenians** were members of an Irish secret society. The society was founded in 1858 in the United States by John O'Mahony and in Ireland by James Stephens. The Fenians hated the British because the British were ruling in Ireland at the time. The British army was the strongest and the Irish were weak and had no power.



### What Were the Raids?

The Fenians knew they couldn't stop the British in Ireland, so they attacked Britain another way. Members of the Fenian Brotherhood in British North America were British, meaning the people living there were totally British. So, to get back at Britain, the Fenians decided to raid across the border into Upper and Lower Canada.

### The Raids - Battle of Ridgeway

The Fenians had a society of over 10,000. They had many plans of attacking across the Canadian border. Canada had spies to prepare their defense. In 1866, the Fenians wanted to attack at several points in Canada West and East, but 20,000 Canadian volunteers defended the border.

In June 1866, 850 Fenians crossed the Niagara River. They advanced toward Port Colborne, but they didn't realize that British forces in Canada West were waiting for them. British Commander George Napier had 20,000 Canadian troops as well as more British regiments on the march. The inexperienced Canadian army defended their territory well as they sent the Fenians home. Nine Canadians were killed in this battle, and 32 were injured. The Fenians lost 10 men killed and an unknown number wounded.



### Fenian Raids - Reason for Confederation

With the Fenians planning more raids and attacks, John A. Macdonald wanted to unite the colonies so they could form a stronger military. The border between the USA and Canada is large, which means a large military is needed for protection. Macdonald knew that Britain would stop coming to Canada's defense sooner or later, so he used the Fenian Raids as another reason to unite the colonies.

Name: \_\_\_\_\_

24

Curriculum Connection  
A1.1, A1.4, A3.1, A3.6

### True or False

Decide if the statement is true or false.

|   |      |       |
|---|------|-------|
| 1) The Irish in the USA were upset with the British.                      | True | False |
| 2) The Irish attacked British North America to get back at Britain.       | True | False |
| 3) The Fenians had more fighters in the battles.                          | True | False |
| 4) The Fenians won the Battle of Ridgeway.                                | True | False |
| 5) Fenian Raids were a reason the colonies should unite in confederation. | True | False |

### Questions

Answer the questions below.

1) Why did the Irish in America hate the British government?

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2) What strategy did the Fenians use to attack Britain indirectly?

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3) Why were the Fenian Raids a factor in Confederation?

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### Visualizing

Draw what you were picturing while you were reading. Explain the picture.

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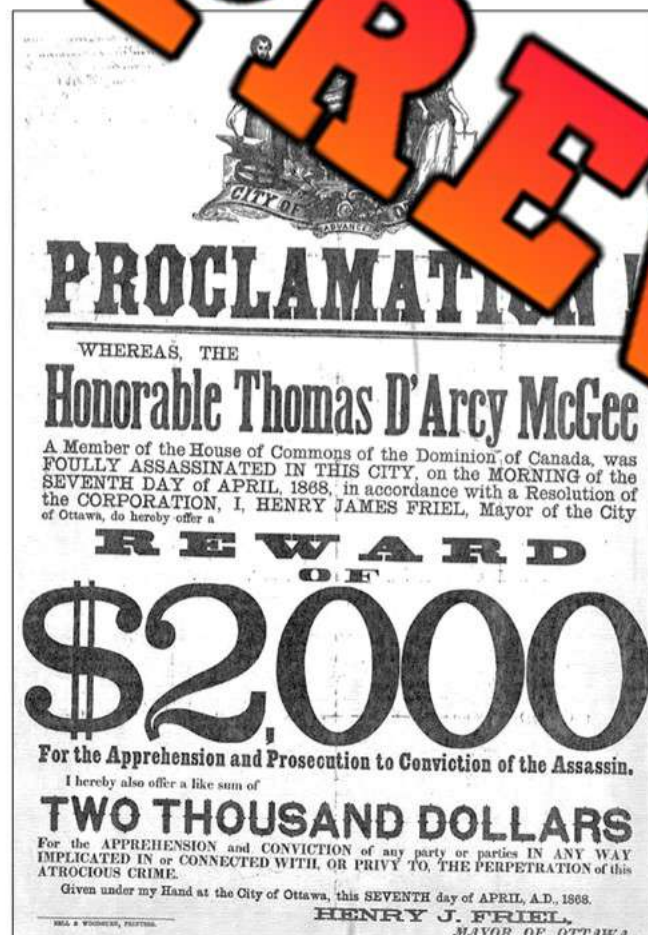
# Thomas D'Arcy McGee Assassination

## Who Was Thomas D'Arcy McGee?

**Thomas D'Arcy McGee** was a politician and a poet who is also one of the Fathers of Confederation. He was elected to Parliament as an Irishman who was loved by the Irish community in Ottawa and across Canada.

## The Assassination

On April 6, 1868, Thomas D'Arcy McGee was assassinated shortly after 1:00a.m. when he was leaving Parliament Hill after a late meeting. He was walking to a boarding house where he lived while he was in Ottawa. After he turned his key to open the door, he was shot and killed.



## Why Was He Assassinated?

McGee had angered some of the Fenians, who were a secret society of Irish background. He had written in the Montreal Gazette, "Secret societies are like what the farmers in Ireland call a patch of scotch grass. The only way to get rid of it is to cut it out by the roots and burn it." The Fenians thought McGee was a traitor.

**James Patrick Whelan** was the man who killed McGee. Within 24 hours of the murder, James Patrick Whelan was arrested for the murder. Whelan was beaten by the police and the police had found a gun on him that had been used.

Whelan was tried and found guilty even though he maintained his innocence through the trial, and it was never proven that he was a Fenian. Whelan was hanged in front of a crowd of five thousand people, which was the last public hanging in Canada.

## Aftermath - Funeral

This was the first time a government official had been killed, and John A. Macdonald took it personally. He along with Georges Etienne Cartier were pallbearers in the funeral that took place on Easter Monday, April 13. The day was declared a day of public mourning. Almost the entire population of Montreal attended the funeral cortege, as 15,000 people marched in the procession.

**Matching**

Match each name to the correct description.

Thomas D'Arcy McGee ☐James Patrick Whelan ☐John A. Macdonald ☐Fenians ☐George Brown ☐☐ Accused assassin believed to be a Fenian☐ French-Canadian leader who served as McGee's pallbearer☐ Irish politician and Father of Confederation assassinated in 1868☐ Prime Minister who mourned McGee's death deeply☐ Irish secret society opposing British rule and Confederation**Questions**

Answer the questions below.

1) Why was Thomas D'Arcy McGee assassinated by Whelan?

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2) Who was James Patrick Whelan?

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**True or False**

Decide if the statement is true or false.

|   |      |       |
|---|------|-------|
| 1) James Whelan was confirmed to be a Fenian.                             | True | False |
| 2) Whelan admitted to killing McGee.                                      | True | False |
| 3) McGee was seen as a traitor to some of the Irish.                      | True | False |
| 4) Whelan was hanged in the last public hanging in Canada.                | True | False |
| 5) John A. Macdonald was a good friend of McGee.                          | True | False |
| 6) McGee was killed outside Parliament Hill while returning to his hotel. | True | False |



## Fenian Raids and Canadian Militia

Crowds celebrate the return of militiamen in Montreal, 1866



A **militia** is a military force that has able-bodied civilians who are not soldiers. The people who make up a militia could be farmers, bakers, blacksmiths, etc. **Men** do not have military training. The militia in BNA were brave individuals who had very little training to stop Fenians from damaging their land and taking their property.

### Questions

Answer the questions below.

1) What is a militia? Who fights in a militia?

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2) Why were the crowds celebrating the return of the militia?

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3) Would you have fought in the militia? Explain why or why not.

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## Chinese Railroad Workers

Canada needed a railroad that would stretch from coast to coast. The problem was that it was very expensive, and extremely dangerous due to the mountainous terrain. For those reasons, it was difficult to find workers.

From 1880 to 1885, it is estimated that between 600-2,200 Chinese workers lost their lives. Many died of scurvy, not enough food, fatigue, drowning, dynamite explosions, and rockslides. The Chinese workers had to live in tents while the white-English workers lived in railway camps.

Questions: Answer the questions below.

1) Why do you think Chinese workers were unwelcome in Canada?

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2) John A. Macdonald promised to let Canadian or White English people to build the railway first, then French Canadians, then Chinese. Why did he change his mind and hire Chinese workers?

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3) Describe the living and working conditions for the Chinese workers.

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"The Last Spike"

4) In the photo, "The Last Spike", it appears no Chinese were in the picture. Why do you think that is? Is it fair?

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## Manifest Destiny



### John Gast – “American Progress”

- Thomas Jefferson believed that the future of the US depended on whether they could expand west.
- In 1803, the Louisiana Purchase cost the U.S. \$15 million. It doubled the size of the USA at the time.
- The expanding of the USA worried Mexico and Canada. They feared the U.S. would come for their land next.
- Manifest Destiny refers to the idea that Americans believed they were destined to own all the land across North America.
- The Homestead Act became a law that gave any settler 160 acres of land for free if they moved west.
- During the 1840's, the USA invaded Mexico and took one million miles of their land. This further expanded the USA.

### Questions

What do you notice about Gast's painting? What is interesting to you? What wonderings do you have?

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## Quote

What did they mean by the quote?

In the song, "Elbow Room", the cast sings the glories of westward expansion in the United States, which involved the murder of native peoples and the violent conquest of half of Mexico. Among the lines in the song is one that intones, "There were plenty of fights / To win land right / But the West was meant to be / It was our Manifest Destiny?" Let it suffice to say that happily belting out a tune in which one merrily praises genocide is always easier for those whose ancestors weren't on the receiving end of the deal. – Tim Wise

Mama said, Fulfill the hope that's in you, Go make a legacy,  
Manifest destiny, Back in the day, We wanted everything, wanted  
everything, Mama said, Burn the rap, Write your history,  
Light up your wildest dreams, Mama said, We wanted  
everything, wanted everything  
–High Hopes by Panic! At the Disco



Manifest destiny was on the march, and it was unfortunate that  
Mexico stood in the path.  
–Winston Churchill





## Confederation – Uniting the Colonies

**Confederation:** when colonies unite or come together under one central authority (government). Each colony was under British rule, however, they operated independently of each other. Confederation would mean that the colonies would unite as one country – Canada.

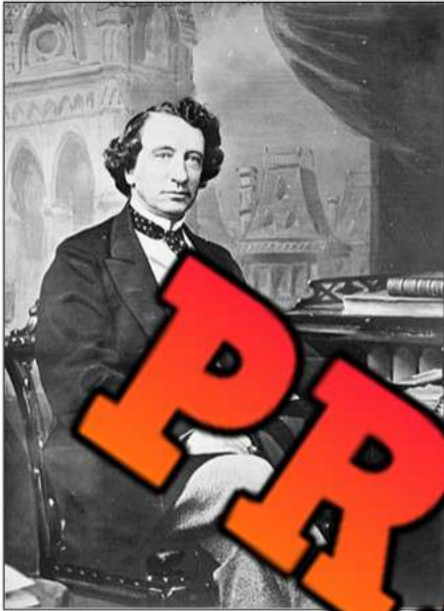
**Directions** Rank the reasons in order of what you think is most important (1) to least (4).

| Rank | Reason  |
|------|---|
|      | <b>Economic</b><br>Before Confederation, colonies charged other colonies with tariffs and duties for trading goods. Confederation would mean free trade among colonies so that the entire country could prosper.  |
|      | <b>Transportation Building</b><br>Canada is a huge country. Before Confederation, trading from P.E.I. to B.C. was nearly impossible. Building a railway would connect the country and create trading opportunities.   |
|      | <b>Defence Issues: Defending our Land</b><br>Britain had withdrawn most of its troops, so the colonies were vulnerable to attack. If the colonies united, they could create an army to defend its land.   |
|      | <b>Manifest Destiny &amp; Fenian Raids</b><br>The USA believed in Manifest Destiny – they should own all land in North America. The Fenian Raids were Irishmen who were getting angry with Britain by attacking the colonies in BNA. Uniting the colonies meant they could defend themselves. |

**Persuasive Writing**

Pretend you are John A. Macdonald and you need to persuade the other colonies to unite. What will you tell them? Use some of the ideas above and your own thinking to convince them that Confederation is a good idea.

## Double Shuffle



### The Government of the Canadian Colonies

In 1858, Canada was made up of two colonies—Canada East (mostly French-speaking) and Canada West (mostly English-speaking). These colonies shared one government known as the Province of Canada. The leaders at the time were **John A. Macdonald** and **George-Étienne Cartier**, who worked together to lead the Conservative Party. However, they faced serious problems passing new laws because of their rivalry with **George Brown**, the leader of the Liberal Party, also called the Clear Grits. Political debates often ended in arguments, and hardly any legislation was approved. The tension between Macdonald and Brown was not only political but also personal—they strongly disliked each other. Their rivalry became one of the main causes for the political chaos in the late 1850s.

### Double Shuffle

In 1858, Macdonald and Cartier resigned from their positions, which became known as the **Double Shuffle**. At the time, Brown had gone against **John A. Macdonald's** suggestion that Ottawa should become the capital city. Macdonald and Cartier saw this as an opportunity to embarrass Brown and regain control. They resigned from the positions in the Legislative Assembly, which forced Brown to temporarily take power until a new election could be held.

Macdonald's resignation was a clever strategy. He understood the parliamentary rules well and planned to use them against Brown. Immediately after stepping down, he called for a **vote of non-confidence** in Brown's new government. Brown, who had little time to prepare or gather supporters, struggled to keep control. Behind the scenes, Macdonald and Cartier had already persuaded enough Assembly members to vote in their favour. When the vote was held, the Brown government collapsed within days.

### Result

The outcome was humiliating for George Brown. He had been Premier for only **five days** before being removed from office. Macdonald and Cartier quickly returned to their former positions as leaders of the government. The term "**Double Shuffle**" came from the fact that the government changed—or "shuffled"—twice within one week. This event showed Macdonald's sharp political skills and his determination to maintain power, even in a time of deep political deadlock.





**True or False**

Decide if the statement is true or false.

|  |      |       |
|--|------|-------|
| 1) The double shuffle was done to embarrass John A. Macdonald.         | True | False |
| 2) Macdonald called for a vote of non-confidence when Brown took over. | True | False |
| 3) Macdonald and Cartier resigned their seats in the assembly.         | True | False |
| 4) Brown won the vote of non-confidence and stayed Premier.            | True | False |
| 5) Brown was Premier for only five days.                               | True | False |

**Questions**

Answer the questions below.

1) Why was the double shuffle?

2) What does a vote of non-confidence mean?

3) Do you think Macdonald's actions were fair or manipulative? Explain your answer.

**Ordering**

Place the following events of the Double Shuffle in the correct order (1-6):

|  |  |
|--|--|
|  | John A. Macdonald and George-Étienne Cartier resigned from their seats in the Assembly.  |
|  | Brown's government collapsed within days.  |
|  | George Brown went against Queen Victoria's suggestion that Ottawa should be the capital. |
|  | Macdonald called for a vote of non-confidence against Brown's new government.            |
|  | George Brown temporarily became Premier and formed a new government.                     |
|  | Macdonald and Cartier returned to power as leaders of the government.                    |

# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: \_\_\_\_\_

Mark

Underline the correct answer for each question.

|   |   |
|---|---|
| 1 | The Double Shuffle happened in <b>(1858 / 1867)</b> .                                       |
| 2 | John A. Macdonald and George-Étienne Cartier led the <b>(Conservative / Liberal)</b> Party. |
| 3 | Their rival George Brown was leader of the <b>(Reformers / Clear Grits)</b> .               |
| 4 | George Brown was Premier for <b>(five months/ five days)</b> .                              |
| 5 | Queen Victoria suggested <b>(Ottawa / Montreal)</b> as the capital city.                    |

Name: \_\_\_\_\_

Mark

Underline the correct answer for each question.

|   |   |
|---|---|
| 1 | The Double Shuffle happened in <b>(1858 / 1867)</b> .                                       |
| 2 | John A. Macdonald and George-Étienne Cartier led the <b>(Conservative / Liberal)</b> Party. |
| 3 | Their rival George Brown was leader of the <b>(Reformers / Clear Grits)</b> .               |
| 4 | George Brown was Premier for <b>(five months/ five days)</b> .                              |
| 5 | Queen Victoria suggested <b>(Ottawa / Montreal)</b> as the capital city.                    |

Name: \_\_\_\_\_

Mark

Underline the correct answer for each question.

|   |   |
|---|---|
| 1 | The Double Shuffle happened in <b>(1858 / 1867)</b> .                                       |
| 2 | John A. Macdonald and George-Étienne Cartier led the <b>(Conservative / Liberal)</b> Party. |
| 3 | Their rival George Brown was leader of the <b>(Reformers / Clear Grits)</b> .               |
| 4 | George Brown was Premier for <b>(five months/ five days)</b> .                              |
| 5 | Queen Victoria suggested <b>(Ottawa / Montreal)</b> as the capital city.                    |

Name: \_\_\_\_\_

Mark

Underline the correct answer for each question.

|   |   |
|---|---|
| 1 | The Double Shuffle happened in <b>(1858 / 1867)</b> .                                       |
| 2 | John A. Macdonald and George-Étienne Cartier led the <b>(Conservative / Liberal)</b> Party. |
| 3 | Their rival George Brown was leader of the <b>(Reformers / Clear Grits)</b> .               |
| 4 | George Brown was Premier for <b>(five months/ five days)</b> .                              |
| 5 | Queen Victoria suggested <b>(Ottawa / Montreal)</b> as the capital city.                    |



# The Great Coalition

## Brown and Macdonald

The relationship between **George Brown** and **John A. Macdonald** was full of tension and rivalry up until 1864. Both leaders often clashed during debates and disagreed on how the **Province of Canada** should be governed.

Their constant arguing caused frustration within their political parties, leading both men to temporarily step away from politics. During this time, the country faced **political deadlock**, a situation where no laws could be passed. The side voted against the other, and no leader represented the Canadian colonies. Pressing, as major issues such as defense and transportation remained unresolved. Many citizens grew angry as they watched their leaders instead of cooperate to build a stronger nation.



## The Great Coalition

Before 1864, the two main political parties in the Province of Canada were the **Conservative Party** (Blue Party) led by John A. Macdonald and the **Liberal Party** (Clear Grits) led by George Brown. These two sides rarely worked on anything, which caused the constant political deadlock. A **coalition** is when political parties form an alliance to work together for a common goal, even if they normally disagree with each other. In 1864, John A. Macdonald proposed forming an alliance with George Brown. He believed that the only way to move forward and achieve **Confederation** was to unite their efforts. Brown agreed, even though it meant working with his former rival. Together, they convinced members of both parties to vote based on what was best for their citizens rather than their own party interests. This marked the birth of the **Great Coalition**.



## Result

Macdonald's idea worked. The Great Coalition united the political parties, allowing the government to finally make important decisions. The government became **bipartisan**, meaning both sides cooperated to represent all citizens fairly. This cooperation allowed Canada's leaders to plan for the future and begin discussions about Confederation. The Great Coalition was the last major step before Confederation officially began. It set the stage for the Charlottetown, Quebec, and London Conferences that followed, where the colonies agreed on the terms of union. Without the Great Coalition, Canada's path to becoming a country in 1867 would not have been possible.

Name: \_\_\_\_\_

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Curriculum Connection  
A1.1, A3.1, A3.4

## Define

What do the terms below mean?

|                           |       |
|---------------------------|-------|
| <b>Political Deadlock</b> | _____ |
| <b>Coalition</b>          | _____ |
| <b>Bipartisan</b>         | _____ |

Yes or No Answer the following questions with either "Yes" or "No".

|   |     |    |
|---|-----|----|
| 1) Did George Brown and John A. Macdonald always cooperate politically? | Yes | No |
| 2) Did political deadlock make it difficult for laws to pass?           | Yes | No |
| 3) Was the Liberal Party also called the Red Party?                     | Yes | No |
| 4) Did John A. Macdonald lose his majority during this time?            | Yes | No |
| 5) Did both Brown and Macdonald step aside temporarily?                 | Yes | No |
| 6) Did the coalition cause the government to become unstable afterward? | Yes | No |

## Questions

Answer the questions below.

|   |
|---|
| 1) What caused the political deadlock between Canada's two main parties?            |
| _____   |
| _____   |
| _____   |
| 2) What was the Great Coalition?  |
| _____   |
| _____   |
| _____   |
| 3) Discuss how the Great Coalition influenced Canada's national unity and identity. |
| _____   |
| _____   |
| _____   |



## Confederation – Key Terms

### Word Bank

|                  |                    |                              |                  |
|------------------|--------------------|------------------------------|------------------|
| Double Shuffle   | Political Deadlock | George Brown                 | John A Macdonald |
| Manifest Destiny | Fenian Raids       | The Great Coalition          | The Clear Grits  |
| Conservative     |                    | Representation by Population |                  |

| Key Terms | Definition  |
|-----------|---|
|           | The First Prime Minister of Canada.   |
|           | The people believed they should own all of North America.   |
|           | John A. Macdonald used a loophole in the rules to resign as Prime Minister. George Brown only to take it back from him. |
|           | Combining two political parties to prevent political deadlock.  |
|           | When opposing political parties automatically voted against each other making it impossible for decisions to be made.   |
|           | The political party that John A. Macdonald led.   |
|           | The political party that George Brown led.  |
|           | Leader of the Clear Grits and opposition of John A. Macdonald.  |
|           | The amount of seats a colony has is decided based on the population of the colony.                                      |
|           | Irish Americans were attacking Canada to get back at Britain.   |

# Confederation: The Birth of a Nation

## What is Confederation?

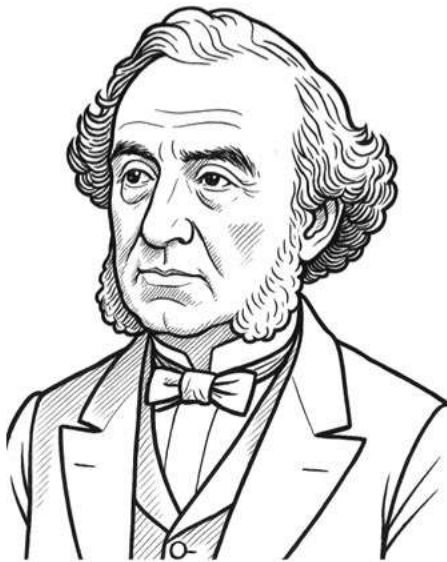
Canada officially became a **confederation** on July 1, 1867, marking the birth of a new nation. *Confederation* means the joining together of smaller groups or regions under one central government. Before 1867, the provinces of Canada were separate and managed their own affairs without a shared government. Each colony had its own leaders, laws, and ways of doing things.

Canada originally began as a single province made up of present-day Ontario and Quebec, then called Canada West and Canada East. The dream of uniting all British North America came from leaders who wanted one stretch of land stretching from the **Atlantic Ocean in the east to the Pacific Ocean off British Columbia in the west**. Their goal was to build a nation that could defend itself, share resources, and share one identity under one government.



## Father of Confederation – John A. Macdonald

Sir **John A. Macdonald**, one of the key Fathers of Confederation, played the most important role in turning this dream into reality. As Canada's first Prime Minister, Macdonald worked tirelessly to bring together the leaders of different colonies. The process involved endless meetings, debates, and compromises.



He had to convince the colonies to agree to sell **Rupert's Land** and the **Northwest Territories** and persuade the **Maritime provinces**—Nova Scotia, New Brunswick, and Prince Edward Island—to unite under one central government. He also encouraged **British Columbia** to join despite the distance. Macdonald promised to build a transcontinental railway to connect all regions.

Macdonald also needed to gain the trust of the people. He worked to prove he could be a fair and capable Prime Minister. He encouraged the colonies to join Canada instead of the **United States**, which was growing in size and power after its Civil War.

## Result

In the end, Confederation succeeded. On July 1, 1867, **Ontario, Quebec, Nova Scotia, and New Brunswick** united under one name—**Canada**. Canada became a self-governing dominion within the British Empire. Over time, other provinces and territories joined, expanding the country from sea to sea and shaping the Canada we know today.



**True or False**

Decide if the statement is true or false.

|   |      |       |
|---|------|-------|
| 1) Alberta became part of Canada in 1867.                           | True | False |
| 2) Canada started out as a province.                                | True | False |
| 3) John A. Macdonald was the leading Father of Confederation.       | True | False |
| 4) Macdonald had to convince provinces to join Canada, not the USA. | True | False |
| 5) All of the provinces of Canada joined confederation in 1867.     | True | False |

**Questions**

Answer the questions below.

1) Why is Canada an example of Confederation?

2) Which task do you think was the hardest for Macdonald to get to Confederation?

**Word Search**

Find the words in the wordsearch.

|               |          |
|---------------|----------|
| Confederation | Canada   |
| Macdonald     | Ontario  |
| Quebec        | Britain  |
| Railway       | Dominion |
| Provinces     | Nation   |
| Negotiation   | Defence  |

J N U J J D N E G O T I O N D  
 O F C N H L U T J O Y J O F R Y N S  
 F B Q O J Z F N G R G C X T A N O E  
 I V U I D G O D G O A C A W I O I C  
 Z Z E T V J E Y U N Q Z L A K N N N  
 V R B A S F Y A A P G I T W H T I I  
 X X E N E F H D C O A I X I X A M V  
 R X C N H S A I Y R R Q C Q Y R O O  
 M A C D O N A L D B R C K B M I D R  
 N E S F C O N F E D E R A T I O N P

## Land Ownership in PEI

### Land Ownership in PEI

In 1767, the British government divided Prince Edward Island into 67 lots that were about 20,000 acres each. The government gave the lots to friends and supporters of King George III.

The owners were expected to send settlers from Britain to PEI to live on their land. The settlers worked on the land and paid the landlords (land owners) rent. The landlords were supposed to maintain the land and upkeep of the buildings on the lands, but they didn't. They were **absentee landlords**, meaning they were landlords who were absent - not around to do their end of the deal.

### Upset

The Islanders living on the land were upset because they worked hard on the absentee landlord's land and didn't get paid as well. The landlords did nothing but collect money, just because they were friends with King George III.

### Solution

The Islanders spent decades trying to convince the Crown to take the lots from the British landlords. In 1853, the PEI government passed the **Land Purchase Act** which allowed the government to buy land from the owners who were willing to sell so they could sell the land back to the settlers for low prices. It failed because the government ran out of money to continue with the purchases.

In 1864, the Island government believed if they joined Confederation with Canada, they could solve the landlord crisis. At the **Charlottetown Conference**, the Island government told the other Canadian colonies they would join if they helped them pay for the remaining lots. Macdonald and the other Fathers of Confederation agreed, but later withdrew this agreement at the Quebec Conference. PEI did not end up joining Confederation in 1867.

In 1873, the Canadian government offered to provide the Island with an \$800 000 fund to purchase the remaining absentee landlord lots. PEI accepted and joined confederation in 1873.

In 1875, the *Land Purchase Act* was changed to force owners of large lots to sell their holdings to the provincial government. The lots were then sold to the people of PEI.

To this day, there is a law that prevents non-residents from buying land larger than two hectares without approval from the government.





Name: \_\_\_\_\_

47

Curriculum Connection  
A1.3, A3.1, A3.5

## Questions

Answer the questions below.

1) What does the term absentee landlord mean?

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2) Why were settlers upset with the absentee landlords?

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3) How could joining the Union help PEI with their absentee landlord problem?

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## Two Truths and a Lie

Read each group of three statements. Mark ✓ the two true ones. Mark X the one lie.

|                          |  |
|--------------------------|--|
| <input type="checkbox"/> | King George gave the land to his American friends.               |
| <input type="checkbox"/> | The settlers were upset about paying rent to absentee landlords. |
| <input type="checkbox"/> | Absentee landlords did not take care of their land.              |

|                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Canada gave PEI \$800,000 to help solve the problem.                         |
| <input type="checkbox"/> | Settlers couldn't buy the land; even after the government raised the prices. |
| <input type="checkbox"/> | The PEI government bought the land from the absentee landlords.              |

## Reflection

Do you think it was fair for the settlers to have to pay the absentee landlords rent? Why do you think they fought for land ownership?

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# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: \_\_\_\_\_

Mark

Is the statement true (T) or false (F)?

1) Prince Edward Island was divided into sixty-seven lots.

T

F

2) Absentee landlords lived on PEI and managed their property.

T

F

3) Islanders worked and paid rent to absentee landlords.

T

F

4) The 1853 Land Purchase Act fully ended the crisis.

T

F

5) Non-residents need approval to buy large PEI land.

T

F

Name: \_\_\_\_\_

Mark

Is the statement true (T) or false (F)?

1) Prince Edward Island was divided into sixty-seven lots.

T

F

2) Absentee landlords lived on PEI and managed their property.

T

F

3) Islanders worked and paid rent to absent landlords.

T

F

4) The 1853 Land Purchase Act fully ended the crisis.

T

F

5) Non-residents need approval to buy large PEI land.

T

F

Name: \_\_\_\_\_

Mark

Is the statement true (T) or false (F)?

1) Prince Edward Island was divided into sixty-seven lots.

T

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T

F

3) Islanders worked and paid rent to absent landlords.

T

F

4) The 1853 Land Purchase Act fully ended the crisis.

T

F

5) Non-residents need approval to buy large PEI land.

T

F

Name: \_\_\_\_\_

Mark

Is the statement true (T) or false (F)?

1) Prince Edward Island was divided into sixty-seven lots.

T

F

2) Absentee landlords lived on PEI and managed their property.

T

F

3) Islanders worked and paid rent to absent landlords.

T

F

4) The 1853 Land Purchase Act fully ended the crisis.

T

F

5) Non-residents need approval to buy large PEI land.

T

F



# Maritime Colonies - Joining Confederation

## Joining Confederation

As John A. Macdonald and the other Fathers of Confederation discussed plans for confederation, the colonies invited needed to decide if it was right for them. New Brunswick was one of four colonies that joined in the beginning. For Nova Scotia, PEI, and Newfoundland, it took longer to be persuaded to join.

| Nova Scotia  |   |
|--|---|
| Pros   | Cons  |
| <ul style="list-style-type: none"> <li>Trade with other colonies would be easier</li> <li>Connected to other colonies via a railroad</li> <li>Better protection against the USA</li> <li>Improved economy</li> </ul>   | <ul style="list-style-type: none"> <li>Might lose free trade with the USA</li> <li>Didn't feel a connection to other colonies, except maritime colonies</li> <li>Since they were a small colony, they wouldn't have much say in the Canadian government</li> </ul>                            |
| Prince Edward Island   |   |
| Pros   | Cons  |
| <ul style="list-style-type: none"> <li>Canada would pay off the British Absentee Landlords so people could own land and not have to rent</li> <li>They would be part of Canada, who could defend them from the USA and Fenians</li> <li>Canada would build them a bridge called the Confederation bridge</li> <li>Canada would pay off their debt</li> </ul> | <ul style="list-style-type: none"> <li>They would have little say in the Canadian government</li> <li>Higher taxes</li> <li>Would have to fight in Canadian wars</li> <li>Feared they would lose their laws and way of life</li> </ul>  |
| Newfoundland   |   |
| Pros   | Cons  |
| <ul style="list-style-type: none"> <li>Better health care as support was given by the Canadian government</li> <li>Canadian government promised to pay off their debt</li> <li>Become a stronger territory as they belonged to a larger country</li> <li>Better trade with neighbouring colonies</li> </ul>  | <ul style="list-style-type: none"> <li>Higher taxes</li> <li>Loss of identity as they would become Canadian and lose their British heritage</li> <li>Less control of their territory as Canadian government would have some control</li> <li>They'd have to share resources (fish)</li> </ul> |



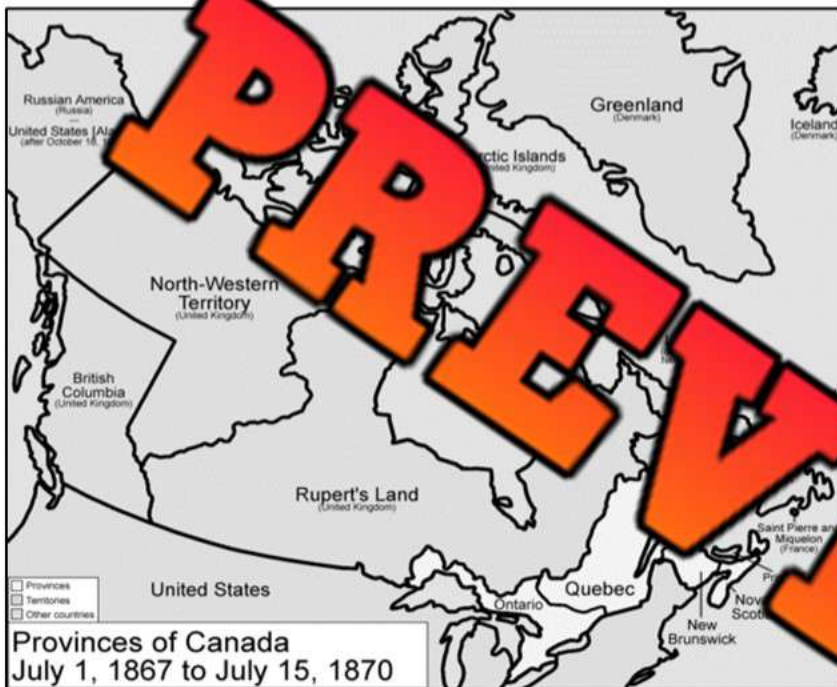


# The British North America Act

In 1867, four provinces decided to join Confederation – Ontario, Quebec, Nova Scotia, and New Brunswick. The BNA act was signed by the 4 provinces on July 1<sup>st</sup>, 1867. The provinces celebrated with fireworks, and cannon fire.

## Interpret

Read the maps and answer the questions



1) What do you notice about Canada at the time of Confederation – 1867?

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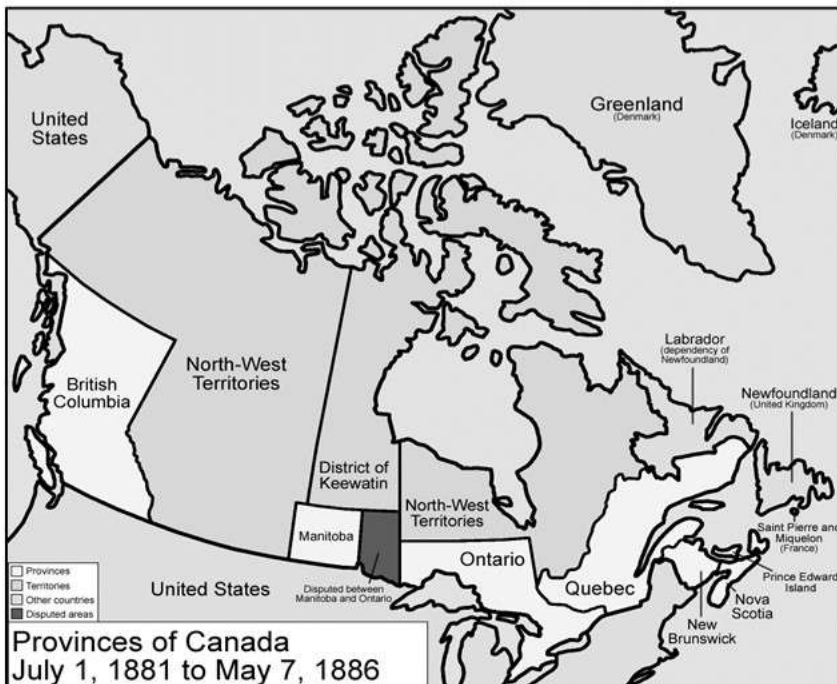
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2) What has changed in the geography of Canada since 1867?

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# Canada Expansion

Confederation was a success and more British colonies joined. Take a look at the maps below to see who joined and when.

## Interpret

Read the maps and answer the questions

1) In 1905, more colonies joined.  
What do you see about the map?



2) From 2001-2003, the map of Canada shows how we see it today.  
What has changed?





## Building a Nation – Confederation Simulation

### Objective

What are we learning about?

Students will understand how the colonies of British North America worked together and debated during the Confederation Conferences. By role-playing as delegates, they will learn how political compromise, negotiation, and regional interests helped create the Dominion of Canada.

### Materials

What do we need for our activity?

- Colony Reference Sheet (provided)
- Name tags or index cards (one for each colony)
- "Conference issue cards" (debates on issues like trade, language rights, taxes, etc.)



### Instructions

How will we complete our activity?

- 1) Divide the class into six groups and assign each group a colony to represent.
- 2) Give each group a short description of their colony's main interests in the Confederation.
- 3) Explain that each group must prepare reasons to either support or oppose joining Confederation.
- 4) Ask groups to select a spokesperson and record their main points on chart paper.
- 5) Bring the class together for a "Charlottetown Conference" where each group presents their view.
- 6) After the speeches, allow time for debate and negotiation between the colonies.
- 7) Encourage groups to form alliances or compromises to reach an agreement.
- 8) Hold a final vote to decide if each colony will join Confederation.

## Colony Stance Cards

Assign each group their colony and position on Confederation.

| Colony / Group                | Stance on Confederation   | Description of Interests and Concerns   |
|-------------------------------|---|---|
| Canada West (Ontario)         | Strongly supports Confederation   | Canada West wants a united country with "representation by population" so larger provinces gain fairer influence in government. They believe Confederation will strengthen defence, open trade between colonies, and create a transcontinental railway that boosts the economy and connects distant communities across British North America. |
| Canada East (Quebec)          | Supports Confederation only if French language, Catholic religion, and civil law are protected. | Leaders like George-Étienne Cartier believe joining Canada can preserve French identity within a federal system, but fear domination by English-speaking provinces and loss of local control.   |
| New Brunswick                 | Divided opinions  | New Brunswick sees potential economic growth through Confederation and intercolonial trade. However, many residents worry about higher taxes, losing decision-making power to Ottawa, and defending a large border against the United States without enough British military support. Supporters are mostly merchants and political leaders.  |
| Nova Scotia                   | Mixed reactions   | Nova Scotia has a strong economy based on shipbuilding and trade with the United States. Some leaders like Joseph Howe, oppose Confederation, fearing they will lose autonomy. Supporters believe it will boost trade and connect the Maritime provinces with the rest of Canada through the promised railway.                                |
| Prince Edward Island (P.E.I.) | Opposed at first  | P.E.I. leaders refuse to join without help solving their land ownership crisis caused by absentee landlords. They feel their small size will lead to little representation in Parliament. They worry their local needs and finances will be ignored by larger provinces.  |
| Newfoundland                  | Strongly opposed  | Newfoundland's leaders prefer to stay under British protection and continue profitable fish trade with Britain. They fear joining Canada will increase taxes, reduce independence, and force them to contribute to mainland projects like the railway, which offers little direct benefit to their isolated economy.                          |



## Issue Cards

Choose issues below to debate before deciding on Confederation.

| Issue                                     | Description for Debate and Discussion  |
|---|--|
| <b>Economic Growth</b>                    | Would joining Confederation strengthen trade and create new jobs, or cause smaller colonies to lose control over their own economies? Some leaders saw uniting as a way to share wealth, while others feared higher taxes and less profit from local industries.       |
| <b>Railway Promises</b>                   | Confederation promised a railway linking colonies for faster transport and trade. Supporters saw it as key to uniting Canada from sea to sea. Opponents worried about the cost and argued their colony would pay for a railway they might never use.                   |
| <b>Language and Culture Protection</b>    | English communities feared losing their identity in a larger union. Some supporters believed Confederation could protect both languages under a new government, while others feared English dominance and loss of religious and cultural rights.                       |
| <b>Political Power and Representation</b> | Confederation would create a federal government in Ottawa. Larger colonies wanted more influence and representation, while smaller ones feared being ignored. The debate focused on whether joining would give fair representation to all colonies.                    |
| <b>Defence and Security</b>               | The Fenian raids and American threats worried the colonies. Supporters of Confederation argued a united Canada would be stronger and safer. Opponents felt their colony was small and could defend others or that Britain should continue to provide protection.       |
| <b>Taxes and Spending</b>                 | Joining Confederation meant sharing national costs for defence, railways, and government projects. Some feared this would raise taxes, while others believed a united Canada would share expenses fairly and reduce financial pressure on individual colonies.         |
| <b>Independence from Britain</b>          | Some colonies wanted to remain loyal to Britain, while others saw Confederation as a step toward independence. The debate focused on whether it was safer to stay under British protection or to begin forming a self-governing nation.                                |
| <b>Small Colony Concerns</b>              | Smaller colonies like P.E.I. and Newfoundland worried about losing their voice in government. They feared being outnumbered by Ontario and Quebec. Supporters argued that joining would bring stability, money, and national influence that isolation could not offer. |

## Planning - 1

Answer the questions to prepare for your Confederation debate.

1) Assigned Colony: \_\_\_\_\_

2) Group Members: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_3) What does your colony want or need most right now?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_4) What problems or worries does your colony have?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_5) What are the main reasons your colony might **join** Confederation?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_6) What are the main reasons your colony might **refuse** Confederation?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PREVIEW**



## Planning - 2

Answer the questions to prepare for your Confederation debate.

7) What are your colony's top three arguments for or against joining Confederation?

1

2

3

8) Which other colonies might **agree** with your stance? Why?9) Which colonies might **disagree** with your stance? Why?

10) Who will be your group's main speaker(s)?

11) What compromises or solutions could your group offer to the other colonies?

12) How will your group stay respectful and in character during the discussion?

Name: \_\_\_\_\_

58

Curriculum Connection  
A1.1, A2.6, A2.7, A3.1**Peer Assessment**

Mark your group members using the checklist below.

|                |  |                           |  |
|----------------|--|---------------------------|--|
| <b>My Name</b> |  | <b>Who I Am Assessing</b> |  |
|----------------|--|---------------------------|--|

| Criteria                   | Description  | Stars (1: Worst, 5: Best) |
|----------------------------|--|---------------------------|
| <b>Stayed in Role</b>      | Acted like their colony's delegate and stayed in character.      | ☆☆☆☆☆                     |
| <b>Used Accurate Facts</b> | Shared correct information about their colony's stance.          | ☆☆☆☆☆                     |
| <b>Spoke Clearly</b>       | Spoke loudly, clearly, and with confidence.                      | ☆☆☆☆☆                     |
| <b>Listened to Others</b>  | Listened carefully and responded respectfully to other colonies. | ☆☆☆☆☆                     |
| <b>Showed Persuasion</b>   | Used strong evidence to support their colony's viewpoint.        | ☆☆☆☆☆                     |
| <b>Worked as a Team</b>    | Helped, encouraged, and supported the group.                     | ☆☆☆☆☆                     |
| <b>Stayed Respectful</b>   | Stayed polite, calm, and respectful during the debate.           | ☆☆☆☆☆                     |

**Learn and Question****Learn:** Write two things you learned from the debate.**Question:** Ask one question you still have about the Confederacy.

|                 |                         |
|-----------------|-------------------------|
| <b>Learn</b>    | <hr/> <hr/> <hr/> <hr/> |
| <b>Learn</b>    | <hr/> <hr/> <hr/> <hr/> |
| <b>Question</b> | <hr/> <hr/> <hr/>       |



**Criteria** Use the criteria below to complete the activity.

| Criteria             | Description  |
|----------------------|--|
| <b>Knowledge</b>     | Show clear understanding of your colony's goals, concerns, and position on Confederation. Use correct facts and ideas during the debate. |
| <b>Persuasion</b>    | Use strong reasons, clear language, and confident speaking to support your colony's stance and respond to others' points.                |
| <b>Collaboration</b> | Work fairly with your group by listening, sharing ideas, and helping plan your colony's argument together.                               |
| <b>Participation</b> | Be involved in the discussion. Speak clearly, contribute often, and stay focused during the conference.                                  |
| <b>Respect</b>       | Be respectful toward all delegates. Stay in role, be polite, and value the points of other colonies.                                     |

**Rubric**

How did you do on the activity?

Mark

| Criteria             | 1 Point                                       | 2 Points                               | 3 Points                             | 4 Points  |
|----------------------|---|--|--------------------------------------|---|
| <b>Knowledge</b>     | Showed little understanding of colony issues. | Gave some facts but missed key points. | Explained goals and concerns.        | Showed strong knowledge and used accurate details throughout. |
| <b>Persuasion</b>    | Arguments were unclear or missing.            | Gave weak or confusing reasons.        | Used clear points to support stance. | Used strong reasoning.  |
| <b>Collaboration</b> | Did not work well with others.                | Shared a little but not equally.       | Worked well and shared ideas fairly. | Helped lead and supported the team fully.                     |
| <b>Participation</b> | Rarely spoke or joined in.                    | Spoke sometimes but not clearly.       | Spoke clearly and took part often.   | Stayed fully engaged and added valuable ideas.                |
| <b>Respect</b>       | Was rude or broke role.                       | Usually polite but off-task at times.  | Respectful and stayed in role.       | Always polite, professional, and fully in character.          |

## Métis Indigenous Group – Culture

### Background – Who are the Métis?

The **Métis** are a distinct Indigenous group whose roots date back to the early fur trade era in what is now Canada. When Scottish and French fur traders arrived, they relied heavily on First Nations such as the **Cree** and **Anishinaabe** to survive harsh winters, locate transportation routes, and find food sources. Through these partnerships, many European traders married First Nation women, creating families with mixed European and Indigenous heritage. Over generations, their children formed a new cultural identity and nation known as the Métis. This community developed unique traditions, language (**Michif**), and clothing that reflected both their European and Indigenous ancestry. Today, Métis people live across Canada, particularly in Manitoba, Alberta, and Saskatchewan, and are officially recognized as one of Canada's three Indigenous groups.

### Worldview – Spirituality

Because the Métis have both European and First Nation roots, their spirituality blends elements from both traditions. Many Métis families followed **Roman Catholicism**, while also respecting traditional First Nation beliefs that honor the Creator and the natural world. Daily prayers of gratitude were often a common practice, especially when taking food, water, or other resources from the land. Their spiritual worldview emphasized balance, respect, and thankfulness for what the Creator provided. Elders taught that all living things—animals, plants, and people—were connected, and that showing respect to the environment was a sacred duty.



### The Arts – Music, Dance, and Art

Music and dance have always been a central part of Métis identity. The lively rhythm of the fiddle and the fast-paced **River Jig** are famous symbols of their culture. The fiddle, introduced by Scottish and French settlers, became a key part of Métis celebrations, weddings, and gatherings known as “**kitchen parties**.” These events brought communities together, strengthening unity and joy. Visual arts such as beadwork, embroidery, and traditional sashes also play an important role, with designs often telling family or regional stories.

### Kinship – Relationships within the Group

Métis families were large and close-knit, often with three generations—grandparents, parents, and children—living in one home. Men hunted bison and large game to feed their families, while women cared for the home, preserved food, and crafted clothing and blankets. Grandparents played an essential role as storytellers, passing down legends and teachings that connected the young to their culture, values, and worldview.



Name: \_\_\_\_\_

61

Curriculum Connection  
A1.2, A3.2**Questions**

Answer the questions below.

1) Who are the Métis?

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2) Explain how Métis beliefs connect both Catholic and First Nation traditions.

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3) What are some things that make Métis culture special?

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**Multiple Choice**

Circle the correct answer.

1) Which instrument do the Métis play?

Fiddle

2) Métis music is...

Fast Tempo

Slow

3) How many generations lived under one roof?

2

4) The men were responsible for?

Cooking

Fishing

5) The Métis are a mix of First Nations and...

European

Canadian

**Word Scramble**

Unscramble the words from the word bank.

Métis

Culture

Tradition

Michif

Family

Fiddle

Storytelling

Ancestors

Kinship

Creator

LDDFEI

TRISLEGOLYTN

INIPSKH

REOCRAT

NCRAOSSET

IHCMFI

# The Manitoba Act

## What Was The Manitoba Act?

When Confederation was achieved in 1867, only four provinces joined – Ontario, Quebec, New Brunswick and Nova Scotia. In 1870, Manitoba joined Canada and became Canada's fifth province. The **Manitoba Act** was the constitutional statute that outlined the agreement between the people in Manitoba and the Canadian government.

## The Métis in Manitoba

Since 1670, the Hudson's Bay Company (HBC) had owned all the land that made up Manitoba. The Métis were the dominant people who lived in Manitoba at the time because the HBC had forbidden white settlers from moving to the area.

In 1869, the HBC sold the land to the British Crown. This meant the Canadian government now owned the land. Westward expansion led to more people moving west in present-day Canada.

The massive amount of land that the Canadian government now owned in Manitoba feared the Métis. They worried that they would lose their way of life, particularly their French and Roman Catholic heritage, their land ownership and governance, their fur trade, and hunting of the buffalo.

## Red River Rebellion and The Manitoba Act

The resulting conflict between white settlers and the Métis was the Red River Rebellion. Louis Riel led the Métis, while John A. Macdonald led the Canadian government. In the end, Macdonald decided to negotiate with the Métis in Ottawa. Macdonald wanted the land in Manitoba, so he needed to negotiate with the people living there.

For Manitoba to join Canada, the Métis wanted the following:

- To become a province, not a territory
- For the lieutenant government of the new province to speak French and English
- For the people involved in the Rebellion not to face legal consequences

In the end, the Métis received the things they wanted above. They also received roughly 1,400,000 acres of land for their people. In addition, the province received four seats in the federal parliament. This meant they were represented in the government. The province of Manitoba was very small in the beginning.





Name: \_\_\_\_\_

63

Curriculum Connection  
A1.2, A3.2

### Questions

Answer the questions below.

1) What was the Manitoba Act?

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2) Which group of people lived in Manitoba during this time? What did they want?

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3) How did the Red River Rebellion change Canada's relationship with Indigenous peoples?

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### True or False

Is the statement true or false?

|  |      |       |
|--|------|-------|
| 1) Irish immigrants lived mainly in Manitoba in 1870.                                    | True | False |
| 2) The Métis were the people that lived in Manitoba around 1870.                         | True | False |
| 3) The Métis wanted to protect their French and Roman Catholic heritage.                 | True | False |
| 4) John A. Macdonald didn't listen to the Métis and Manitoba never joined confederation. | True | False |
| 5) In 1867, Manitoba joined confederation with Ontario and Quebec.                       | True | False |

### Summarize

Summarize the Manitoba Act and what it meant for the Métis in Manitoba.

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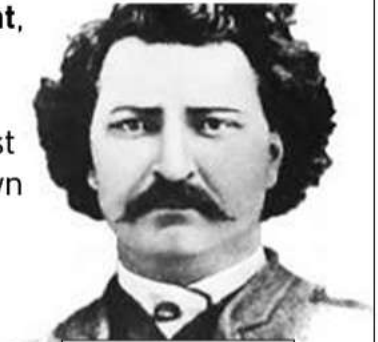
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## Métis Leader: Louis Riel

### Who was Louis Riel?

**Louis Riel** was born on October 22, 1844, in the **Red River Settlement**, which is now part of Manitoba. His father, Louis Riel Sr., was part First Nation, and his mother, Julie Lagimodière, was from Quebec with French ancestry. This made Louis Riel part French and part First Nation. People of both European and First Nation ancestry are known as **Métis**. During the mid-1800s, many Canadians unfairly called the Métis "**Half Breeds**," a term that is now recognized as disrespectful.



Louis Riel

From a young age, Riel was deeply connected to both his European and First Nation roots. He grew up surrounded by Métis culture where family, language, and Catholic faith played important roles. He attended a Catholic school in Red River and showed great intelligence and leadership. As books were expensive, he learned much of his history and knowledge through stories told by community elders and family. The Métis valued storytelling as a way to pass on traditions, customs, cultural beliefs, and legends.

### Louis Riel – Politician and Orator

Riel rose to become the political and spiritual leader of the Métis in Manitoba. During the late 1860s, when the Canadian government planned to expand westward, the Métis feared losing their land and culture. Riel recognized that the new settlers and government officials wanted control over the Red River area where the Métis had lived for generations. Riel arrested **John Christian Schultz** when his family arrived in Red River.

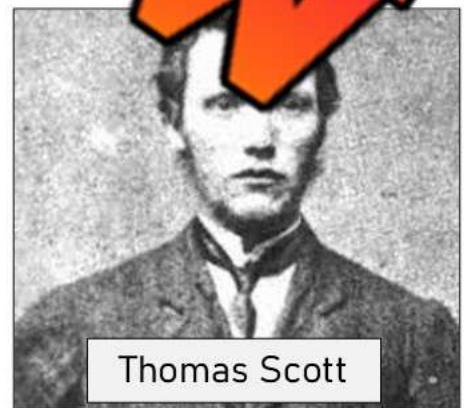
To protect his people's rights, Riel led two major rebellions—the **Red River Rebellion** (1869–1870) and the **North-West Rebellion** (1885).

### The Métis under Riel demanded:

- To keep control of their land and culture
- To have both French and English recognized in government
- To gain representation in Canadian Parliament

During the Red River Rebellion, Riel and his followers took control of Fort Garry, sending a strong message to Prime Minister John A. Macdonald that Métis land could not be taken without negotiation.

The arrest and execution of **Thomas Scott**, who opposed Riel, caused outrage among government supporters. In 1885, after years of conflict, Riel was captured and executed in Regina. His death marked him as both a hero and a controversial figure in Canadian history.



Thomas Scott



Name: \_\_\_\_\_

66

Curriculum Connection  
A1.2, A3.2, A3.6, A3.7

### Multiple Choice

Circle the correct answer.

|  |              |              |
|--|--------------|--------------|
| 1) Riel was born in...                   | 1844         | 1876         |
| 2) Riel was the leader of the...         | Government   | Métis        |
| 3) Riel fought against Prime Minister... | Macdonald    | Trudeau      |
| 4) Riel took over Fort...                | Gibraltar    | Garry        |
| 5) Riel was executed for killing...      | Thomas Scott | John Schultz |

### Questions

Answer the questions below.

1) Why did Riel fight for the Métis in Manitoba?

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2) Do you think Riel was a hero or a villain?

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3) Who was Thomas Scott, and what happened to him?

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### Fill in the Blanks

Write the missing word on the blank.

1) Riel arrested John \_\_\_\_\_ and his friends when they arrived in Red River.

2) Riel's downfall was the unjust execution of Thomas \_\_\_\_\_.

3) Riel and the Métis are excellent story \_\_\_\_\_.

4) Riel's mom was French, and his father was part \_\_\_\_\_.

5) Riel was taught by the Grey \_\_\_\_\_ of the Roman Catholic Church.

# The Métis Scrip System

## Red River Rebellion – Aftermath

After the **Red River Rebellion**, the Canadian government wanted control of the Métis land in Manitoba. **The Manitoba Act** set aside 1.4 million acres of land for Métis families. Once that land was all given out, there was still Métis families that had the right to land in Manitoba.

In 1879, changes were made to the **Dominion Lands Act** that acknowledged that the Métis were not given land in the North-West Territories, including land that is now Manitoba, Alberta, and Saskatchewan. The law was that before any non-Indigenous person could obtain land in the territories, the Métis needed to be given land first.

## Métis Scrip System and Land Ownership

In order to provide the Métis with land so that the government could settle settlers to the area, the government came out with the **Métis Scrip System**.

**Scrip** is a certificate that could be used for money or for land. There were two types of scrip created. Each Métis individual could apply for either scrip option below.

- 1) A certificate that provided the Métis with 160 acres of land
- 2) A certificate that provided the Métis with \$160 so they could purchase their own land

The scrip amounts were raised to 240 acres or \$240 later on.

## A Flawed Métis Scrip System

The scrip system was very flawed. The announcement of the Métis Scrip System was advertised in newspapers and on posters. It was believed that the government wanted to alert European land speculators. Since there was no protection against fraud, many of these speculators ended up forging their names to pretend they were Métis so they could apply for the scrip.

In addition, many speculators bought the scrip land worth 240 acres for very low prices from the Métis. The speculators would then sell the land to the banks so that the land could be resold to European settlers.

In the end, out of 14,849 issued scrip, land speculators ended up getting 12,560 scrips. The Métis managed to receive only 1% of the 138,320 acres of land scrip issued in northwest Saskatchewan.





**Questions**

Answer the questions below.

1) What is scrip? What could it be used for by the Métis?

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2) Why were the Métis given scrip?

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3) Did the Métis get the land they were supposed to get? Why or why not?

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**True or False**

Is the statement true or false?

1) Scrip is a certificate stating money or land is owed.

True False

2) The Métis were given scrip worth \$160 or 160 acres.

True False

3) The Métis received most of the land from the scrip system.

True False

4) Land speculators would pretend to be Métis to steal their land.

True False

5) Land speculators would pay low prices for scrip.

True False

**Questioning**

What questions do you have about the reading?

1)

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2)

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## Westward Expansion

After the Canadian Government purchased Rupert's Land from the Hudson's Bay Company, it was time for European settlers (Canadians) to move west.

### Directions

Read the table below and rank the pull factors (reasons) 1 – 4 why you might pack your bags and move west (towards B.C.).

| Rank | Reasons – Pull Factors (pulling you to move west)                  |
|------|--|
|      | to go to the prairies where the land is flat and good for farming. |
|      | There is gold in B.C. and the Yukon (gold rush)                    |
|      | You want to find oil in the west                                   |
|      | You want to land a new life  |



Move West – Advertisement Poster

The Canadian Government made posters like this one to encourage people to move west.

1) What life factors in the west?

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2) Would you want to move west?

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### Quote

Why do you think John A. Macdonald said this?

“Confederation is only yet in the gristle, and it will require five years more before it hardens into bone” – John A. Macdonald

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## Settler Life in Canada

**Everyday life** for immigrants and settlers of Canada was different for people living in urban and rural areas. Read the table below and label the description – **Rural** (country living) or **Urban** (city living)

| Description  | Rural/Urban |
|--|-------------|
| 160 acres was given for \$300  |             |
| Land was divided into long narrow strips running along a river                             |             |
| Land/house was rented from a landlord  |             |
| Settlers worked time in the fields to produce crops  |             |
| Resource Towns were places where people worked on a single resource (example: mining coal) |             |

### Quiz

Everyday life in the colonies: Take the quiz below!

| Description   | Options |           |
|---|---------|-----------|
| 1) Two-thirds of the population spoke   | English | French    |
| 2) Women had the same rights as men   | True    | False     |
| 3) The average family had how many kids?  |         | 4         |
| 4) Men worked in the fields and women did chores around house – cooked, laundry, made clothes |         | False     |
| 5) The dominant religion in the colonies was  | and     | Christian |
| 6) Often children started working at the age of   | 6       | 10        |

### Question

How was life different for settlers than it is for us today?

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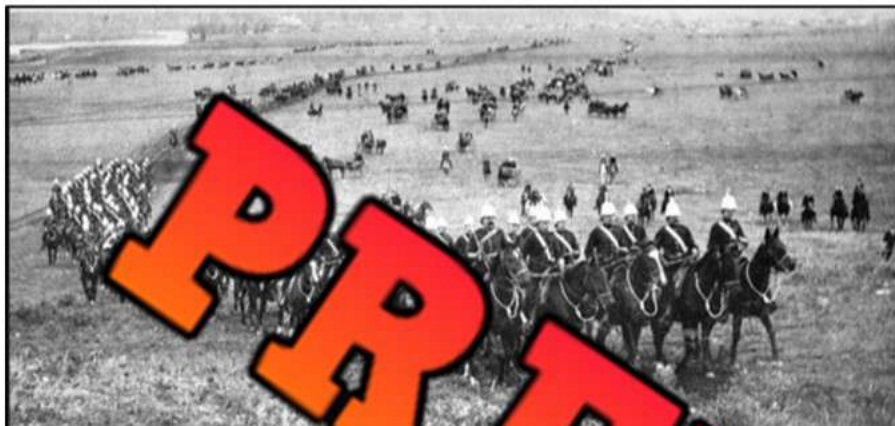
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## North-West Mounted Police

With more and more people moving west, crime started to become a problem. In order to restore order in the west, the Canadian government created a police force: **The North-West Mounted Police**.



### Job Details

18 – 40 years old

Men

Able to read and write

Paid 75 cents to \$1 a day

### Questions

Answer the questions below.

**The Great March** – Once hired by the government, 300 men set out for Manitoba, on a difficult 1300km march that lasted two months. The men and horses faced extreme heat, hunger, contaminated water, illness, and hordes of mosquitoes and black flies.

**Directions:** Write 3 journal entries below, pretending to be a man on the march. Include the date, and a description of your daily experiences.

Day 1: July 8, 1874

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Day 2: \_\_\_\_\_, 1874

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Day 3: \_\_\_\_\_, 1874

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# Bilingualism in Canada – French and English

## French Support for Joining Confederation

**Quebec** became one of the founding members of the **Dominion of Canada** on July 1, 1867. George-Étienne Cartier at the time was co-prime minister of the Province of Canada along with Canada West's John A. Macdonald.

Cartier was French and represented the people of Canada East. He ensured that joining **Confederation** would be positive for the French because it would create a French province (Quebec) that could keep its **French identity**.

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## Canada – Two Official Languages

When confederation was agreed upon by the English and the French, both sides agreed to having two **official languages** for Canada – **English** and **French**. This means that either language could be used in the Parliament of Canada and in the courts. Records of speeches and debates would also be kept in both official languages.

## Bilingualism in the Provinces Across Canada

In Quebec, the provincial government was mostly French, which meant the French had a majority. This meant that the schools, religion, and court systems in Quebec would be controlled by the French. Quebec also made English an official language to protect the Anglophones (English) in the province.

In the other provinces, the French Canadiens were unhappy that English was the primary language and they did not protect the French language. Although French was considered an official language in these other provinces, the Francophones living outside of Quebec were discriminated against and found it difficult to keep their French culture. Many of them had to move to Quebec to keep up their French identity.



Name: \_\_\_\_\_

80

Curriculum Connection  
A1.3, A1.4, A3.4, A3.7

### True or False

Is the statement true or false?

|  |      |       |
|--|------|-------|
| 1) English is the official language of Canada.                           | True | False |
| 2) Canada has two official languages – English and French.               | True | False |
| 3) Everyone has the right to speak French to federal government workers. | True | False |
| 4) Cartier didn't want his French Canadiens to join Confederation.       | True | False |
| 5) Dorion believed his French Canadiens would be better to join the USA. | True | False |

### Questions

Answer the questions below.

1) What does it mean to have two official languages?

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2) What worried Jean-Baptiste about joining Confederation?

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3) Are you surprised that the French language wasn't made an official language in the other provinces? Explain.

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### Making Connections

Does this reading remind you of anything in your life?

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# First Nations and Confederation

## The First Nations and Confederation

When **Confederation** was achieved in 1867, most French and English settlers in the colonies supported it, hoping for stronger unity and economic growth. However, another important group—the First Nations—were not given any voice or participation in the process. At that time, Indigenous peoples were not considered citizens of Canada. The federal government placed them on reserves, restricted their movement, and denied them the right to vote in national elections.

The government's goal was **assimilation**, which meant forcing the First Nations to abandon their cultures, languages, and spiritual beliefs to live more like the English or French. To become citizens and gain voting rights, Indigenous people had to give up their lands and move to reserves. This made it nearly impossible for them to keep their traditional ways of life.

After Confederation, the government purchased **Rupert's Land** from the **Hudson's Bay Company** in 1870. This gave Canada control of vast areas of land in the west and north. The First Nations who lived on this land were not consulted or compensated. They faced two choices—give up their land to Canada's control or accept that their land had been taken without their consent.



## First Nations' Response

To protect what little land they could, First Nations decided to negotiate with the Canadian government. Between 1871 and 1921, they signed several agreements known as the **Numbered Treaties**. These treaties promised the Indigenous peoples:

- Annual payments of money (treaty money)
- Access to reserves for their communities
- Support for farming and education
- Continued rights to hunt and fish on traditional lands

In return, most First Nations (except in British Columbia) had to give up control of their territories.

By the 1950s, many Indigenous communities began organizing to demand better treatment and recognition. This unity led to the creation of the **Assembly of First Nations (AFN)**, which became the national voice of Indigenous peoples. The AFN gained official recognition in 1982—the same year that the Canadian government also recognized the **Métis** and **Inuit** as distinct Indigenous groups.

However, the Métis and Inuit were not included in the Numbered Treaties, meaning they did not receive the same land or benefits as other First Nations.

Name: \_\_\_\_\_

82

Curriculum Connection  
A1.2, A1.4, A3.2

### Directions

Circle "Right" or "Wrong" for each situation. Then explain your reason.

1) The government makes new laws without asking First Nations.

Right

Wrong

2) The government moves Indigenous people onto reserves to make room for settlers.

Right

Wrong

3) The First Nations agreed to the treaty because they want peace & protection.

Right

Wrong

### True or False

Is the statement True or False?

1) The First Nations were given input in the decision making for confederation.

T

F

2) The First Nations could always vote in federal (Canadian) elections.

T

F

3) They had to live on reserves or live like colonists (settlers).

T

F

4) The Numbered Treaties gave the First Nations their land.

T

F

5) The AFN has been fighting for equal rights for Indigenous people.

F

### Questions

Answer the questions below.

1) Were the Indigenous people consulted throughout the process of confederation? Explain.

2) What happened to the First Nations when the government purchased Rupert's Land?



## Interview: The Numbered Treaties

**Student:** Hi! Can you introduce yourself to our class?

**Dr. Greyeyes:** Hello! I'm Dr. Samuel Greyeyes, an Indigenous historian. I study how treaties between First Nations and the Canadian government shaped our land, laws, and relationships.

**Student:** What exactly were the Numbered Treaties?

**Dr. Greyeyes:** They are eleven agreements signed between 1871 and 1921. Each treaty explained how land would be shared between First Nations and the Canadian government.

**Student:** Which of the treaties cover?

**Dr. Greyeyes:** They cover nearly all of western Canada — millions of square kilometres from Ontario to the West Coast, including Manitoba, Saskatchewan, and Alberta.

**Student:** Why did the government want the land?

**Dr. Greyeyes:** Canada wanted to expand westward, build railways, and attract settlers. The government viewed treaties as a way to legally acquire land for farming and development.

**Student:** Why did Indigenous Nations agree to the treaties?

**Dr. Greyeyes:** Many Nations were struggling. The buffalo had disappeared, food was scarce, and disease spread. Leaders wanted peace, support, and protection for their people.

**Student:** What did the Indigenous Nations receive?

**Dr. Greyeyes:** They were promised reserves to live on, an annual payment of about \$5 per person each year, and a one-time payment of \$15 per family when they signed the treaty.

**Student:** Only five dollars? That sounds unfair!

**Dr. Greyeyes:** Yes, even then it was little. Today, \$5 equals about \$150, far less than the land's real value.

**Student:** So, were the treaties not fair to Indigenous Peoples?

**Dr. Greyeyes:** Yes. The government broke many promises, gave poor-quality land, and often ignored Indigenous voices when decisions were made.

**Student:** Are the Numbered Treaties still important today?

**Dr. Greyeyes:** Absolutely. They are recognized in Canada's Constitution as legal agreements between Nations. They remind us that the land was meant to be shared, not surrendered.

**Student:** What can students do to learn more?

**Dr. Greyeyes:** Find out which treaty area you live in. Learn about its promises and history. Understanding treaties helps all Canadians build respect and reconciliation.



Name: \_\_\_\_\_

85

Curriculum Connection  
A1.2, A1.4, A3.2

## Multiple Choice

Circle the correct answer.

|  |        |         |
|--|--------|---------|
| 1) The Hudson's Bay Company sold Rupert's Land to which country. | Canada | Britain |
| 2) How many Numbered Treaties are there?                         | 8      | 11      |
| 3) Which year did the Hudson's Bay Company sell Rupert's Land?   | 1967   | 1869    |
| 4) The average annuity paid per year is...                       | \$15   | \$5     |
| 5) The Numbered Treaties were...                                 | Unfair | Fair    |

## Questions

Answer the questions below using evidence from the text.

1) What were the Numbered Treaties?

2) Why do you think the Numbered Treaties were considered unfair?

## Fill in the blanks

Read the sentence and fill in the blank.

- 1) First People gave up their land for smaller pieces of land called \_\_\_\_\_.
- 2) A reserve is a small area of \_\_\_\_\_.
- 3) A one-time payment of \_\_\_\_\_ dollars was paid to the First People.
- 4) Only "\_\_\_\_\_ Indians" can live on a reserve.
- 5) First People can hunt and \_\_\_\_\_ on reserves without rules.



## Questioning

What questions would you ask Dr. Greyeyes if you were the interviewer?

1)

2)



## Newspaper Article: The Indian Act

### Breaking News: Canada Passes the Indian Act

*Published: April 12, 1876*

Early this morning, the Parliament of Canada passed a major new law known as the *Indian Act*. This Act brings together several different laws and gives the federal government full control over First Nations land, resources, and rights. Prime Minister Alexander Mackenzie's government said this is to "civilize and protect" Indigenous peoples, but is already calling the law unfair and restrictive.

The new Indian Act affects every First Nation across the country. It allows the government to decide who is legally recognized as a "Status Indian." Only people with this status will be allowed to live on reserves, which are small areas of land set aside for Indigenous communities. The Act also gives the government power over education, farming, and resource use on those lands.

A government spokesperson stated,

“*This law will help Indigenous people adjust to modern life and learn to live like other Canadians.*”

Under the Act, the government can remove leaders, control band elections, and stop traditional ceremonies. Indigenous people who want to vote or own land outside their reserve must give up their status and

identity — a process called *enfranchisement*.

Dr. Amelia Rowe, a historian from the University of Manitoba, explained,

“The Indian Act turns Indigenous nations from partners into wards of the state. It gives Canada control over their lives in ways never seen before.”



Many Indigenous leaders expressed deep concern. Chief Micaiah of Saskatchewan said, “We had friendship and peace. Now we are treated like children who cannot do for ourselves.”

Across Canada, the Act is being discussed in newspapers and Parliament. Supporters say it will help Indigenous people “become civilized” and manage land fairly. Critics argue it takes away freedom and culture.

With this law, Canada now claims full authority over Indigenous affairs. The Indian Act is expected to shape relationships between the government and First Nations for generations to come.

**Questions**

Answer the questions below using evidence from the text.

1) What did the Indian Act allow the government to control?

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2) What does the term Status Indian mean?

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3) What rights did Indigenous people lose under this law?

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**True or False**

Decide if the statement is true (T) or false (F).

1) The Indian Act joined together several older laws.

T

F

2) Only Status Indians could live on or own reserve land.

T

F

3) The Indian Act was passed to limit British rule in Canada.

T

F

4) Indigenous people could vote without giving up their identity under the Indian Act.

T

F

5) The Indian Act gave Ottawa full control over Indigenous affairs.

T

F

6) The Indian Act still influences government and Indigenous relations today.

T

F

**Reflect**

How could this Act shape relationships between Canada and First Nations today?

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# Treaties in Ontario

## Treaties – Overview

A **treaty** is a formal agreement between different Nations who live together and share land and resources. In early Canada, treaties were signed between Indigenous groups and both the British and the French. At first, these agreements were friendly and peaceful. They allowed Indigenous peoples and European settlers to share land for farming, hunting, and trading while promising mutual respect and cooperation.



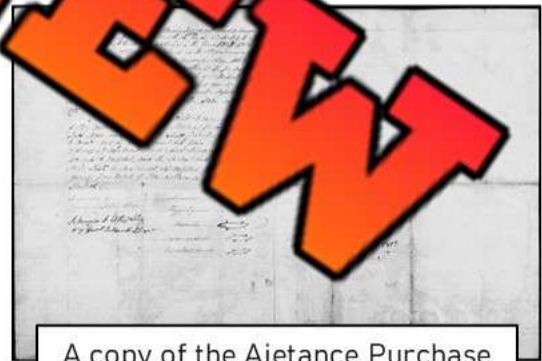
As time went on, however, many treaties changed in purpose. New treaties were signed in which Indigenous groups **surrendered** their land to the British Crown. These were not equal agreements. Indigenous communities often did not realize that land ownership could be taken away permanently, since in their culture, land was shared and owned by everyone. Because of this misunderstanding, enormous territory was handed over to the British Crown without the full awareness of what was being

By the time **Canada became a country in 1867**, most of Ontario's land had been transferred to the British through treaties with Indigenous Nations. Even today, the terms and promises of these treaties are still being reviewed and negotiated across the province to ensure fairness and recognition of Indigenous rights.

## Ontario Treaties

Ontario is covered by **46 historic and modern-day treaties**, signed between **1781 and 1930**. These treaties shaped how the province developed and where communities were built. Each treaty was signed separately, depending on the time, land area, and Nations involved. For example:

- **The Between the Lakes Purchase (Treaty 3)** was signed on **December 7, 1792**, between representatives of the British government and the Mississauga peoples. It involved about **3 million acres** of land, now home to **St. Catharines, Guelph, and Simcoe**.
- **The Ajetance Purchase (Treaty 19)** was signed on **October 28, 1818**, by the British and the **Anishinaabe Nation**. It covered around **6,500 km<sup>2</sup>**, including today's **Brampton, Georgetown, and Caledon**. The treaty's name comes from **Chief Ajetance** of the Mississaugas, who represented his people during the signing.



A copy of the Ajetance Purchase

These treaties remain vital historical documents that continue to affect land rights, government responsibilities, and Indigenous sovereignty in Ontario.

## True or False

Is the statement true or false?

|  |      |       |
|--|------|-------|
| 1) Treaties are agreements between two nations.                  | True | False |
| 2) The Indigenous nations knew they were giving their land away. | True | False |
| 3) The Indigenous groups believed no one can own the land.       | True | False |
| 4) Ontario is covered by 46 historic and modern-day treaties.    | True | False |
| 5) The current treaties will never be negotiated again.          | True | False |

## Questions

Answer the questions below.

1) What is the purpose of a treaty?

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2) How would a language barrier impact Indigenous groups who would sign a treaty?

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3) What are your thoughts on the treaties that were signed?

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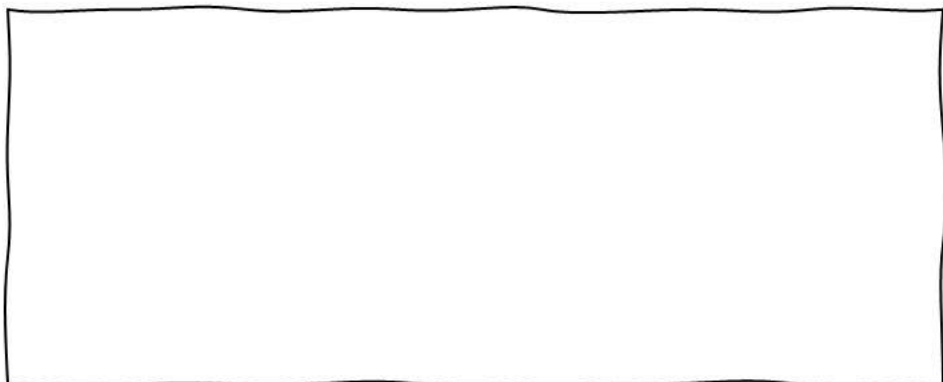
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## Visualizing

Draw what you were picturing while you were reading. Explain the picture.



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# Potlatch Ceremony

## What Does Potlatch Mean?

The **potlatch** is a ceremony that many of the First Nations of the Northwest region participated in. These First Nations include the Tlingit, Haida, Coast Salish, and the Chinook and Dene.



Families from all along the west coast would come together to celebrate births, give names, conduct marriages, mourn the loss of loved ones, or pass rights from a Chief to his eldest son.

The word potlatch in the Chinook language, means **“to give”**. At the end of the potlatch, the host gives gifts to all the families in attendance. A host can achieve high status and respect in their community if they give out many gifts. In exchange for the gifts, the people in attendance must remember and pass on the knowledge of the events they witnessed.

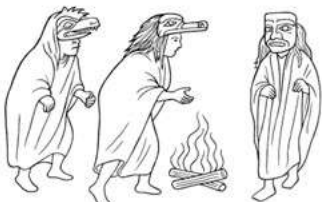
## The End of the Potlatch

In 1885, the Canadian government banned potlatch ceremonies. The government believed that the potlatch promoted anti-capitalist ideas where gifts were spread for no reason.

Canada was trying to promote **capitalism**, which is the idea that hard work leads to wealth. In a capitalist society, you work and are paid based on the work you do. The Canadian Superintendent General of Indian Affairs, John A. Macdonald, called the potlatch,



*“the useless and degrading custom in vogue among the Indians ... at which an immense amount of personal property is squandered in gifts by one Band to another, and at which much valuable time is lost”*



## Potlatch Now Legal

In 1951, the government changed the Canadian law, making potlatch ceremonies legal again. The removal of potlatch ceremonies to this point was clearly discriminatory and unfair.

Name: \_\_\_\_\_

93

Curriculum Connection  
A1.2, A1.4, A3.2

True or False

Is the statement true (T) or false (F)?

|  |   |   |
|--|---|---|
| 1) A potlatch ceremony was used to celebrate births and mourn losses.        | T | F |
| 2) The host of a potlatch gave out gifts at the end of the ceremony.         | T | F |
| 3) John A. Macdonald supported the Indigenous and their potlatch ceremonies. | T | F |
| 4) Potlatch ceremonies became illegal in 1951.                               | T | F |
| 5) Banning of potlatch ceremonies by the government was discriminatory.      | T | F |

Questions

Answer the questions below.

1) Why was the potlatch ceremony important to the Northwest Indigenous Peoples?

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2) Why did the Canadian government decide to ban potlatches in 1885?

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3) Was it fair for the government to ban potlatch ceremonies? Explain your opinion.

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Reaction

What do you think of John A. Macdonald's quote? Explain.

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# Residential Schools

## Residential Schools

**The Indian Act** impacted education for the Indigenous. Being wards of the state meant that the Canadian government could control the Indigenous. The government wanted to assimilate Indigenous children to live a European, and now British way of life. **Assimilate** means to change a group of people's values, beliefs, and behaviours to be more like another group of people.

For these reasons, they designed "**Residential Schools**" to send Indigenous children so they could learn the important elements of the Canadian way of life – English language, Roman Catholicism, and how to become a farmer. These children did not have a choice. They were taken away from their families for months at a time.

Most importantly, they were told that their old way of life was inferior to the Canadian way. To change the Indigenous way of life, the Canadian government felt it would be easier to change a child than change a culture.



Inuit Children at a Residential School

## Residential Schools Information

- It is estimated that over 150,000 Indigenous children attended residential schools across Canada.
- Residential schools were in every province and territory except PEI, New Brunswick, and Newfoundland.
- The schools were open between 1870 and 1996.
- Children between the age of 4 and 16 attended the schools.
- In 1996, the last Residential School was closed. On June 11, 2008, Prime Minister Stephen Harper made a public apology to all the children who ever had to attend a Residential School.

## What Happened At The Schools?

The children were exposed to the following:

- Never speak their Indigenous language
- Speak only English or French
- Get a Canadian haircut or have a shaved head
- Wear a uniform designed by the school
- Were assaulted and even killed
- Withheld medical attention
- Withheld presents and letters from their parents
- Forced to do hard work in unsafe conditions
- Electric shock to "fix" their brains
- Hardly eat and when they did eat, the food was not nutritious, or it was spoiled
- Separate from other genders – brothers and sisters had no contact



**Questions**

Answer the questions below.

1) Why did the Canadian government create residential schools? What did they teach?

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2) Why do you think they cut the Indigenous children's hair, gave them uniforms, and didn't let them speak in their Indigenous language?

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**Agree or Disagree**

Write A or D, then explain your thinking in one sentence.

1) Residential schools were created to help Indigenous children succeed in Canada.

Agree

Disagree

2) Schools should teach only one culture to create unity.

Agree

Disagree

3) The story of residential schools shows the danger of discrimination.

Agree

Disagree

4) The government's apology in 2008 helped repair the damage caused.

Disagree

**Reaction**

What do you think of Residential Schools? Explain.

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## Residential Schools – Brave Survivors

**Quotes**

Explain your reaction to the quotes below. How do these quotes make you feel?

### Food in Residential Schools

"The Sisters didn't treat me good. They gave me rotten food to eat and punished me for not eating it –the meat and soup were rotten and tasted so bad they made the girls sick sometimes. I have been sick from eating it. I used to hide the meat in my pocket and throw it away. I told the Sisters to look at the meat as it was rotten, and they said it was not rotten and I had to eat it. The sisters did not eat the same kind of food as they gave the girls. If you had a porridge at breakfast, it was given to us for our dinner, and even for supper. We could not keep anything else till it was eaten. I was locked in a cold and dark room, fed bread and water. I was beaten with a strap, sometimes on the face, and sometimes [they] took my clothes off and hit me." Mary Carpenter

"Even when we just smiled at one of the boys they could hit us with the strap, 30 strokes with the strap on each hand. When we spoke our own language The Sisters made us take down our drawers and she strapped us on the backside with the strap. When we ate worms in the meat, just beans sometimes and sometimes just bread." Patrick

### No Chance to Say Goodbye

"Well pack up, a few little things, no suitcases, my hunting bag is still kind of dirty, throw whatever stuff you had in it and off you go. And I didn't get to say goodbye to my dad or my brother Allan, didn't get to pet my dogs or nothing, you know, we're going."  
– Frederick Ernest Koe

**Quotes**

Explain your reaction to the quotes below. How do these quotes make you feel?

**Numbers Instead of Names**

"They told us to remember our number, instead of calling my name, they'd call my number, and if you don't remember your number, you, you know you get yelled at. And I, I think we did extra chores, so you had to really keep memorizing your number. Mine was 989."  
- Wilbur Abrahams

"My name was \_\_\_\_\_ in the \_\_\_\_\_ I was, I didn't have a name, I had numbers. I had number 51, number \_\_\_\_\_ number \_\_\_\_\_ 16, number 11, and then finally number one when I was just about \_\_\_\_\_ So, I wasn't, I didn't have a name, I had numbers. You were called \_\_\_\_\_ at me, and \_\_\_\_\_ clothes were, had 32 on them. All our clothes and footwear, they all \_\_\_\_\_ 16, whatever number they gave me."  
- Lydia Ross

**Separated From Siblings**





"In all that time I was there I never had a chance to talk to my sisters. You know, we're segregated even in church. The girls had one side, the boys one side. You went to school, same thing. You never had a chance to, only at Christmas and Easter feasts I think is the only time that, we sat in the same dining room to eat together. And that's the only time, you know, my sisters and I had a chance to talk together." - Peter Ross





## Social Media Post – Women’s Equality in 19th-Century

### HerStoryMatters CA

It’s wild to think that in the 1800s, women couldn’t vote, study medicine, or own property. How different would Canada be if women like Emily Stowe had equal political power back then?

11:30 AM – 02/11/2025 – 1,929 SHARES 4,721 LIKES    


 **SophieWrites08:** I just finished reading about Emily Stowe! She became Canada’s first female MP in 1867 when universities banned women. She proved that education could change laws and that equal opportunity improves society.  
58 LIKES


 **inTalks:** I love what she did, but I think women already had enough influence at the time during the 1800s. Not everyone wanted political power, and maybe things changed because of her influence.  
5 LIKES


 **AvaGreen\_07:** Women were in laws that controlled their lives. Even teachers earned less than men for the same job. It’s unfair—equality means equal pay, equal rights, and equal opportunities.  
5 LIKES


 **SophieWrites08:** True! In 1827, Stowe founded the Toronto Women’s Literary Club, which became the Women’s Institute of Canada. They held rallies demanding voting rights—those women started Canada’s first women’s movement.  
9 LIKES


 **JaydenTalks:** I just think society was different when women were home while men worked. Women cared for families. I’m not sure full equality would’ve been so easy—maybe it might’ve caused chaos in politics and jobs.  
6 LIKES

 **AvaGreen\_07:** But that “different society” was created by men for men. If women had been in Parliament earlier, we might’ve had better laws for education, labour, and health much sooner.  
12 LIKES

 **SophieWrites08:** Canada’s democracy improved because of people like Stowe. By 1918, women won the right to vote federally. That was a huge step toward fairness—proof that activism can reshape an entire nation.  
25 LIKES

 **JaydenTalks:** I can see that, but maybe activism should’ve focused on education first. Political power without equal access to schools might not have changed much. Education leads to real, lasting equality.  
7 LIKES

 **AvaGreen\_07:** I agree partly—education is key. But politics decides who funds schools. Without political voice, women couldn’t change unfair systems. Stowe knew that equality begins with representation.  
85 LIKES

 **SophieWrites08:** Her story reminds me that we still have work to do—gender pay gaps still exist. If one woman in 1867 could challenge a whole system, imagine what today’s generation can achieve.  
32 LIKES

Name: \_\_\_\_\_

110

Curriculum Connection  
A3.5, A3.7

Agree or Disagree

Read each statement and circle either Agree or Disagree.

|  |       |          |
|--|-------|----------|
| 1) Women in the 1800s had fewer rights than men in Canada.           | Agree | Disagree |
| 2) Education was the most powerful way for women to gain equality.   | Agree | Disagree |
| 3) Emily Stowe's success proved that women deserved political power. | Agree | Disagree |
| 4) Society in the 1800s was fair to both men and women.              | Agree | Disagree |
| 5) Equal pay for equal work is still an issue in Canada today.       | Agree | Disagree |
| 6) Movements for equality always begin with one brave person.        | Agree | Disagree |

Questions Write the questions below.

1) Why was it difficult for women to study or work in medicine during the 1800s?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) What made Emily Stowe's actions important for women in Canada?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) How can students today continue her fight for equality?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Opinion

Write a comment that you would add to this conversation.

Username: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Role-Play: Voices of Early Canada

## Objective

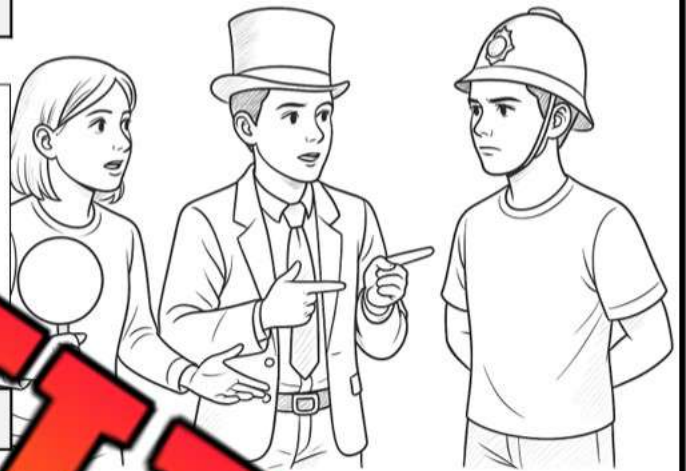
What are we learning about?

Students will explore key events and perspectives that shaped Canada between 1850 and 1890. They will act out historical scenes such as treaty negotiations, political debates, and cultural conflicts. Through performance and discussion, students will better understand how cooperation, discrimination, and leadership shaped the new Dominion of Canada.

## Materials

What will we need for our activity?

- Scenario cards (different situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



## Instructions

How will we complete our activity?

- 1) Divide the class into small groups of 4 to 5 students.
- 2) Provide each group with a scenario card that outlines a specific situation related to the topic being studied.
- 3) Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
- 4) If available, distribute props or costumes that may help students embody their roles more effectively.
- 5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
- 6) Allow each group to present their role-play to the class.
- 7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
- 8) Distribute reflection sheets for students to express what they learned and felt during the activity.

**Criteria**

Use the criteria below to complete the activity.

| Criteria            | Description   |
|---------------------|---|
| <b>Creativity</b>   | Show what your character thinks and feels. Use ideas that make the role-play more real and interesting. |
| <b>Voice</b>        | Speak clearly and loudly so others can hear. Change your voice to match your character's feelings.      |
| <b>Actions</b>      | Use body movements, facial expressions, and actions that match your character's story.                  |
| <b>Stay in Role</b> | Act like your character. Don't break role until you're finished.  |
| <b>Teamwork</b>     | Help each other, take turns and make sure everyone joins.   |

**Scenario Cards**

| Scenario                                 | Description  |
|--|--|
| 1<br><b>The Red River Resistance</b>     | Snow covered the wide prairie when government surveyors came to measure the Métis people's land. They walked across fields and yards as if no one lived there, making the Métis very nervous and afraid. Louis Riel spoke out, saying the Métis must protect their homes and language. At Fort Garry, people didn't know what to do—some wanted peace, others wanted to fight. When Governor Thomas Scott was executed, the whole colony was shocked. The struggle for rights turned into a rebellion that could not be ignored. |
| 2<br><b>The Charlottetown Conference</b> | In 1864, leaders from different colonies arrived by ship to meet in Charlottetown. They hoped to decide if joining together as one country was a good idea. Inside the meeting hall, John A. Macdonald, George Brown, and George-Étienne Cartier shared big dreams and strong opinions. At night, they went to dinners and dances, where secret talks continued between songs and laughter. By the end of the week, they began to believe that a united country—Canada—might really be possible.                                 |



## Scenario Cards

Cut out the topics below.

| Scenario  | Description   |
|---|---|
| 3<br><br><b>The Numbered Treaty Negotiations</b>              | <p>On the open plains, chiefs sat across from government officials to discuss a treaty. The chiefs wanted to protect their hunting grounds and keep peace for their people. The government promised money, tools, and small pieces of land called reserves. A translator tried to help both sides understand each other, but the meanings of words and promises often got lost. When the chiefs finally signed, some people felt hopeful, while others felt they had given away something too big to ever get back.</p> |
| 4<br><br><b>Building the Canadian Pacific Railway</b>         | <p>On the plains echoed with the sound of hammers and explosions. Chinese workers carried heavy rocks and laid track through cold wind and across cliffs. Many became sick or were hurt, but they worked on to finish the railway. The engineers and bosses paid them to work while some workers dreamed of sending money home. The last spike was hammered into the track, Canada was united, but the faces of the workers who built it were mostly lost to the north.</p>   |
| 5<br><br><b>The Fenian Raids</b>                              | <p>People in small border towns heard of church bells and shouts of warning. Irish soldiers called Fenians were crossing the border to attack British Canada. Men grabbed their old rifles and joined local militia to defend the land. The two sides met in the fields near Ridgeway, and fear filled the air. By night, the Fenians had been sent back, but many young men never came home, and the country learned how costly freedom could be.</p>  |
| 6<br><br><b>The Creation of the North-West Mounted Police</b> | <p>A line of red-uniformed riders moved slowly across the endless prairie. They were the new North-West Mounted Police, sent to bring order to the West. The heat was harsh, food ran low, and the trip felt never-ending. When they finally reached the settlements, they found people living with little law and much struggle. Some saw them as helpers; others saw them as outsiders sent to control. The wide land tested every promise they had made when they joined.</p>  |

## Scenario Cards

Cut out the topics below.

|    | Scenario                                | Description  |
|----|---|--|
| 7  | <b>The Great Coalition</b>              | The government of Canada was trapped in endless arguing. George Brown and John A. Macdonald could never agree, and no new laws were being made. People were tired of fighting and wanted real change. Behind closed doors, the two rivals met in secret with George-Étienne Cartier. They talked for hours, trading sharp words and cautious ideas, until they finally agreed to work together. Their unexpected alliance became the first real step toward building a united country. |
| 8  | <b>Women Demand Rights</b>              | In a small hall, women gathered to speak for fairness and equality. Stowe stood tall at the front, calling for women to own property and study medicine. Mary Ann Shadd spoke about education and justice for everyone, no matter their colour or gender. Some men listened, but others listened and began to question. Believing in the posters and pamphlets spread their message through the streets. A quiet movement for change started to grow, and every day...                 |
| 9  | <b>The Residential School Classroom</b> | Children stood in a line as they were made to wear stiff uniforms that did not feel like home. A teacher shouted at them not to speak their languages. Letters from their families sat unopened in locked drawers. At night, they told stories about home under their blankets. Year after year, and the children grew older, forgetting songs and words they once knew. When they finally left, the world outside felt different—and they had to find who they were all over again.   |
| 10 | <b>The Trial of Louis Riel</b>          | The courtroom was crowded, and every seat was filled. Louis Riel stood before the judge, accused of treason for leading the North-West Resistance. Some whispered that he was a hero, while others called him a rebel who had gone too far. Witnesses told stories of battle and loss, and Riel defended himself with calm, powerful words. When the final verdict was read, the silence that followed spread across the country—a silence filled with anger, pride, and sorrow.       |



Name: \_\_\_\_\_

121

Curriculum Connection  
A2.6, A3.1 – A3.7

My Role

Draw a picture of what your character did during the role-play.

**PREVIEW**

**Rubric**

How did you do on the activity?

| Criteria            | 1 Point                                   | 2 Points                                     | 3 Points   | 4 Points   |
|---------------------|---|--|--|--|
| <b>Creativity</b>   | Did not try to pretend.                   | Tried a little but didn't add ideas.         | Used imagination and helped make the scene better. | Used great ideas and made the role-play exciting and real. |
| <b>Voice</b>        | Hard to hear or too quiet.                | Sometimes clear, but not loud or strong.     | Clear and matched the feelings of the character.   | Loud, clear, and showed strong feelings with voice.        |
| <b>Action</b>       | Did not act.                              | A few actions, not always connected to role. | Used actions that matched the character's role.    | Used many strong actions that were clear and realistic.    |
| <b>Stay in Role</b> | Acted like themselves, not the character. | Acted like the character, but not always.    | Mostly stayed in character during the scene.       | Stayed in character the whole time.                        |
| <b>Teamwork</b>     | Did not help or listen.                   | Helped a little.                             | Helped others and worked with the group.           | Shared, listened, and helped make the group's work better. |

**Teacher Comments**

|                               |                      |
|-------------------------------|----------------------|
| <hr/> <hr/> <hr/> <hr/> <hr/> | <b>Mark</b><br><hr/> |
|-------------------------------|----------------------|

**Student Comments – What Could You Do Better?**

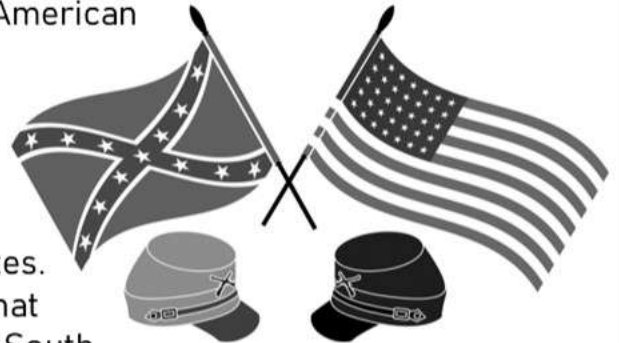
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|-------------------------------|



# American Civil War

## What Was The American Civil War?

A **civil war** is when the people in the same country fight against each other. The **American Civil War** happened in the 1860s when the Northern American states fought against the Southern American states. The North did not believe in slavery, while the South was using slaves to work on cotton farms.



## Causes of the American Civil War

During this period, the United States had 34 states. Today there were 19 northern states that were free states and 15 southern states that were slave states in the South.

The United States was expanding west. Settlers were moving west, and new states were being created. People in the North wanted these new states to be free states while the people in the South wanted these new states to be slave states.

The South were growing cotton on plantations. Their entire economy relied on using enslaved African Americans to do most of the work. In the North, the economy relied more on manufacturing and businesses that used paid workers.

## Missouri Compromise

In 1819, the U.S. Congress was deciding if Missouri should become a new **slave state**. The Northerners did not want to allow Missouri to join the South. The South demanded it. Maine also asked to join as a free state, so a compromise was made. Missouri was allowed to join as a slave state and Maine as a free state.

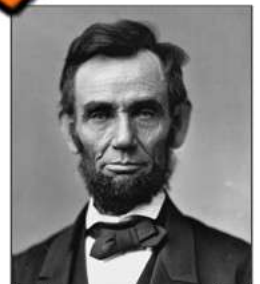
## Kansas-Nebraska Act

In 1854, the **Kansas-Nebraska Act** made two new states that allowed people in the area to decide if they wanted to allow slaves or not. This created fighting between people as one side wanted slavery and the other didn't.

## President Abraham Lincoln

In 1860, Lincoln was named president of the United States. Lincoln did not agree with slavery.

The Southern states were worried Lincoln would outlaw slavery, so they withdrew from the United States. The states became known as the Confederacy. The states that stayed loyal to the U.S. were called the Union.



Abraham  
Lincoln

## Fighting

The war broke out in 1861 and lasted until 1865. **Confederate** troops lost the war to the **Union**. Slavery was outlawed in any states that were to join the United States. Over time, all the southern states joined to form the U.S. we know today.





# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: \_\_\_\_\_

Mark

Circle the correct answer.

|   |               |
|---|---------------|
| 1) The American Civil War happened in the...        | 1800s         |
|   | 1900s         |
| 2) The U.S. had ____ states during the war.         | 50            |
|   | 34            |
| 3) The Kansas-Nebraska Act created ____ new states. | Four          |
|   | Two           |
| 4) The Southern states were called the...           | Union         |
|   | Confederacy   |
| 5) The North relied on...                           | Manufacturing |
|   | Plantations   |

Name: \_\_\_\_\_

Mark

Circle the correct answer.

|   |               |
|---|---------------|
| 1) The American Civil War happened in the...        | 1800s         |
|   | 1900s         |
| 2) The U.S. had ____ states during the war.         | 50            |
|   | 34            |
| 3) The Kansas-Nebraska Act created ____ new states. | Four          |
|   | Two           |
| 4) The Southern states were called the...           | Union         |
|   | Confederacy   |
| 5) The North relied on...                           | Manufacturing |
|   | Plantations   |

Name: \_\_\_\_\_

Mark

Circle the correct answer.

|   |               |
|---|---------------|
| 1) The American Civil War happened in the...        | 1800s         |
|   | 1900s         |
| 2) The U.S. had ____ states during the war.         | 50            |
|   | 34            |
| 3) The Kansas-Nebraska Act created ____ new states. | Four          |
|   | Two           |
| 4) The Southern states were called the...           | Union         |
|   | Confederacy   |
| 5) The North relied on...                           | Manufacturing |
|   | Plantations   |

Name: \_\_\_\_\_

Mark

Circle the correct answer.

|   |               |
|---|---------------|
| 1) The American Civil War happened in the...        | 1800s         |
|   | 1900s         |
| 2) The U.S. had ____ states during the war.         | 50            |
|   | 34            |
| 3) The Kansas-Nebraska Act created ____ new states. | Four          |
|   | Two           |
| 4) The Southern states were called the...           | Union         |
|   | Confederacy   |
| 5) The North relied on...                           | Manufacturing |
|   | Plantations   |

## Memory Game – Influential Canadians (1850–1890)

### Objective

What are we learning about?

Students will learn about important historical figures from 1850–1890 and their contributions to the creation of Canada. Each card shows either a person or their matching role and achievement. Students will strengthen understanding of how different leaders, actions, and communities shaped Canada's early development and Confederation.

### Materials

What is needed for the activity?

- Set of Memory Game cards (provided)
- A small table or clear area on the floor



### Instructions

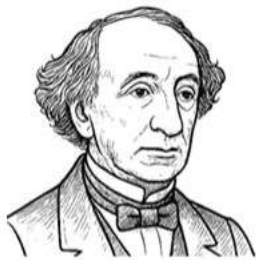
How will you complete the activity?

- 1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards (provided).
- 2) Have each group lay all the cards face down in a grid on the table.
- 3) The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
- 4) If a student finds a match, they remove those cards from the grid and keep them.
- 5) If the cards do not match, they are turned back over, and the next student takes a turn.
- 6) The game continues until all the cards have been matched.
- 7) After the game, review the terms and definitions with the class.
- 8) Discuss why these terms are important to understand and how they relate to the topic.



## Cards

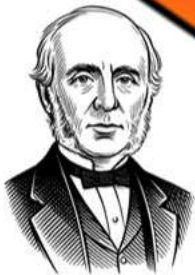
## Memory Game Cards

**John A. Macdonald**

Canada's first Prime Minister; helped create Confederation and the CPR; worked to unite colonies under one government.

**George-Etienne Cartier**

French leader from Quebec; supported Confederation to protect French language, religion, and cultural rights in the new Canada.

**George Brown**

Ontario politician; promoted "Responsible Government"; led the Great Coalition to form the federal government.

**Louis Riel**

Métis leader; led the Red River and North-West rebellions; created a temporary government during the Red River Rebellion; fought for Métis land rights.

**Mary Ann Shadd**

Black abolitionist and newspaper publisher; encouraged escaped slaves to settle in Canada and supported equality for African Canadians.

## Cards

## Memory Game Cards



Emily Stowe

First female doctor in Canada;  
opened a medical practice and fought  
for women's right to vote and  
education.



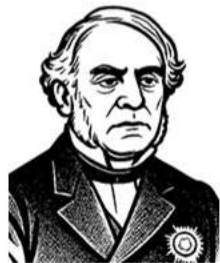
Big Bear (Mistahosias)

Cree chief who resisted unfair  
Numbered Treaties; worked to unite  
First Nations and protect their  
traditional lands.



Thomas D'Arcy McGee

Irish poet and Father of  
Confederate promoted peace and  
assassinated in Ottawa in 1868  
his be



James Douglas

Governor of British Columbia; helped  
protect Indigenous land rights and  
maintained peaceful relations during  
the Fraser River Gold Rush.



Kwong Lee

Chinese merchant in British  
Columbia; defended Chinese workers  
from racism and spoke against unfair  
taxes and discrimination.



## Cards

## Memory Game Cards

**Gabriel Dumont**

Métis general who led forces with Louis Riel during the North-West Resistance; defended Métis land and culture.

**Joseph Howe**

Nova Scotian journalist and politician; fought for freedom of the press and challenged Confederation's benefits for Nova Scotia.

**Nahnebahwequay (Catharine Sutton)**

An Anishinaabe woman who travelled to England to petition Queen Victoria for her land rights.

**Thomas Scott**

Irish settler captured by Riel's government during the Red River Rebellion; caused national anger in Canada.

**Sir Hugh Allan**

Wealthy businessman who funded railway construction; involved in the Pacific Scandal over illegal political donations.

## Blog Post: Urban Centres in Canada

### 5 Things You Didn't Know About Urban Centres in Canada (1850–1890)

*Date:* October 22, 2025

*Author:* Liam R.

*6-minute read*

Urban centres are cities where people live close together and work in wage-paying jobs instead of farming. Between 1871 and 1911, Canada's population nearly doubled—from 3,689,000 to 7,207,000 people—and hundreds of thousands of Canadians left their farms to move to cities. Here are five things you might not know about how urban centres shaped Canada's growth.

- 1) Canada's Economy Changed Forever** - In 1871, almost 49% of workers were farmers living on farms. By 1911, only 41% worked on farms. That may not sound like much, but about 1 million people left rural areas for wage-paying jobs in cities like Montreal, Toronto, and Vancouver.
- 2) The Industrial Revolution Fueled Growth** - By the late 1800s, the First Industrial Revolution had brought in Canada. New steam-powered machines that made clothing, furniture, beer, lumber, and more. New factories appeared in cities, and people had to live nearby to work there.
- 3) Populations Exploded in Major Cities** - Toronto grew from 107,225 people in 1871 to 267,730 by 1901. Toronto jumped from 18,492 to 200,000 in the same period. Today, Toronto has over 2.7 million residents, making it Canada's largest city.
- 4) Life in Cities Wasn't Always Easy** - City life was crowded, noisy, and had pollution, and long factory hours. Women and even children often worked for low pay. Still, many saw cities as places of opportunity compared to hard life on farms.
- 5) Immigration Made Cities More Diverse** - People came from all over the world to work and a better future. Urban centres soon became home to new cultures, languages, and foods—something that helped shape Canada's multicultural identity.

### Comments:



**Olivia P. – October 23, 2025**

I think the growth of cities was great! It helped Canada's economy expand and gave immigrants new chances to succeed.

Like Reply 1d ago



**Marcus J. – October 24, 2025**

I disagree. The factories were dangerous and paid poorly. Canada's growth came at a high cost for the working class.

Like Reply 30m ago





## True or False

Decide if the statement is true or false

|  |      |       |
|--|------|-------|
| 1) The population of Canada nearly doubled from 1871 to 1911.            | True | False |
| 2) People moved to the country to get wage-paying jobs.                  | True | False |
| 3) The First Industrial Revolution meant factories mass produced things. | True | False |
| 4) Cities grew as factories needed employees.                            | True | False |
| 5) Toronto has always had the largest population in Canada.              | True | False |

## Questions

Answer the questions below.

1) Why was the population growing in the late 1800s?

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|             | 1871    | 1881    | 1891    | 1901    | 2021      |
|-------------|---------|---------|---------|---------|-----------|
| Montreal    | 107,225 | 157,745 | 206,650 | 267,730 | 1,762,949 |
| Toronto     | 56,092  | 86,411  | 181,288 | 208,040 | 2,794,356 |
| Quebec City | 56,699  | 62,446  | 66,656  | 148,840 | 549,459   |
| Halifax     | 29,582  | 36,100  | 45,562  | 59,922  | 460,232   |
| Ottawa      | 21,545  | 27,412  | 44,255  | 59,922  | 1,017,449 |

2) In 1871, 49% of workers were farmers. In 2021, only 2% of Canadians are in farming. Why did this change happen? Is this change good for our society?

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## Comment

What comment would you post to the blog post?

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Like



Reply



Just now

## BC – Fraser and Cariboo Gold Rushes

### British Columbia's Growing Population

**Immigration** in B.C. happened rapidly in the late 1800s to the early 1900s. Over 500,000 people immigrated to B.C. within that time period. Many factors influenced the heavy immigration.

B.C. had two major gold rushes that brought waves of people to the **Fraser River** and the **Cariboo Mountains**. The opportunity to find gold and become rich was a major pull factor.



Mining For Gold – Fraser River

### Fraser River Gold Rush

In 1857, gold was discovered in the **Fraser River** in British Columbia. At the time, about 40,000 people lived in New Caledonia (present-day B.C.). Word spread quickly that gold could be found there. By 1858, around 50,000 prospectors had traveled down the Fraser River into B.C.'s interior. About 80% came from California, while others came from Hawaii, China, Australia, and Europe.

The **Indigenous** people helped many newcomers. They acted as guides, showing miners how to mine and build log bridges. They also traded with the newcomers, providing **canoes and supplies** for their journey.

In 1858, New Caledonia became a part of British Columbia. The British claimed the area to maintain control of the gold rush. In California, where gold rushes turned violent and lawless, Britain wanted order—so they enforced **British law** along the Fraser River.

### Cariboo Gold Rush

In 1861, gold was discovered in the Cariboo Mountains. It began when prospectors from the Fraser River Gold Rush found gold on the Horsefly River. A prospector named William "Billy" Barker registered a claim downstream in a region known as Richfield, located in the Cariboo Mountains.

Billy predicted gold would flow downstream, and he was right. Barker's discovery led to over **five million ounces of gold** being taken from the Cariboo goldfields. The area was later named **Barkerville** in 1862.

B.C.'s Governor **James Douglas** ordered the construction of the **Cariboo Road**, a 650 km route from Yale to Barkerville in 1862. The Gold Rush attracted more Canadians than Americans. The **Overlanders** (Canadians travelling overland) came from Fort Garry in Winnipeg, Canada West (Ontario), and Canada East (Quebec).

Eventually, large companies with expensive mining machines took over operations. Many miners left for the USA, while others stayed and settled in B.C. The influx of gold seekers brought new roads and businesses, helping the colony grow and develop.





## True or False

Is the statement true or false?

|  |      |       |
|--|------|-------|
| 1) Most prospectors came from California to the Fraser River Gold Rush.    | True | False |
| 2) All of the prospectors left the B.C. gold rushes when they were done.   | True | False |
| 3) Many prospectors settled in B.C., which increased the population.       | True | False |
| 4) Many roads and buildings were built in B.C. because of the gold rushes. | True | False |
| 5) The Gold Rushes in B.C. increased the population in B.C. greatly.       | True | False |

## Questions

Answer the questions below.

1) How did the Fraser River Gold Rush lead to the creation of British Columbia?

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2) Did Billy Barker make the decision to move the land down river from gold found in the Cariboo Mountains? Explain.

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3) What impact did the gold rushes have on B.C.'s population?

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## Reflection

Would you have joined in the gold rush? Remember, it was a new settlement that was dangerous with crime and wars with the Indigenous peoples.

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# Who Has The Word? – Creating Canada

## Objective

What are we learning about?

Students will review and understand key vocabulary related to Confederation, political leaders, westward expansion, Indigenous relations, and early Canadian development. They will listen to clues describing events, people, and ideas from 1850–1890, then match them to the correct word cards. This activity builds listening, speaking, and understanding skills in a fun and engaging way.

## Materials

What will you need for the activity?

- 30 vocabulary cards (provided)
- Matching clue to the vocabulary word (provided)
- Reflection Page (provided)



## Instructions

How will you complete the activity?

- 1) Print and cut out the 30 vocabulary cards, then mix them up to make them random.
- 2) Give one card to each student. If your class is small, each student gets two cards.
- 3) Read one clue out loud from your teacher clue sheet and wait for students to respond carefully.
- 4) The student who thinks the clue matches their card calls out, "I have it" to everyone to hear.
- 5) That student reads their word card out loud to the class and hands it back to the teacher.
- 6) If the answer is incorrect or no one responds, skip the clue for now and move to the next one. Come back to it later after the others have been answered.
- 7) If the word is correct, place it aside so it's not used again for this round.
- 8) Keep playing the game by reading each clue until all cards are returned to the front.
- 9) If you still have time, shuffle and hand out the cards again to play a second round.



## Cards

Cut out the word cards below and give one to each student at random.

|                     |                              |                           |
|---------------------|------------------------------|---------------------------|
| John A. Macdonald   | George-Étienne Cartier       | George Brown              |
| Political Deadlock  | Representation by Population | Thomas D'Arcy McGee       |
| Double Standards    | Manifest Destiny             | Great Coalition           |
| Double Standards    | Federation                   | British North America Act |
| Tenants             | Land Act                     | Louis Riel                |
| Manitoba Act        | Métis Scrip System           | North-West Mounted Police |
| Westward Expansion  | Canadian Pacific Railway     | Confederation             |
| Indian Act          | Numbered Treaties            | Assimilation              |
| Residential Schools | Red River Rebellion          | North-West Rebellion      |
| Potlatch            | Industrial Expansion         | Charlottetown Conference  |

**Clues - 1** Read each clue out loud. The student with the matching card will say the answer.

| #  | Clue Description  | Word                         |
|----|---|------------------------------|
| 1  | I united English and French leaders to form the first government of Canada.                     | John A. Macdonald            |
| 2  | I was Macdonald's French ally who helped protect French language and culture.                   | George-Étienne Cartier       |
| 3  | I argued for Representation by Population, so larger colonies had more votes.                   | George Brown                 |
| 4  | I was the disagreement between French and English leaders in government over the Confederation. | Political Deadlock           |
| 5  | I describe a system where colonies send representatives based on population size.               | Representation by Population |
| 6  | I was an Irish patriot and member of the Confederation who was assassinated in 1867.            | Thomas D'Arcy McGee          |
| 7  | I describe Irish secret societies who wanted to break Canada to hurt Britain.                   | Fenians                      |
| 8  | I was a belief that Americans had the right to expand across North America.                     | Manifest Destiny             |
| 9  | I was the partnership between Macdonald and Brown to end political deadlock.                    | Great Coalition              |
| 10 | I occurred when Macdonald and Cartier briefly resigned to embarrass Brown.                      | Resignation                  |
| 11 | I describe the joining of colonies to form one central government.                              | Confederation                |
| 12 | I was signed in 1867, creating the Dominion of Canada.  | British North America Act    |
| 13 | I describe the event where leaders met in 1864 to plan the unification of the colonies.         | Charlottetown Conference     |
| 14 | I describe people who rented farmland from absentee landlords in P.E.I.                         | Tenants                      |
| 15 | I was the agreement that gave P.E.I. \$800 000 to buy back land.                                | Land Purchase Act (1875)     |



**Clues - 2** Read each clue out loud. The student with the matching card will say the answer.

| #  | Clue Description   | Word                      |
|----|--|---------------------------|
| 16 | I was the Métis leader who resisted the government during the Red River Rebellion. | Louis Riel                |
| 17 | I was the agreement that created Manitoba as Canada's fifth province.              | Manitoba Act              |
| 18 | I describe the certificates given to Métis for land or money.                      | Métis Scrip System        |
| 19 | I describe the force formed to bring order to the West.                            | North-West Mounted Police |
| 20 | I describe the movement West for cheap land and new opportunities.                 | Westward Expansion        |
| 21 | I was the mass railway that crossed Canada from coast to coast.                    | Canadian Pacific Railway  |
| 22 | I describe the underpaid workers who helped build the railway.                     | Chinese Workers           |
| 23 | I was the law that controlled First Nations land, resources, and education.        | Indian Act                |
| 24 | I describe the eleven agreements between Indigenous Nations and Canada.            | Treaty of 1867            |
| 25 | I describe the forced adoption of British culture by Indigenous peoples.           | Residential Schools       |
| 26 | I was the schools that separated Indigenous children from their families.          | Residential Schools       |
| 27 | I describe the event where Métis and the Canadian government fought in 1869-1870.  | Red River Rebellion       |
| 28 | I was the 1885 event where Riel was captured and executed.                         | North-West Rebellion      |
| 29 | I describe the cultural ceremony banned in 1885 and legalized again in 1951.       | Potlatch                  |
| 30 | I describe the economic and social growth of cities across Canada after 1867.      | Industrial Expansion      |

Name: \_\_\_\_\_

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Curriculum Connection  
A2.7, A3.1 – A3.7

My Word

What was the word you had in the game? Draw a picture of it below.

\_\_\_\_\_

**PREVIEW**

Explain

In your own words, describe what this word means and why it is important when studying the creation and growth of Canada between 1850 and 1870.

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\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_

150

|              |
|--------------|
| <b>Total</b> |
| /            |

# Unit Test

## Creating Canada

|             |   |
|-------------|---|
| <b>Mark</b> | / |
|-------------|---|

|  |   |
|--|---|
| <p>1. Most of the people living in BNA were...</p> <p>a) French</p> <p>b) First Nation</p> <p>c) British</p> <p>d) Other</p>   | <p>2. Which colony had the largest population?</p> <p>a) Canada East</p> <p>b) Canada West</p> <p>c) New Brunswick</p> <p>d) Nova Scotia</p>                                    |
| <p>3. Which of the following didn't factor into Confederation?</p> <p>a) British want to open</p> <p>b) Defence against</p> <p>c) The Fenian Raids</p> <p>d) Transportation - Railways</p> | <p>4. The NWMP stands for:</p> <p>a) North West Mountain Police</p> <p>b) North West Mounted Police</p> <p>c) North West Multiple Police</p> <p>d) North West Moving Police</p> |
| <p>5. Which colony joined Confederation last?</p> <p>a) B.C.</p> <p>b) Manitoba</p> <p>c) PEI</p> <p>d) Newfoundland</p>   | <p>6. Settlers lived in "Soddies" made of:</p> <p>a) Grass and soil</p> <p>b) Wood and lumber</p> <p>c) Boards and nails</p> <p>d) Other</p>                                    |
| <p>7. Which conference were the 72 resolutions constructed?</p> <p>a) London</p> <p>b) Quebec</p> <p>c) Charlottetown</p> <p>d) Ottawa</p>   | <p>8. Which reason helped people move west for?</p> <p>a) Gold</p> <p>b) Cheap land</p> <p>c) Make money farming</p> <p>d) Live in big cities</p>                               |
| <p>9. When no laws could be passed, it was called:</p> <p>a) The Double Shuffle</p> <p>b) The Great Coalition</p> <p>c) Political Deadlock</p> <p>d) Rep by Pop</p>                        | <p>10. Who was the first Prime Minister of Canada?</p> <p>a) George Brown</p> <p>b) George Etienne Cartier</p> <p>c) Wilson Smith</p> <p>d) John A. Macdonald</p>               |

## Matching

Write the letter from the description beside the correct term

Mark

/

| Answer | Term                         | Description  |
|--------|------------------------------|--|
|        | Double Shuffle               | A) The number of seats a colony has is decided based on the population of the colony.  |
|        | Political Deadlock           | B) Irish Americans were attacking Canada to get back at Britain.   |
|        | George Brown                 | C) Leader of the clear grits political party.  |
|        | Macdonald                    | D) John A. Macdonald used a loophole in the rules to resign and give power to George Brown only to take it back from him 48 hours later.     |
|        | Fenian                       | E) The USA people believed they should own all of North America.   |
|        | The Union                    | F) First Prime Minister of Canada.   |
|        | Representation by Population | G) When opposing political parties had equal votes and automatically ended against each other making it impossible for decisions to be made. |
|        | Manifest Destiny             | H) Compromise between two political parties to prevent political deadlock.   |

## Short Answer

Answer the questions below

Mark

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1) Why was political deadlock such a problem?

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2) Why was the railway so important for Canada?

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## Long Answer

Answer the questions below.

Mark

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1) Explain the factors that led to Confederation.

2) What was the Red River Rebellion? What happened? Who were the significant people in the rebellion?