



Preview – Information



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Google Slides Lessons Preview





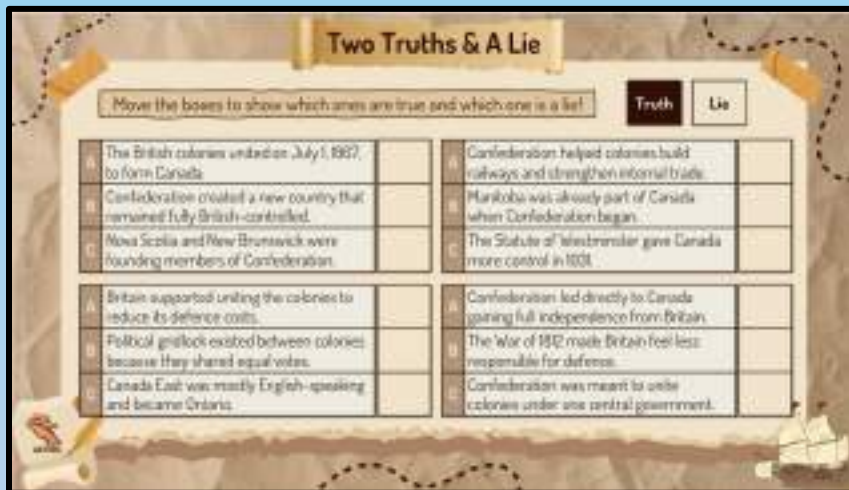
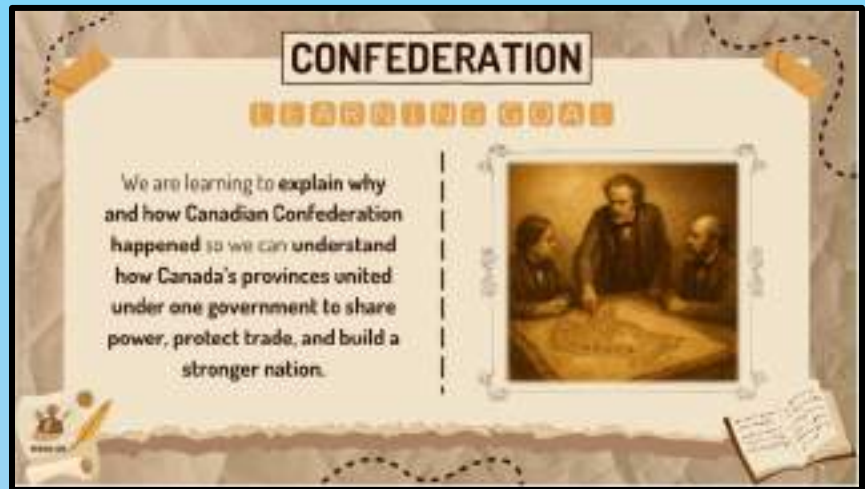
Ontario History Curriculum

Creating Canada, 1850-1890 – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





Ontario History Curriculum

Creating Canada, 1850-1890 – Grade 8

Put A Check

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

| | |
|---|--|
| <input type="checkbox"/> George-Etienne Cartier was born in Saint-Antoine-sur-Richelieu, Canada East. | <input checked="" 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. |

True or False

Can you answer these True or False questions?

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

True **False**

Cause

| | |
|---|---|
| The Fenians wanted to weaken British power in Ireland. | A The Fenians attacked Port Colborne. |
| The Fenians formed secret societies in the United States and Ireland. | B They decided to attack British colonies in North America instead. |
| Canada had spies who learned about Fenian plans. | C He used the raids as a reason to unite the colonies. |
| The Fenians crossed the Niagara River in 1866. | D The Canadians were ready to defend their borders during the raids. |
| The Fenians lost the Battle of Ridgeway. | E They retreated to the United States after heavy losses. |
| John A. Macdonald saw the need for stronger defence. | F They were able to organize thousands of men to plan attacks. |



Ontario History Curriculum

Creating Canada, 1850-1890 – Grade 8

GROWTH OF CONFEDERATION

MAP TASK

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

1870: Provinces of Canada July 1, 1870 to July 30, 1870

1871: Provinces of Canada July 30, 1870 to June 30, 1871

1886: Provinces of Canada June 30, 1871 to May 1, 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.

Choose the correct answer from the Answer column

| Question | 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? | 7% | 10% | 25% | |
| 6) Which law said Métis must get land before settlers? | The Dominion Lands Act | The Indian Act | The Manitoba Act | |



Workbook Preview



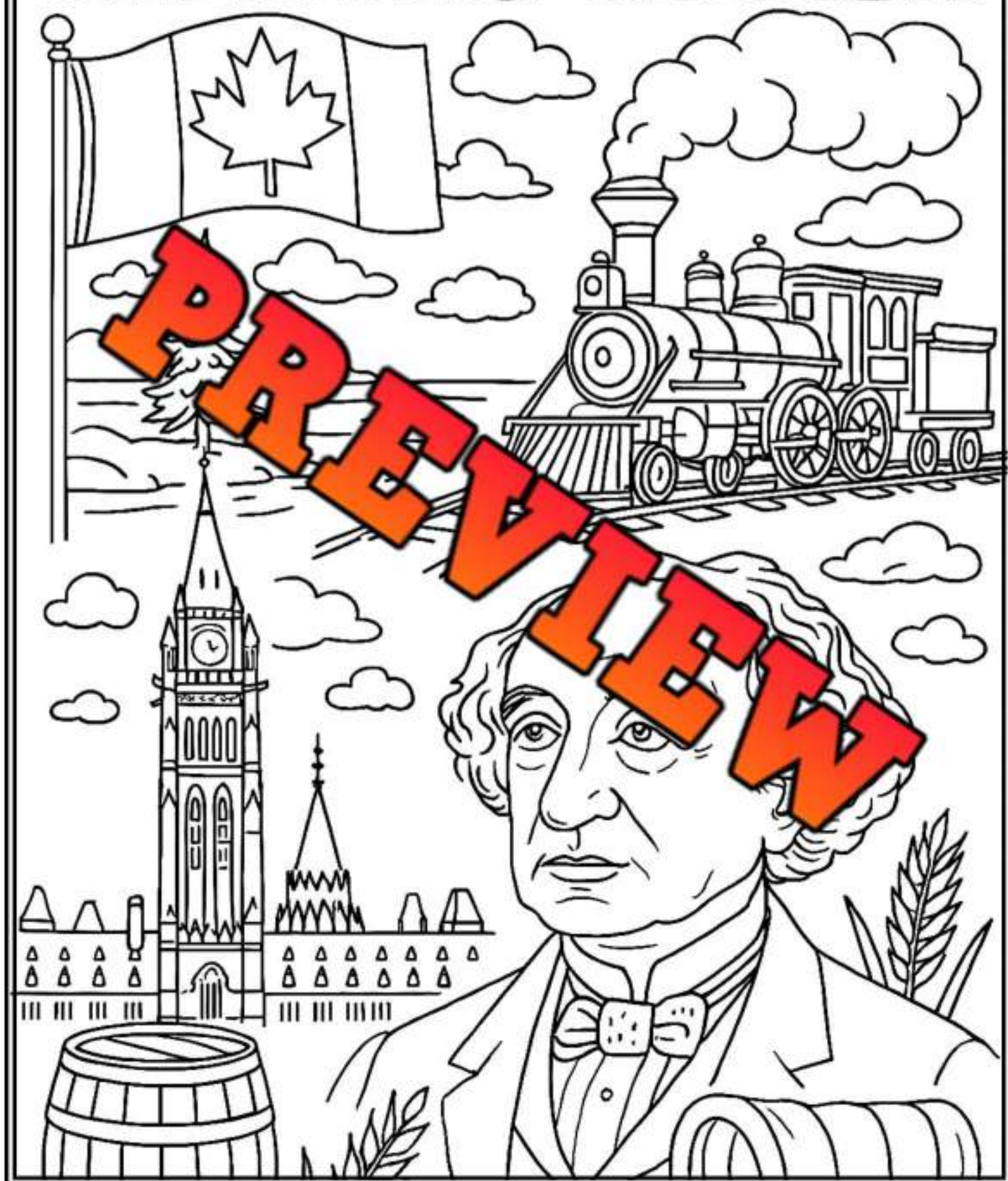
Grade 8 History Unit

CREATING CANADA, 1850-1890

| | Curriculum Expectations | Pages |
|-------------|---|---|
| A1.1 | 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 |
| A1.2 | 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 |
| A1.3 | 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 |
| A1.4 | <div style="text-align: center; color: red; font-weight: bold;"> <p>Preview of 100 pages from this product that contains 224 pages total.</p> </div> | 3-27, 9-31, 50, 74-107-108, 6-127 |
| A2.1 | | 16-17, 29, 32, 71-73, 7-106 |
| A2.2 | 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 |
| A2.3 | Assess the credibility of sources and information relevant to their investigations. | 38-39, 67-68, 91, 107-108, 140-141 |
| A2.4 | 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 |
| A2.5 | 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 |
|-------------|---|--|
| A2.6 | 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, 103-105, 111-122 |
| A2.7 | Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences | 53-59, 75-78, 145-149 |
| A3.1 | 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, 111-125, 128-132, 137-143, 145-149 |
| A3.2 | 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, 111-122, 145-149 |
| A3.3 | 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, 111-122, 145-149 |
| A3.4 | 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, 41-42, 49-52, 74-80, 107-108, 111-127, 145-149 |
| A3.5 | 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, 71-73, 109-110, 111-122, 133-143, 145-149 |
| A3.6 | Describe significant instances of cooperation and conflict in Canada during this period | 23-27, 65-70, 107-108, 111-122, 126-132, 137-143, 145-149 |
| A3.7 | 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, 65-68, 79-80, 109-110, 111-122, 126-132, 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, though 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 had invaded parts of Upper and Lower Canada. Defending the colonies required a lot 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

Curriculum Connection
A1.1

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 was the purpose of Confederation?

2) Before Confederation, what were the original provinces of Canada?

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

Questioning

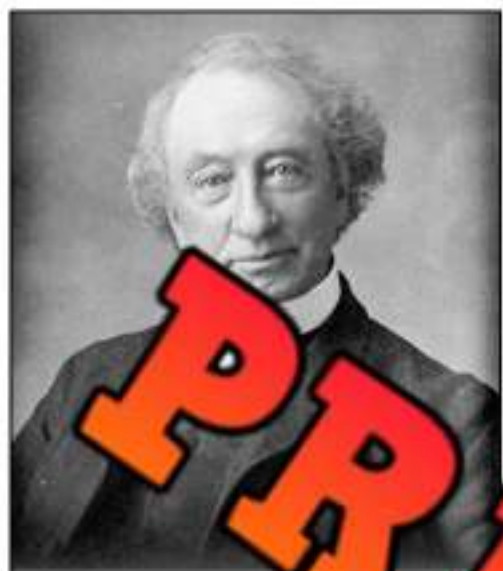
What questions do you have about the reading?

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 debate, it was suggested Ottawa, which was halfway between the two regions, and everyone finally agreed.

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.



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.

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- ☐ Moved to Upper Canada as a child.
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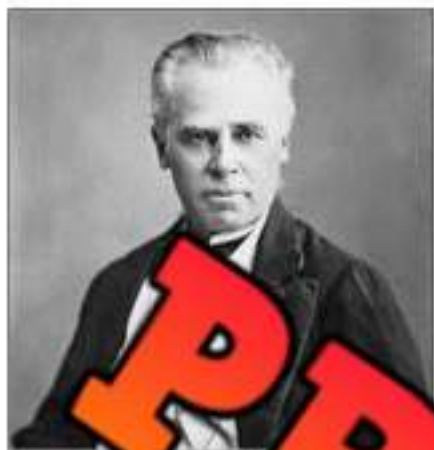
Name: _____

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- ☐ Became a leader in Kingston, Ontario.
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- ☐ 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 worked together to form the "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?

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

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

Reaction

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

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 done. 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 constantly. | 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.

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 was upset George Brown because he was tired of political deadlock and being unable to make any decisions in government.

He wanted a system where colonies 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 from Quebec who wanted to make sure Quebec could keep their French culture. He was worried 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 Cartier.

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 have 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 | 5700 | 0.2% |
| Total | 2 532 097 | 100% |

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) Was Rep by Pop a good idea?

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

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

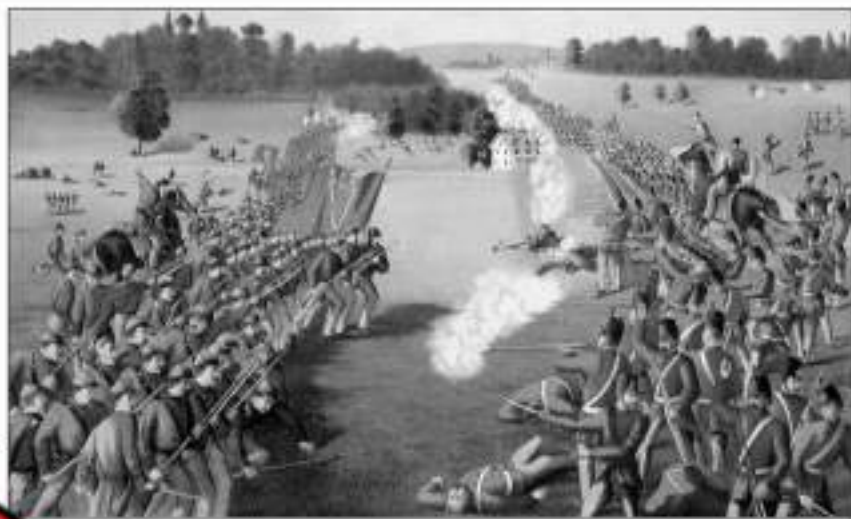
Summarize

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 in Ireland and the Irish had no power.



What Were the Raids?

The Fenians knew they couldn't stop the British in Ireland, so they attacked Britain another way. Remember that the people 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.

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.

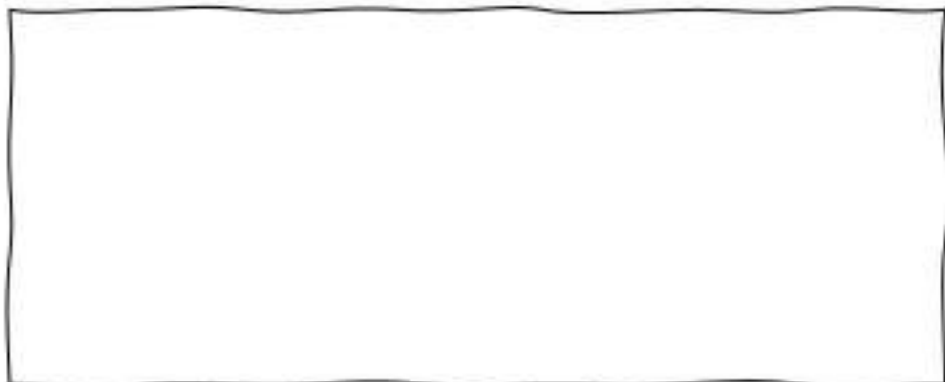
1) Why did the Fenians hate the British government?

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

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

Visualizing

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



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?

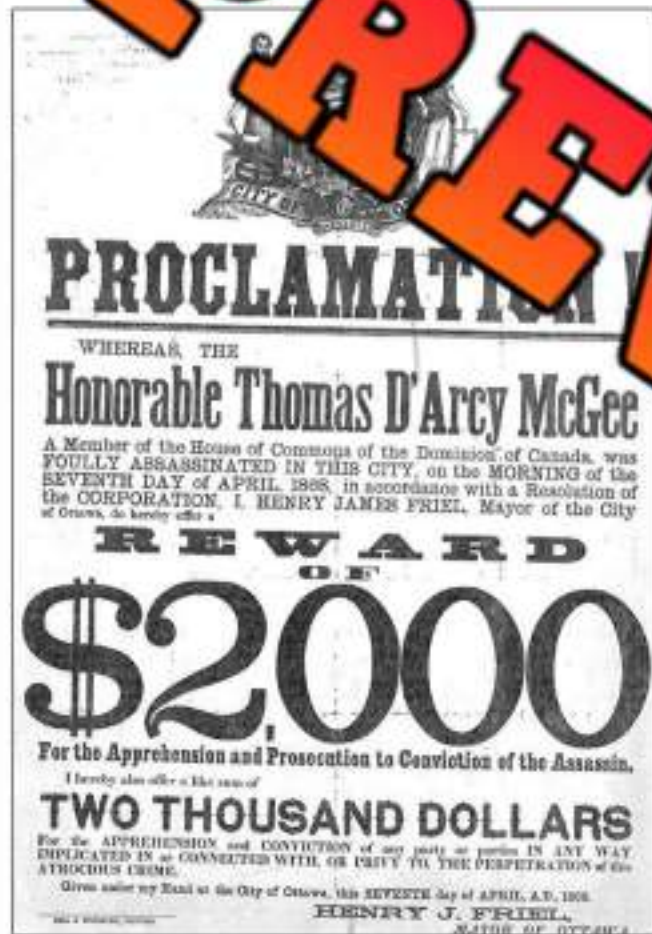
McGee had angered some of the Fenians, who were a secret society of Irish background. He had written in the Montreal Gazette, "Secret societies are like what the farmers in Ireland call scotch grass. The only way to get rid of it is to cut it out by the roots and burn it." The Fenians thought McGee was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

James Whelan was the man who killed McGee. Within 24 hours of the murder, James Patrick Whelan was arrested for the murder. Whelan was beaten and tortured by 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?

2) Who was James Patrick Whelan?

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 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?

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

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

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?

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

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



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

Manifest Destiny



John Gast – “American Progress”

- Thomas Jefferson believed that the future of the U.S. 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 chosen to own all the land across North America.
- The Homestead Act became a law that gave any settler 160 acres of land 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?

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 dream, Go make a legacy,
Manifest destiny, Back in the day, We wanted
everything, Mama said, Burn it all away, We wanted
everything, 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.

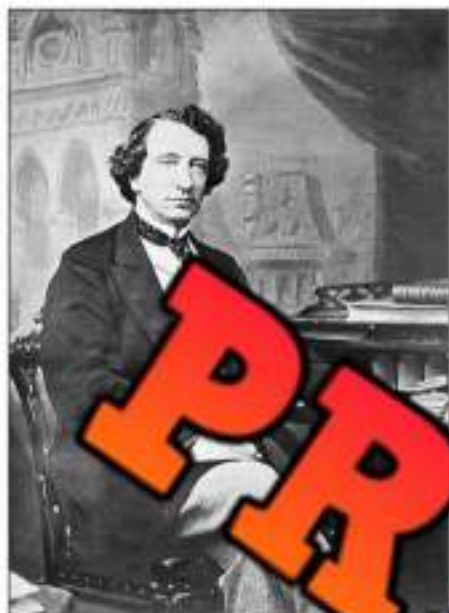
Directions Rank the reasons in order of what you think is most important (1) to least (4).

| Rank | Reason |
|------|---|
| | Economic Unity 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 benefit. |
| | Transportation Building Canada is a huge country. Trading from P.E.I. to B.C. was nearly impossible. Building a railway would connect the country and create trading opportunities. |
| | Defence Issues: Defending our Land Britain had withdrawn most of its troops, so colonies were vulnerable to attack. If the colonies united, they could pool resources and defend its land. |
| | Manifest Destiny & Fenian Raids The USA believed in Manifest Destiny – they wanted all land in North America. The Fenian Raids were Irishmen who were getting into British colonies 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 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 causes for the political chaos in the late 1850s.

Double Shuffle

In 1858, Macdonald and Cartier resigned from office, which became known as the **Double Shuffle**. At the time, Brown had gone against Macdonald and Cartier'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 (1858 / 1867) . |
| 2 | John A. Macdonald and George-Étienne Cartier led the (Conservative / Liberal) Party. |
| 3 | Their rival George Brown was leader of the (Reformers / Clear Grits) . |
| 4 | George Brown was Premier for (five months/ five days) . |
| 5 | Queen Victoria suggested (Ottawa / Montreal) as the capital city. |

Name: _____

Mark

Underline the correct answer for each question.

| | |
|---|---|
| 1 | The Double Shuffle happened in (1858 / 1867) . |
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| 4 | George Brown was Premier for (five months/ five days) . |
| 5 | Queen Victoria suggested (Ottawa / Montreal) 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.

One side voted against the other, and the deadlock prevented the Canadian colonies from addressing, as major issues such as defense and transportation remained unresolved. Many citizens grew frustrated as they watched their leaders refuse to 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 two 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.

Define

What do the terms below mean?

| | |
|---------------------------|----------------|
| Political Deadlock | _____ _____ |
| Coalition | _____ _____ |
| Bipartisan | _____ _____ |

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 the only opposition party? | Yes | No |
| 4) Did John A. Macdonald take a long time to make decisions during this time? | Yes | No |
| 5) Did both Brown and Macdonald keep a close relationship temporarily? | Yes | No |
| 6) Did the coalition cause the government to become more stable 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 as he was the only one who could. |
| | Combining two political parties to prevent political deadlock. |
| | When opposing political parties vote against each other and 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?

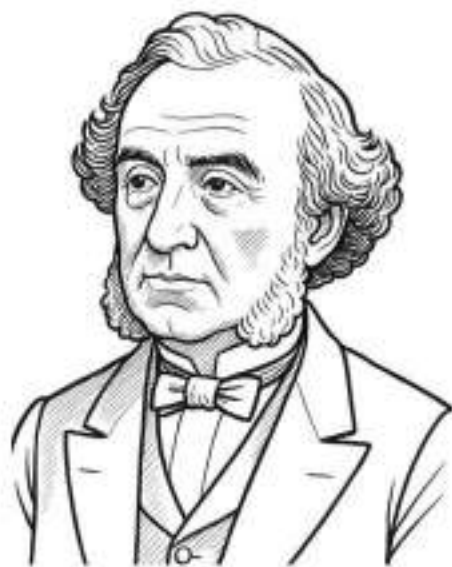
Canada officially became a **confederation** on July 1, 1867, marking the birth of a new nation. *Confederation* means the joining together of smaller groups or regions under one central government. Before 1867, the provinces of Canada were separate and managed their own affairs without a shared government. 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 aim was to build a nation that could defend itself and more easily 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. This task involved endless meetings, debates, and compromises.



He had to convince the colonies to sell **Rupert's Land** and the **Northwest Territories** and persuade the **Maritime provinces**—Nova Scotia and New Brunswick—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 see the other end of the deal.

Upset

The Islanders living on the land were upset because they worked hard on the absentee landlord's land but 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. The owners were supposed to sell so they could sell the land back to the settlers for low prices. This 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.



Questions

Answer the questions below.

1) What does the term absentee landlord mean?

2) Why were settlers upset with the absentee landlords?

3) How did joining _____ help PEI with their absentee landlord problem?

Two Truths and a Lie

Read each group. ✓ the 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 winning the lottery. |
| <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?

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

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T

F

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

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F

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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

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Mark

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

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

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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

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.

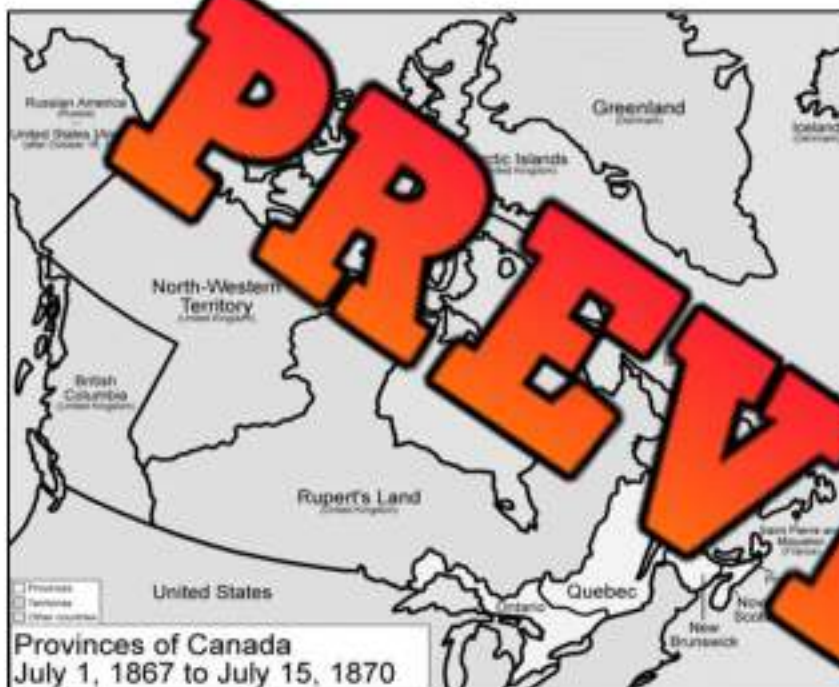
| Nova Scotia | |
|--|---|
| Pros | Cons |
| <ul style="list-style-type: none"> Trade with other colonies would be easier Connected to other colonies via a railroad Better protection against the US Improved economy | <ul style="list-style-type: none"> Might lose free trade with the USA Didn't feel a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

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 1st, 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?



2) What has changed in the geography of Canada?

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 student)
- "Conference issue cards" (one for each colony, covering topics 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 the 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 the 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, 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 provide a market 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 |
|---|--|
| Economic Growth | 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. |
| Railway Promise | 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. |
| Language and Culture Protection | 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. |
| Political Power and Representation | 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 of all colonies. |
| Defence and Security | 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 could defend itself or that Britain should continue to provide protection. |
| Taxes and Spending | 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. |
| Independence from Britain | 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. |
| Small Colony Concerns | 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?

Peer Assessment

Mark your group members using the checklist below.

| | | | |
|----------------|--|---------------------------|--|
| My Name | | Who I Am Assessing | |
|----------------|--|---------------------------|--|

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

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

Criteria Use the criteria below to complete the activity.

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

Rubric

How did you do in the activity?

Mark

| Criteria | 1 Point | 2 Points | 3 Points | 4 Points |
|----------------------|---|--|--------------------------------------|---|
| Knowledge | 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. |
| Persuasion | Arguments were unclear or missing. | Gave weak or confusing reasons. | Used clear points to support stance. | Used strong reasoning. |
| Collaboration | 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. |
| Participation | Rarely spoke or joined in. | Spoke sometimes but not clearly. | Spoke clearly and took part often. | Stayed fully engaged and added valuable ideas. |
| Respect | 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 one of the three Indigenous groups of Canada.

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 essential.



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.

Questions

Answer the questions below.

1) Who are the Métis?

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

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

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

Farming

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 only allowed white settlers to move 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 in Manitoba feared the Métis. They worried they would lose their way of life, particularly their French and Roman Catholic heritage, their 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.



Questions

Answer the questions below.

1) What was the Manitoba Act?

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

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

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.

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 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

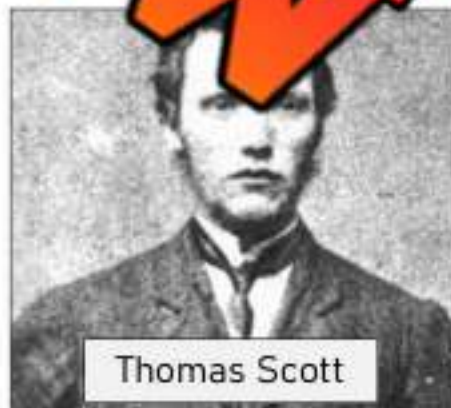
Riel rose to become the political and spiritual leader of the Métis in Manitoba. During the late 1860s, when the Canadian government wanted to expand westward, the Métis feared losing their land and culture. Riel recognized that the new settlers and government officials wanted control over the Red River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

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?

2) Do you think Riel was a fair leader?

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

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 a distinct people with their own 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 Northwest Territories, the Métis needed to be given land first.

Métis Scrip System and Land Ownership

In order to provide the Métis with land, the government decided to give them scrip so that the government could sell the land to 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 is 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?

2) Why were the Métis given scrip?

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

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) | <hr/> <hr/> |
| 2) | <hr/> <hr/> |

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 Canadians to move west.

1) What life factors in the west?

2) Would you want to move west?

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

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?

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, 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 events.

Day 1: July 8, 1874

Day 2: _____, 1874

Day 3: _____, 1874

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**.

Cartier was a French Canadian, like Jean-Baptiste-Éric Dorion, who believed that the federal government should not have too much control over the provinces. He believed the provinces should be ruled by the predominantly English Canadian government. He believed the French Canadians were being treated like second-class citizens in the United States. In the end, he lost support from the majority of French Canadians who supported Cartier.



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 **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 Canadians 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.



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?

2) What worried Jean-Baptiste about joining Confederation?

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

Making Connections

Does this reading remind you of anything in your life?

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 customs, 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 1869. 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—submit 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.

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? (T or F)

1) The First Nations were given input in the decision to form confederation.

T

F

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

T

F

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

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 the heart 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 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, and 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.



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 are 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 control over First Nations land, resources, and rights. Prime Minister Alexander Mackenzie's government said this is to "civilize and protect" Indigenous peoples, but critics 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?

2) What does the term Status Indian mean?

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

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?

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, much Indigenous territory was handed over to the British 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 monitored 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 km²**, 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.

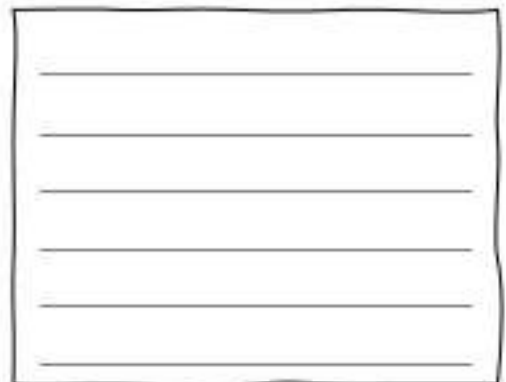
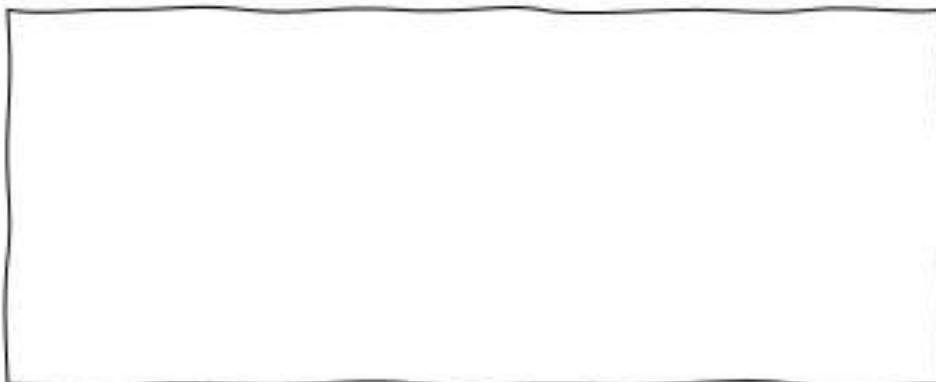
1) What is the purpose of a treaty?

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

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

Visualizing

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



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.

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?

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

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

Reaction

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

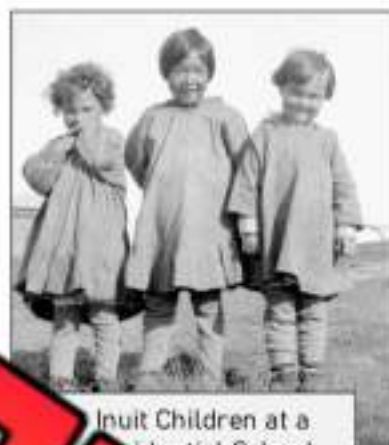
Residential Schools

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 many 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 to 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?

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?

Agree or Disagree

Write Agree or Disagree, 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.

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 porridge at breakfast, it was given to us for our dinner, and even for supper. We had to eat it 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 away from me." Mary Carpenter

"Even when we just smiled at one of the boys they could as the church, 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 a strap. When we ate worms in the meat, just beans sometimes and sometimes just water." Patricia

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 home, 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



58 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 lives and that equal opportunity improves society.



5 LIKES

JaydenTalks: I don’t know 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.



9 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 political movement.



6 LIKES

JaydenTalks: I just think society was different when women were only supposed to care for families. I’m not sure full equality would’ve been a good idea—maybe it would’ve caused chaos in politics and jobs.



32 LIKES

AvaGreen_07: But that “different society” was created because of the lack of women. If women had been in Parliament earlier, we might’ve had better healthcare, education, labour, and health much sooner.



25 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.



7 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.



85 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.



32 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.

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 Answer 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 a model 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

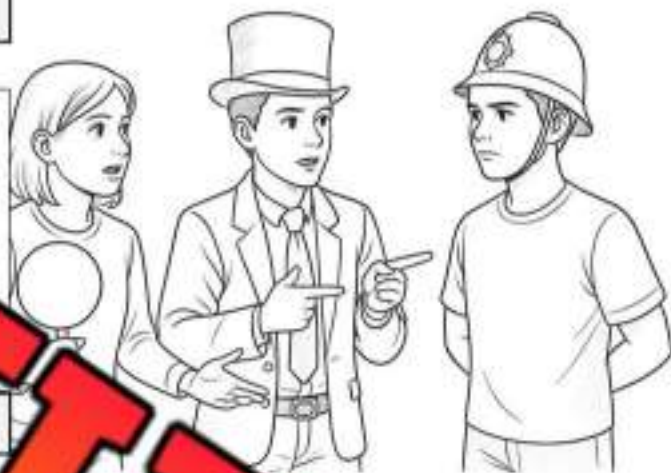
What are we learning about?

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

Scenario Cards

| Scenario | Description |
|--|--|
| 1 The Red River Resistance | 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 angry 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 The Charlottetown Conference | 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 The Numbered Treaty Negotiations | <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 Building the Canadian Pacific Railway | <p>The plains echoed with the sound of hammers and explosions. Chinese workers carried heavy rocks and laid track through cold wind and steep cliffs. Many became sick or were hurt, but they pushed forward to finish the railway. The engineers and bosses pushed 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 The Fenian Raids | <p>People in small border towns heard of church bells and shouts of warning. Irish men called Fenians were crossing the border to attack British Canada. They 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 The Creation of the North-West Mounted Police | <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 | The Great Coalition | 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 | Women Demand Rights | 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 for everyone, no matter their colour or gender. Some men listened, but others listened and began to question. Posters and pamphlets spread their message through the streets. A quiet movement for change started to grow. |
| 9 | The Residential School Classroom | 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 language. Families sat unopened in locked drawers. At night, they told stories about home under their blankets. Years passed, 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 | The Trial of Louis Riel | 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: _____

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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 |
|---------------------|---|--|--|--|
| Creativity | 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. |
| Voice | 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. |
| Action | 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. |
| Stay in Role | 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. |
| Teamwork | 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

| | |
|---|---|
| _____ _____ _____ _____ _____ | _____ _____ _____ _____ _____ |
|---|---|

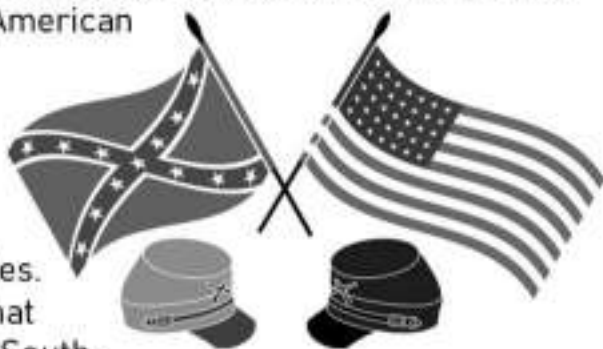
Student Comments – What Could You Do Better?

| |
|---|
| _____ _____ _____ _____ _____ |
|---|

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 are 50 states. 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 northern 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 cotton 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 followed Missouri 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 |
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| | 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 |
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| | 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 |
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| | Two |
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| | 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 "Federation by Population"; led from the Great Coalition to the Liberal Party.



Louis Riel

Métis leader; led the 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 Canada; promoted peace and
assassinated in Ottawa in 1868
for his beliefs.



James Douglas

Governor of British Columbia; worked
to 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 and petitioned Queen Victoria to support 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 almost 2 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 engines 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 42 to 72 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 wasn't perfect. There were crowded tenements, pollution, and long factory hours. Women and even children 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) Which cities were growing in the late 1800s?

| | 1871 | 1881 | 1891 | 1901 | 2021 |
|-------------|---------|---------|---------|---------|-----------|
| Montreal | 107,225 | 187,741 | 267,500 | 267,730 | 1,762,949 |
| Toronto | 56,092 | 86,411 | 181,556 | 208,040 | 2,794,356 |
| Quebec City | 56,699 | 62,446 | 68,840 | 68,840 | 549,459 |
| Halifax | 29,582 | 36,100 | 36,100 | 36,100 | 460,232 |
| Ottawa | 21,545 | 27,412 | 44,552 | 59,922 | 1,017,449 |

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

Comment

What comment would you post to the blog post?



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 dams. 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?

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

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

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.

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 do 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 can have two cards.
- 3) Read one clue out loud from your teacher clue sheet and listen for the word 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 | Confederation | Louis Riel |
| Manitoba Act | Métis Scrip System | North-West Mounted Police |
| Westward Expansion | Canadian Pacific Railway | Confederate States |
| 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 about how to govern anything. | 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 a member of the Irish Republican Brotherhood 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 built 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. | Treaties |
| 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 |

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.



Name: _____

150

| |
|-------|
| Total |
| / |

Unit Test

Creating Canada

| | |
|------|---|
| Mark | / |
|------|---|

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

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. |
| | John A. 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 Raids | E) The USA people believed they should own all of North America. |
| | The Great Coalition | F) The first Prime Minister of Canada. |
| | Representative 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

/

1) Why was political deadlock such a problem?

2) Why was the railway so important for Canada?

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



Google Slides Lessons Preview





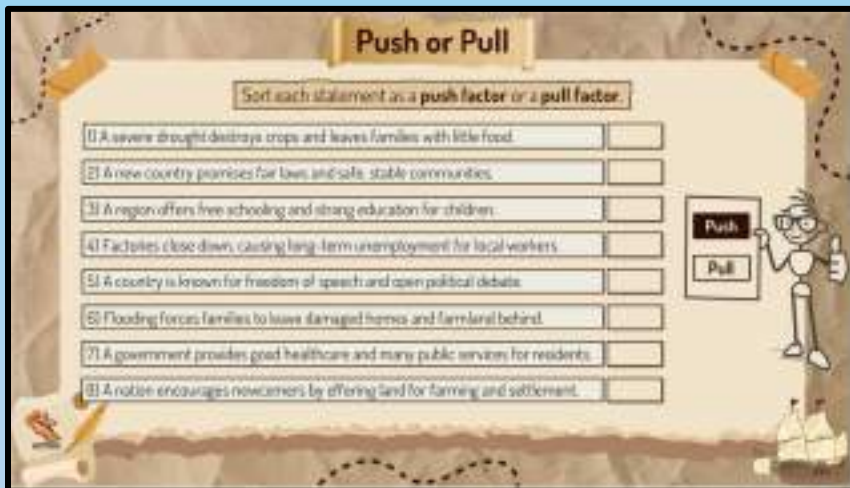
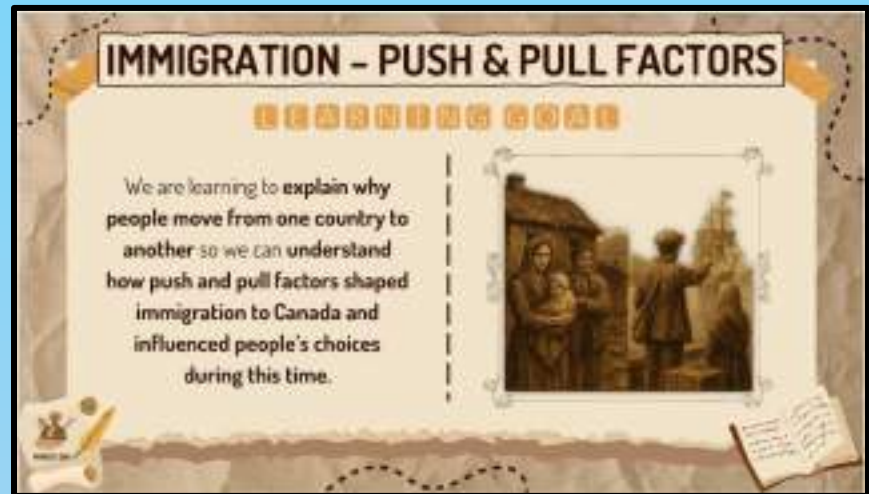
Ontario History Curriculum

Canada, 1890-1914: A Changing Society – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

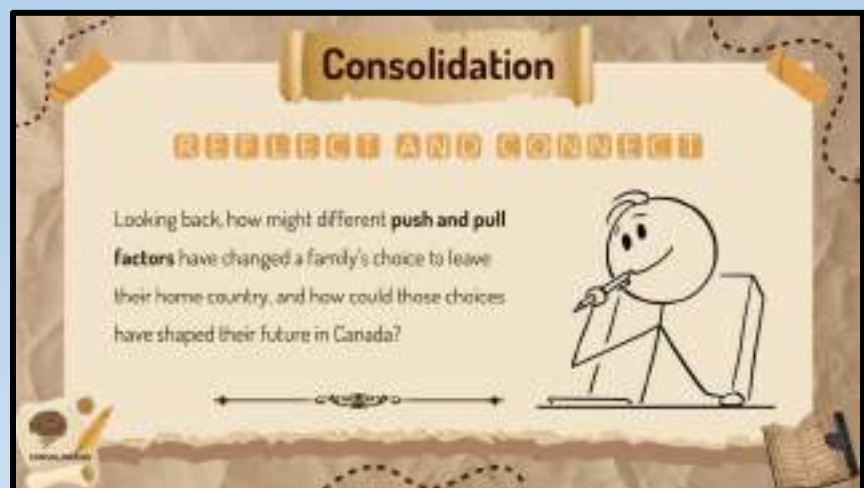


Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





Ontario History Curriculum

Canada, 1890-1914: A Changing Society – Grade 8

Cloze Passage

Read the paragraph. Use the word bank to fill in the missing words.

Clifford Sifton was born in _____ and became _____ in Prime Minister Laurier's government. He worked to bring settlers to _____ Canada and encouraged hardworking _____ to move to the Prairies. His team advertised across _____ to spread news that land was open. Sifton mainly targeted _____, Poles, and Scandinavians used to farming. He supported the _____ Act, which offered free land to new settlers. In 1898, he approved _____, which transferred large areas of land. These actions caused major disruptions for _____ communities.

| | | | | |
|------------|-------------|-------------|----------------|-----------|
| farmers | Treaty 8 | Canada West | Europe | western |
| Ukrainians | Canada East | Indigenous | Superintendent | Homestead |

Truths & A Lie

Use the boxes to show which ones are true and which one is a lie.

| | Truth | Lie |
|--|--------------------------|--------------------------|
| A Sifton believed harsh climates required strong, experienced settlers. | <input type="checkbox"/> | <input type="checkbox"/> |
| B Ukrainian peasants worked long hours for limited pay. | <input type="checkbox"/> | <input type="checkbox"/> |
| C Average Ukrainian farms were far larger than Canadian homesteads. | <input type="checkbox"/> | <input type="checkbox"/> |
| A Ukrainian bloc settlements encouraged shared traditions and farming practices. | <input type="checkbox"/> | <input type="checkbox"/> |
| B Prairie winters challenged newcomers more than forest clearing did. | <input type="checkbox"/> | <input type="checkbox"/> |
| C Settlers joked that mosquitoes preferred Ukrainian blood specifically. | <input type="checkbox"/> | <input type="checkbox"/> |
| A Treed parkland regions were preferred by Ukrainian newcomers. | <input type="checkbox"/> | <input type="checkbox"/> |
| B The Edna-Star Colony formed west of Edmonton originally. | <input type="checkbox"/> | <input type="checkbox"/> |
| C New arrivals cleared forests mainly for shelter and heat. | <input type="checkbox"/> | <input type="checkbox"/> |
| A Ukrainian settlers first chose coastal regions before the Prairies. | <input type="checkbox"/> | <input type="checkbox"/> |
| B Ukrainian peasants often struggled with hunger and heavy taxes. | <input type="checkbox"/> | <input type="checkbox"/> |
| C Many settlers valued prairie soil as fertile and workable. | <input type="checkbox"/> | <input type="checkbox"/> |

Rearrange the words to make the complete sentence.

starvation left war civil Chinese to due immigrants Chinese

very low railway daily workers wages while Chinese built earning Canada's

immigration the restrict to Canada Chinese Tax created Chinese severely Head



Ontario History Curriculum

Canada, 1890-1914: A Changing Society – Grade 8

ABC Choice

Move the correct letter (A, B, or C) in the Answer column.

| Question | A | B | C | Answer |
|--|------------------------|-------------------------|------------------------|--------|
| 1) Why were many Canadians opposed to Asian immigration? | Fear of job loss | Strong racist beliefs | Trade concerns | |
| 2) What rule blocked most Indian immigrants? | Health checks | Continuous journey rule | Quick entry rule | |
| 3) How long were passengers trapped on the ship? | Two days | Two weeks | Two months | |
| 4) Who helped raise money for the passengers' fees? | A shore committee | British soldiers | Local merchants | |
| 5) What did the court decide about the case? | It could not interfere | It supported passengers | It ordered entry | |
| 6) What was the final outcome for the passengers? | They settled in B.C. | They stayed in harbour | They went back to Asia | |

Word Search

Find the words related to the Industrial Revolution in the word search grid.

| | |
|-------------|------------|
| Textile | Steam |
| Spinning | Jenny |
| Cotton | Bessemer |
| Steel | Skyscraper |
| Trolley | Production |
| Electricity | Tenement |

Agree or Disagree

Move the box to "Agree" or "Disagree" for each sentence.

| | |
|--|--|
| 1) Coal mining conditions showed employers ignored worker health and safety. | |
| 2) Low wages for long shifts were acceptable during rapid industrial growth. | |
| 3) Harsh factory schedules were necessary to keep growing cities supplied. | |
| 4) Strict factory rules helped workers stay focused and avoid costly errors. | |
| 5) Long work hours seemed needed but hurt workers badly. | |
| 6) Poor ventilation in mines proved safety was not a priority. | |
| 7) Immigrant workers accepted danger because they needed any job. | |
| 8) Wage cuts for errors improved workers' overall happiness. | |

Agree
Disagree



Workbook Preview



Grade 8 History Unit

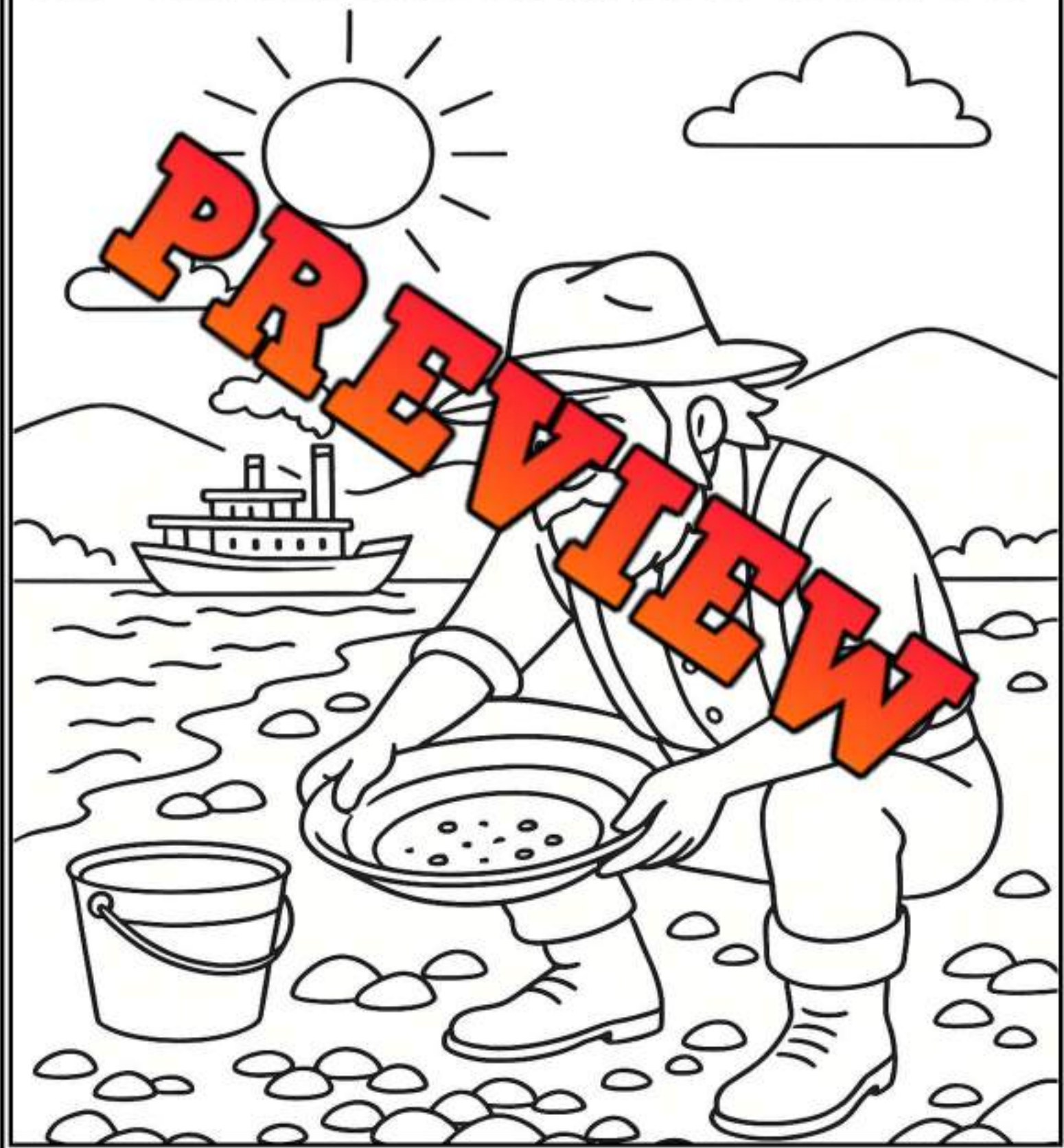
CANADA, 1890-1914: A CHANGING SOCIETY

| | Curriculum Expectations | Pages |
|-------------|--|--|
| B1.1 | Analyze key similarities and differences in the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in present-day Canada and the same groups/communities in Canada between 1890 and 1914 | 34-39, 45-48, 63-66 |
| B1.2 | Analyze some ways in which challenges affected First Nations, Métis, and Inuit individuals, families, and communities during this period, with specific reference to treaties, the Indian Act, the reserve system, and the residential school system and how some of these challenges continue to affect Indigenous peoples today | 13-14, 43-44, 85-99, 124-126, 139-141 |
| B1.3 | Analyze some of the challenges facing various non-Indigenous individual, groups, and/or communities in Canada between 1890 and 1914, and compare some of these challenges with those facing First Nations, Métis, and Inuit communities | 13-21, 23-27, 34-35, 40-52, 60-72, 75-81, 106, 141 |
| B1.4 | Analyze and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries | 17-27, 60-63, 82-84, 113-117, 123, 127-134-138 |
| B2.1 | Formulate questions to guide investigations into 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 between 1890 and 1914 | 10-11, 22, 134-138 |
| B2.2 | 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 and secondary sources | 53-59, 107-112, 127-128, 131-132 |
| B2.3 | Assess the credibility of sources and information relevant to their investigations | 53-59, 107-112, 131-132 |
| B2.4 | Analyze and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries | 103-104, 129-130 |
| B2.5 | Interpret and analyze information and evidence relevant to their investigations, using a variety of tools | 38-39, 51, 53-59, 67-72, 96-97, 127-128 |

Preview of 100 pages from
this product that contains
203 pages total.

| | Curriculum Expectations | Pages |
|-------------|---|---|
| B2.6 | 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 that affected Canada and/or people in Canada during this period | 47-48, 51, 75-81, 87-88, 107-112, 139-141 |
| B2.7 | Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences | 118-121, 133 |
| B3.1 | Identify factors contributing to some key issues, events, and/or developments that specifically affected First Nations, Métis, and Inuit in Canada between 1890 and 1914, and explain the historical significance of some of these issues, events, and/or developments for different individuals and/or communities | 34-35, 85-97, 107-112, 124-126 |
| B3.2 | Identify factors contributing to some key events and/or developments that occurred in and/or affected Canada between 1890 and 1914, and explain the historical significance of some of these events and/or developments for various non-Indigenous individuals, groups, and/or communities | 17-39, 64-74 |
| B3.3 | 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 individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities | 13-14, 17-33, 36-39, 67-106, 113-117, 129-130, 139-141, |
| B3.4 | Identify key social and economic changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities | 8-16, 28-33, 40-66, 91-93, 105-112, 122-123, 127-128, |
| B3.5 | Describe significant examples of cooperation and conflict in Canada during this period | 17-33, 47-59, 62-63, 75-81, 85-99, 113-121 |
| B3.6 | Identify a variety of significant individuals and groups in Canada during this period and explain their contributions to heritage and/or identities in Canada | 15-16, 60-63, 98-99, 122-123, 127-132, 134-138 |

CANADA, 1890-1914: A CHANGING SOCIETY



Immigration – Push and Pull Factors

Immigration means when a person moves permanently to live in another country. People decide to move for many reasons, often influenced by **push** and **pull factors**.

A **push factor** is something negative that drives or “pushes” a person away from their home country. Common push factors include war, political conflict, high unemployment, crime, poor school systems, or lack of basic services. For example, during the Irish Potato Famine (1845–1852), thousands of Irish families left their homes because of hunger and poverty.

A **pull factor** on the other hand, is something positive that attracts or “pulls” people toward a new country. Examples of pull factors are low crime rates, better healthcare, a strong economy, stable environments, stable governments, and better education systems. People are also drawn to countries with fair laws, freedom of religion, and democratic rights.

Immigration in Canada Increased from the late 1800s to the early 1900s. During this time, Canada was growing as a country. Many Americans moved north because the **arable land** in the United States had become scarce and expensive. In contrast, Canada offered land that was cheap, fertile, and open, which encouraged settlers to grow crops successfully.

Another major pull factor was **political and religious freedom**. In Canada, citizens were free to choose their religion and express their opinions. In many European nations ruled by monarchies or religious authorities, Canada offered a democratic system that allowed people to vote and participate in government.

Lastly, **family ties** played an important role. Once a family member settled in Canada, they often encouraged relatives to follow, writing letters about the peace, and opportunity they found there.

Push Factors Around the World

In the early 1900s, many immigrants fled countries affected by war, famine, and overcrowding. Europe, especially, faced high population density and limited farmland. People were drawn to Canada's promise of open space and new beginnings.

Some of the most common push factors included:

- War and violence in home countries
- Religious persecution in Europe
- Limited job opportunities and farmland
- Political oppression and lack of freedom

Canada's reputation for peace, democracy, and open land made it one of the most attractive destinations for immigrants seeking a better life.



Directions

Read the factor and choose whether it is a push or pull factor.

| | | |
|--|------|------|
| 1) Leaving Europe because of no land... | Push | Pull |
| 2) Moving to Canada for arable land... | Push | Pull |
| 3) Moving to Canada for religious freedom... | Push | Pull |
| 4) Moving to Canada to join your family there... | Push | Pull |
| 5) Leaving Europe because of the constant threat of war... | Push | Pull |

Questions

Answer the questions below using evidence from the text.

1) What were the push factors for people moving to Canada?

2) What were some push factors for people in other countries?

3) Why was Canada described as a land of opportunity?

Fill in the Blanks

Read the sentence and fill in the blanks.

- 1) Immigration is when someone _____ permanently from their country to a new country.
- 2) A push factor is a reason someone _____ a country.
- 3) A pull factor is a reason someone _____ a country.
- 4) The gold rush was a pull factor that brought a lot of Chinese _____.
- 5) Lack of jobs is an example of a _____ factor.

Definitions

What do each of the terms mean?

| | Definition |
|--------------------|----------------------|
| Pull Factor | |
| Immigration | |
| Emigration | |

Matching

Draw a line from the pull factor to the description.

| Pull Factor | Description |
|-----------------------------|--|
| Economic Opportunity | Immigrants are free to practise any religion they wish without government interference |
| Available Land | Democratic government means everyone has a voice. No strict laws limiting day-to-day lives |
| Political Freedom | Following your family |
| Religious Freedom | 160 acres available for only \$200 |
| Family Ties | Hard work often led to earning a lot of money |

Questions

Answer the questions below.

1) What might be a push factor for you to leave your school? List 3 below:

2) What might be a pull factor for you to join another school? List 3 below:

Research

Learn more about the push factors below.

Below are 3 push factors that led to people leaving their country and immigrating to Canada. Find out why they left by researching online.

| | Research |
|-----------------------------------|-------------------|
| Potato Famine | <hr/> <hr/> <hr/> |
| American Revolution/ Loyalists | <hr/> <hr/> <hr/> |
| Poverty | <hr/> <hr/> <hr/> |

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 push factors.

| | |
|--------------------------|--|
| <input type="checkbox"/> | Homes are unsafe because fighting spreads across nearby communities. |
| <input type="checkbox"/> | A region offers cheap farmland with rich, fertile soil. |
| <input type="checkbox"/> | Families hear about stable jobs and many new work opportunities. |
| <input type="checkbox"/> | Crops fail again, causing hunger and severe food shortages. |
| <input type="checkbox"/> | Overcrowded towns have poor soil and almost no farmland available. |
| <input type="checkbox"/> | A country provides peaceful streets with protection. |

Name: _____

Mark

Check only the push factors.

| | |
|--------------------------|--|
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| <input type="checkbox"/> | A country provides peaceful streets with protection. |

Name: _____

Mark

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|--------------------------|--|
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| <input type="checkbox"/> | Crops fail again, causing hunger and severe food shortages. |
| <input type="checkbox"/> | Overcrowded towns have poor soil and almost no farmland available. |
| <input type="checkbox"/> | A country provides peaceful streets with protection. |

Clifford Sifton

Who was Clifford Sifton?

Clifford Sifton was a lawyer, businessman, and politician born in Canada West, which is now part of Ontario. He became one of the most influential figures in shaping Canada's **immigration policies** during the late 1800s and early 1900s. Sifton served as both the Minister of the Interior and the Superintendent General of Indian Affairs in Prime Minister Wilfrid Laurier's government. His main responsibility was to attract settlers to the western regions of Canada, helping the government populate and develop the area. Sifton strongly believed that immigration was the key to building a prosperous nation with strong agricultural communities.



Clifford Sifton

Who Did Sifton Want to Immigrate to Canada?

Sifton hired energetic agents, publicists, and promoters to spread the word that vast areas of land in western Canada were open for settlement. He believed that bringing in immigrants would transform the prairie landscape into productive farmland. His team advertised in newspapers, posters, and pamphlets across Europe to encourage migration.

The **Homestead Act** offered male immigrants 160 acres of free land, as long as they cultivated at least 40 acres and built a house within three years. This act attracted thousands of settlers seeking a better life. Sifton mainly targeted three groups of immigrants:

- Northern Europeans such as Ukrainians, Poles, and Scandinavians who were used to harsh climates and farming
- British settlers with agricultural experience
- American farmers from the northern states familiar with prairie farming

He discouraged immigration from British urbanites, Black people, and Asians, showing the racial biases of the time. Between 1896 and 1905, immigration numbers soared from 16,835 to 141,465. These new settlers cleared fields, grew crops, and helped build thriving local economies in western Canada.



Treatment of Indigenous Peoples

As Superintendent General of Indian Affairs, Sifton showed little respect for Indigenous communities. His goal was to make room for European farmers, not to protect Indigenous rights. He reduced funding for Indigenous education and welfare to cut costs. In 1899, he approved **Treaty 8**, which transferred nearly 850,000 km² of land in present-day northern Alberta and northwest Saskatchewan to the Canadian government. This opened even more land for settlement but greatly disrupted Indigenous ways of life.

Name: _____

14

Curriculum Connection
81.2, 81.3, 83.3, 83.4**Multiple Choice**

Circle the correct answer.

| | | |
|---------------------------------------|--------------------|---------------------|
| 1) Sifton preferred... | White Settlers | Non-White Settlers |
| 2) Sifton preferred... | Southern Europeans | Northern Europeans |
| 3) Sifton preferred... | Experience farmers | Blacksmiths |
| 4) Sifton was disrespectful to the... | Indigenous | Canadian Government |
| 5) Sifton increased immigration... | A lot | A little |

Questions Answer the questions below using evidence from the text.

1) How did Sifton increase immigration to the prairies?

2) How successful was Sifton in changing the landscape in the prairie provinces?

3) How did racial bias influence Sifton's immigration preferences?

Describe

How would you describe Clifford Sifton. Choose 3 adjectives and explain.

| | |
|--|-------------|
| | <hr/> <hr/> |
| | <hr/> <hr/> |
| | <hr/> <hr/> |

Immigration Act, 1910

Immigration in Canada – Background Information

Before 1910, Clifford Sifton was in control of immigration in Canada. He believed that Canada should attract farmers and farm labourers as immigrants to Canada. He knew that Canada was largely undeveloped farmland, and therefore, needed labourers to develop the land. In 1905, **Frank Oliver** replaced Sifton and had different views on immigration. Oliver believed that it was important to select people from certain countries to immigrate. He wanted people from Britain and the USA to immigrate to Canada.

What is the Immigration Act?

The **Immigration Act of 1910** was an act that allowed the Canadian government to control who was allowed to enter Canada. The act outlined a list of immigrants that were prohibited from entering Canada. It also gave some government officials power to make decisions based on who was allowed to immigrate and who would be deported out of Canada.

Discrimination

The **Immigration Act of 1910** was discriminatory, as it specified that certain races would not be allowed to immigrate to Canada. The act specified that only people of the "Caucasian race" were allowed to immigrate but had to pay a head tax to enter. This went up to \$500 over the next several years. At the time, many American farmers were solicited to come to the Canadian prairies. However, only the white ones. Black Americans were discriminated against as many were not allowed to immigrate to Canada.



Deportation

The 1910 Act allowed for deportation on the basis of poverty or moral instability. This means that the government had the power to send immigrants back to their native country if they weren't getting along with the people in Canada. The government could also send home poor immigrants who were a burden to the Canadian economy. In 1907, a wave of poor British immigrants arrived in Canada. In 1908, 70% of the deportations from Canada were British immigrants.

Effects of the Immigration Act of 1910

The goal of reducing immigration from Asia had been met as the number of Asian immigrants dropped drastically after 1910. The government wanted immigrants who would be farmers, but they eventually opened the flood gates to Europe and allowed anyone who wanted in. This was because the railroad was a success, and the flow of goods and services was thriving.

The government needed more people to buy, sell, and make these goods and services. Even with the laws in the Immigration Act of 1910, strong immigration continued as shown by the following numbers:

1906 – Over 200,000

1911 – Over 300,000

1912 – Over 400,000

True or False

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

| | | |
|---|---|---|
| 1) The Immigration Act was discriminatory against Asian and Black people. | T | F |
| 2) The Act slowed down immigration from Asian people. | T | F |
| 3) The Act was fair, and no one could be turned away without a good reason. | T | F |
| 4) You could be deported if you were poor. | T | F |
| 5) The Canadian government wanted Chinese labourers to immigrate to Canada. | T | F |
| 6) Despite the 1910 Act, immigration numbers grew sharply by 1912. | T | F |

Question

Use information from the text to support your answer.

| | |
|--|-------------------|
| 1) What was the Immigration Act? How did it change immigration in Canada? | |
| <hr/> <hr/> <hr/> | |
| 2) Why was the Immigration Act discriminatory? | |
| <hr/> <hr/> <hr/> | |
| 3) What was the main difference between Sifton's and Oakes' immigration goals? | |
| <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> |

Summarize

A summary is a brief explanation of the reading passage.

| |
|-------------------------------------|
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|-------------------------------------|

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) Oliver preferred immigrants mainly from Britain and the USA.

T

F

2) The 1910 Act reduced government immigration control.

T

F

3) Officials mostly deported Asian immigrants in early 1900s.

T

F

4) Poor British immigrants formed most Canadian deportations.

T

F

Black American farmers received equal immigration treatment.

T

F

Name: _____

Mark

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

1) Oliver preferred immigrants mainly from Britain and the USA.

T

F

2) The 1910 Act reduced government immigration control.

T

F

3) Officials mostly deported Asian immigrants in early 1900s.

T

F

4) Poor British immigrants formed most Canadian deportations.

T

F

Black American farmers received equal immigration treatment.

T

F

Name: _____

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1) Oliver preferred immigrants mainly from Britain and the USA.

T

F

2) The 1910 Act reduced government immigration control.

T

F

3) Officials mostly deported Asian immigrants in early 1900s.

T

F

4) Poor British immigrants formed most Canadian deportations.

T

F

Black American farmers received equal immigration treatment.

T

F

Name: _____

Mark

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

1) Oliver preferred immigrants mainly from Britain and the USA.

T

F

2) The 1910 Act reduced government immigration control.

T

F

3) Officials mostly deported Asian immigrants in early 1900s.

T

F

4) Poor British immigrants formed most Canadian deportations.

T

F

Black American farmers received equal immigration treatment.

T

F

Chinese Head Tax

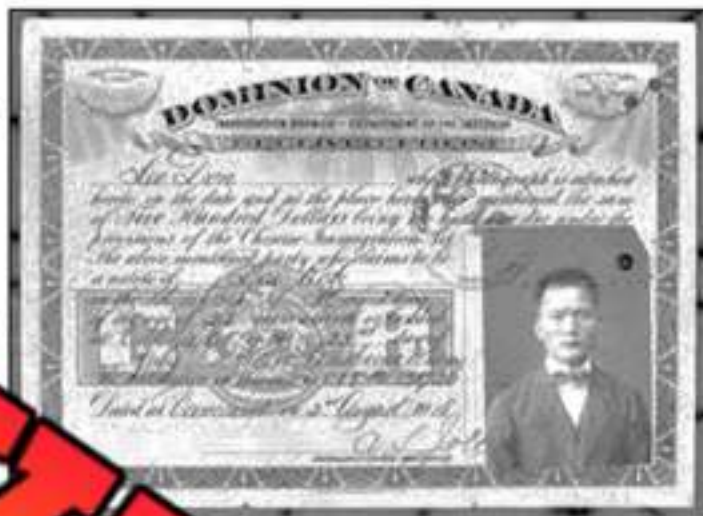
Chinese Immigrants

Many Chinese people immigrated away from China due to the following **push factors**. First, there was a **civil war** in China. A civil war is when one part of a country fights another part of the same country. Secondly, the flooding of the Huang He River led to a food shortage and many Chinese were starving.

An important **pull factor** that increased the immigration to Canada was the need for a **railway** to connect one coast of Canada to the other. A large project that created jobs.

Chinese Workers on the Coast

Over 15,000 Chinese immigrants came to Canada to work on the railway. They were paid \$1.00 a day! This was a low wage, but then they would have to pay a tax to enter the community or ethnic group.



Mr. Lee Don Paid \$500
for his certificate

This allowed Mr. Lee Don to enter Canada on a smaller budget. The Canadians were so desperate they wanted the work. They forced the government to create a tax for Chinese immigrants. They would have to pay to enter the country. This was called the **"Chinese Head Tax."**

Chinese Head Tax

In 1885, the **Chinese Immigration Act** was passed. Every Chinese immigrant would need to pay \$50 to enter the country. The problem was that this didn't stop the Chinese from immigrating to Canada. They knew they had more opportunities in Canada, so they paid the tax.

In 1900, the government raised the tax to \$100. This still didn't slow down Chinese immigration enough for the Canadians, as they still felt too many Chinese were taking their jobs. In 1903, the government raised the tax to a whopping \$500! Many Chinese still paid the \$500, which was a fortune at the time.

In 1923, the government passed a law in the Chinese Immigration Act that banned any Chinese person from immigrating to Canada. It wasn't until 1967 that the Canadian government repealed the Chinese Immigration Act. Since then, all immigrants are treated equally regardless of where they are coming from.

Ordering

Number the steps in the correct order from 1 to 5.

| | |
|--|---|
| | Chinese workers were hired to build the railway for one dollar daily. |
| | Thousands of Chinese workers travelled to Canada seeking better opportunities. |
| | In 1923, the Chinese Immigration Act officially banned all Chinese immigration. |
| | The Canadian government promised B.C. a railway linking the provinces together. |
| | The government created the Chinese Head Tax to limit Chinese immigration. |

True or False: Write 'T' if the statement is true or 'F' if false.

| | | |
|---|------|-------|
| 1) Canadians were worried that there were so many Chinese immigrants. | True | False |
| 2) The railway was a factor that created a lot of jobs. | True | False |
| 3) Canadians thought that Chinese workers were stealing their jobs. | True | False |
| 4) The Chinese were paid \$1.00 a day. | True | False |
| 5) The Chinese had to pay a head tax to come to Canada. | True | False |

Questions

Answer the questions below using evidence from the text.

| | |
|---|-------|
| 1) What were the main push and pull factors that caused Chinese immigration? | |
| _____ | _____ |
| _____ | _____ |
| 2) Why was the Head Tax and Chinese Immigration Act an example of discrimination in Canada's history? | |
| _____ | |
| _____ | |
| 3) Do you think it was fair to pay the Chinese immigrants \$1.00 a day for the jobs they did? | |
| _____ | |
| _____ | |

Questions

Answer the questions below.

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 cars.

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

2) John A. Macdonald promised that he would pay White English people to build the railway first, then French-Canadian and Native Nations. Why did he change his mind and hire Chinese workers?

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

"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?

Discrimination - Komagata Maru

Discrimination in Canada

In 1914, many white Canadians were hostile towards non-white immigration. In 1907, 10,000 people in Vancouver protested Indian immigration to Canada and then rioted through Vancouver's Chinatown.

The government responded in 1908 by making provisions to their immigration (1) regulations would not allow a continuous journey from the country of origin to the ship. (2) Indian immigrants would need to pay \$200 upon arriving in Canada, which was eight times the amount for white immigrants.



Komagata Maru

In 1913, a British Columbian lawyer successfully argued against their provisions in court. This led to the Indian passengers on the Komagata Maru believe they would be allowed to immigrate into Canada. When the ship of 337 Sikhs, Muslims, and 12 Hindus arrived, the immigration officials had a plan to deny them entry.

The first immigration officer to meet the ship was J. W. Taylor who decided not to allow the passengers to disembark. While the passengers were on board, Prime Minister Robert Borden and Conservative Premier of Ontario, Sir John A. MacBride needed to decide what to do with them.

While passengers on the ship, protest meetings were being held in Vancouver against the unjust holding of the Indian passengers. A shore committee raised \$22,000 to pay for the passenger's immigration fee. They also filed a lawsuit under J. Edward Bird's legal counsel on behalf of Munshi Singh, one of the passengers.

The lawsuit was unsuccessful as the British Columbia Court of Appeal delivered a unanimous judgement that they had no authority to interfere with the decisions of the Department of Immigration and Colonization.

Result

The passengers lived on the ship for two months. Immigration officials made life very difficult for them by forcing them to go upwards of 48 hours without food or water. The government ordered the ship back to sea. The passengers on board tried attacking the harbour with no avail. On July 23, 1914, they headed back to Asia.

True or False

Circle whether the statement is true or false.

| | | |
|---|---|---|
| 1) Canadians were tired of non-white people immigrating to Canada. | T | F |
| 2) The Indian passengers on board believed they would be allowed into Canada. | T | F |
| 3) After two months of lawsuits, the government allowed them to enter. | T | F |
| 4) The passengers were treated well on the ship by government officials. | T | F |
| 5) The people from India were discriminated against in Canadian policy/law. | T | F |

Questions

Use information from the text to support your answer.

1) How is the Komagata Maru incident an example of discrimination in Canada?

2) What do you think was the worst part of the experience on the ship?

3) Explain how the continuous journey rule was an example of discrimination.

Questioning

Write 3 questions you have about the reading.

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

Exit Cards

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

Name: _____

Mark

Multiple Choice: Circle the correct answer.

1. Why were passengers on the Komagata Maru not allowed to land?

- a) They arrived in bad weather.
- b) The continuous journey rule blocked them.
- c) The ship carried damaged cargo.
- d) They did not request entry.

2. Who first stopped the passengers from coming ashore?

- a) Fred Taylor
- b) Munshi Singh
- c) J. Edward Bird
- d) Richard McBride

4. How long were passengers kept on the ship?

- a) Two hours
- b) Two days
- c) Two months
- d) Two weeks

4. Where did the ship go after leaving Vancouver?

- a) California
- b) Britain
- c) Asia
- d) Mexico

Name: _____

Mark

Multiple Choice: Circle the correct answer.

1. Why were passengers on the Komagata Maru not allowed to land?

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- b) Britain
- c) Asia
- d) Mexico

Role-Play: Immigration Stories of Early Canada

Objective

What are we learning about?

Students will explore the immigration experiences, challenges, and government policies that shaped Canada between 1880 and 1914. They will act out scenes showing push and pull factors, discrimination, labour struggles, and newcomer settlement on the Prairies. Through performance and discussion, students will better understand how immigration shaped Canada's economy, culture, and social tensions during this time.

Materials

What do we need for our activity?

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



Instructions

How will we complete our activity?

- 1) Divide the class into small groups of 3 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 or role 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 |
|---------------------|---|
| Creativity | Show what your character thinks and feels. Use ideas that make the role-play more real and interesting. |
| Voice | Speak clearly and loudly so others can hear. Change your voice to match your character's feelings. |
| Actions | Use body movements, facial expressions, and actions that match your character's story. |
| Stay in Role | Like your character. Don't break role until you're finished. |
| Teamwork | Be helpful. Take turns and make sure everyone joins. |

Scenario Cards

Choose the one below.

| Scenario | Description |
|--|--|
| 1 Ukrainian Homesteaders: Surviving the First Prairie Winter | A Ukrainian family arrives in Manitoba after a long and exhausting journey across the ocean and by train. They expect open farmland, but instead find forests, swamps, and bitter prairie winds. Their small children cry from the cold as the family struggles to find a room to sleep before darkness falls. A neighbour from another homestead warns them that their food may run out if they don't prepare quickly. Later, a government agent visits to check whether they've cleared enough land to keep their homestead claim. If not, the claim will fall, and the family must decide how to survive through Canada's harshest winters. |
| 2 Clifford Sifton's Meeting in a Crowded European Hall | Clifford Sifton stands before a crowded hall of families in Eastern Europe, promising free land and a new beginning in Canada's "Last Best West." Mothers ask about schools, fathers ask about jobs, and young people whisper excitedly about adventure. But there is tension in the room. Some villagers fear the dangerous trip across the Atlantic. Others worry about leaving their traditions behind. A local elder warns them that the Canadian government favours certain groups and may not always keep its promises. The hall fills with debate, hope, fear, and the weight of a life-changing decision. |

Scenario Cards

Cut out the topics below.

| Scenario | Description |
|--|--|
| 3 The Head Tax Office: A Costly Choice | <p>A Chinese man steps off a ship in Victoria, holding the little money he has left after the long voyage. The immigration officer demands \$50 for the head tax—an enormous amount for someone who arrived with so little. Other Chinese workers nearby talk quietly about their own struggles, describing long days on the railway for low pay and crowded living conditions. A young boy tries to comfort his father, who fears he may not earn back the money he must hand over. The officer insists on the fee while the man weighs the painful choice between returning home or beginning a new life already deep in debt.</p> |
| 4 Night of the Anti-Asian Riots, Vancouver 1907 | <p>As the evening falls, Vancouver turns chaotic as a large crowd gathers. People begin to yell about rising immigration. Torches are lit and set off as the crowd moves through city streets. Windows of Japanese and Chinese shops shatter as people throw things. Families hide together inside their homes, hoping to stay safe. Japanese fishermen rush to protect their boats as people spill toward the waterfront. Police attempt to break the crowd back, but fear and anger grow on both sides. A riot breaks out as glass mixes with cries for help as people are pushed into confusion and danger.</p> |
| 5 A Family Confronts the Immigration Act of 1910 | <p>A family from India arrives with carefully prepared papers and high hopes for a new beginning. They speak with an immigration officer who reads the new law aloud, explaining that some people are now considered “undesirable.” The parents worry quietly while the children cling to their bags, confused by the sudden tension. One officer argues they should be allowed to enter because Canada needs workers. Another officer insists that the rules must be followed exactly. Hours pass as the family waits for a final decision, caught between hope and fear while their future hangs in the balance.</p> |

Scenario Cards

Cut out the topics below.

| Scenario | Description |
|---|---|
| 6 The Komagata Maru: Waiting in Vancouver | <p>The passengers aboard the Komagata Maru stand at the rail, staring at the city they believed would welcome them. Days turn into weeks as officials refuse to let them land, citing the Continuous Journey Rule. Food grows scarce, tempers flare, and families argue about whether to fight the decision in court or return home in defeat. Onshore, Sikh community leaders gather in crowded rooms, trying to send supplies and challenge the ruling. Through the humid air and rising frustration, both sides wait for a decision that could mean either a forced return across the ocean.</p> |
| 7 The Decision to Leave Home: Push and Pull | <p>A group of East Asian immigrants gathers around a small kitchen table at night. Their plans have failed again, and soldiers have been passing through town, raising fears of war. A neighbour brings a poster offering free land and a better life. The family debates anxiously—one brother insists it is too dangerous to leave, another believes Canada may be their only hope. A woman worries about leaving her parents behind. The room fills with emotion as they confront the hardest choice: stay in danger or risk everything for a chance at safety.</p> |
| 8 Building a New Prairie Community | <p>A group of newcomers meets in a simple log building to discuss their settlement's future. Their children are getting sick, their crops are failing, and their homes are too small for the coming winter. Some settlers want to build a shared school, while others think they should first dig a new well for clean water. During the meeting, an Indigenous man enters to explain how the new settlement is affecting his community's hunting grounds. The room fills with tense silence as settlers face the truth that their new beginning may cause harm to others. The community must now decide how to move forward.</p> |

Name: _____

32

Curriculum Connection
B3.2, B3.3, B3.4, B3.5

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 |
|---------------------|---|--|--|--|
| Creativity | 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. |
| Voice | 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. |
| Action | 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. |
| Stay in Role | Acted like themselves, not the character. | Acted like the character for a short time. | Mostly stayed in character during the scene. | Stayed in character the whole time. |
| Teamwork | 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/> | Mark <hr/> |
|-------------------------------|----------------------|

Student Comments – What Could You Do Better?

| |
|-------------------------------|
| <hr/> <hr/> <hr/> <hr/> <hr/> |
|-------------------------------|

Voting in the Year 1900

Who Could Vote in Federal Elections in the Year 1900?

Read the table below to learn more about the milestones achieved each year that led to new groups of people being able to vote.

| Year | Milestone | Description |
|------|--|---|
| 1867 | British North America | Only men over 21 years of age and who own property can vote |
| 1876 | Indian Act | First Nation members that are governed by the Indian Act cannot vote. They can only vote if they give up their Indian status. |
| 1900 | Domestic Franchise Act | Many minority groups cannot vote, such as immigrants from Japan, China, and India |
| 1917 | War-time Elections Act and Military Voters Act | All men and women who served in World War I can vote. Relatives of soldiers can also vote. |
| 1918 | Many women can vote federally | Canadian men can vote if they are over 21 and own property |
| 1934 | Inuit are disqualified | Laws are made to exclude Inuit from voting in federal elections |
| 1948 | All Asian Canadians gain the vote | All minorities can vote including Japanese, Chinese, and other Asian Canadians |
| 1950 | Inuit are able to vote | The Inuit get the right to vote |
| 1960 | First Nations women and men can vote | First Nation men and women are able to vote without giving up their Indian status |
| 1982 | Canadian Charter of Rights and Freedoms | Every Canadian citizen over 18 can vote and be a candidate in elections |

Interesting Federal Election Voting Facts

- The Métis were never restricted from voting in federal elections. They had the same rights as other Canadians – only Métis men that owned land could vote initially
- During the First and Second World Wars, any Canadian born in an enemy nation was denied voting in the federal election
- In the year 1900, only men over the age of 21 that owned property could vote. In addition, no Asian men, First Nation or Inuit men, or men from India could vote. Almost half of the men in Canada were disqualified, while all women were denied the vote.

Questions

Use information from the text to support your answer.

1) Who could vote in the year 1900 in Canadian federal elections?

2) What changed in 1982? Who was given the right to vote? Was this a long time ago?

3) Explain why property ownership limited voting rights for many Canadians.

Yes or No

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

| | | |
|--|-----|----|
| 1) Did property ownership remain required for voters in 1818? | Yes | No |
| 2) Did the British North America Act allow all adults to vote? | Yes | No |
| 3) Were First Nation people required to give up status to vote? | Yes | No |
| 4) Were soldiers' female relatives allowed to vote starting in 1917? | Yes | No |
| 5) Did the 1982 Charter first allow all adults to be candidates? | Yes | No |
| 6) Were Métis voters given different federal voting rules than settlers? | Yes | No |

Reaction

How has voting changed over the last 100+ years?

The Famous Five

Who were the Famous Five?

The Famous Five were five women from Alberta who worked together to fight for women's rights dating back to the 1880s. They were **petitioners** who would gather signatures from men and women who supported their fight for women's rights. Led by judge Emily Murphy, the group included Nellie McClung, Henrietta Muir Edwards, Louise Crummy McKinney and Irene Parlby.



How The Famous Five Started

In 1916, Emily Murphy became the first female judge in the British Empire. Before that, she fought for the right for women to share ownership of their husband's property. She worked tirelessly as a judge and a promoter of women and children's rights. This led to many organizations being created. She was appointed into the Senate of Canada (government organization that makes laws), but it was not possible, because the federal government deemed that women were not fit for Senate positions.

Murphy enlisted the help of the four other women who were equally brilliant and determined to fight against the exclusion of women from the Senate. By 1927, the women petitioned people all across Canada. They took their case to the Supreme Court of Canada, but they were denied after five weeks of deliberation.

Winning Senate Rights

In 1930, the Famous Five took their case to the Privy Council of the British government and won their case. The Privy Council was the highest court in the British Empire. This win paved the way for Cairine Wilson to become the first woman to be accepted to the Canadian Senate in 1930.

Impact on Individual Rights in Canada

On October 18, 1929, Lord Sankey, Lord Chancellor of the Privy Council, announced the following decision, "that the exclusion of women from all public offices is a relic of days more barbarous than ours. And to those who would ask why the word 'person' should include females, the obvious answer is, why should it not?"

The Famous Five achieved not only the right for women to serve in the Senate, but also that they should participate on the same level as men in all aspects of public life. Women were now viewed as persons, just like men, which meant they should be able to vote in all elections, become leaders of government, and obtain any job they want.

The Famous Five had won a case against the Canadian government over human rights, and this paved the way for more human rights cases. Ultimately, the Famous Five were instrumental in making Canada a place where everyone is treated equally.



True or False

Decide if the statement is true or false.

| | | |
|--|------|-------|
| 1) Nelly McClung was the first female judge in the British empire. | True | False |
| 2) The Supreme Court ruled women were not qualified to be in the Senate. | True | False |
| 3) The Privy Council over-ruled the Supreme Court. | True | False |
| 4) The Famous Five won the right for women to serve in the Senate. | True | False |
| 5) The first women senator was Emily Murphy in 1930. | True | False |

Questions

Answer the questions below.

- 1) What do you think the key meant by, "that the exclusion of women from all public offices is a relic of a more barbarous than ours?"

- 2) How did the Famous Five impact the history of Canada? How could Canada be different now if they hadn't gone against the government?

Matching

Match each person to their contribution.

- | | | | |
|-----------------|-----------------------|-----------------------|--|
| Emily Murphy | <input type="radio"/> | <input type="radio"/> | Advocate improving health and rights for rural women |
| Nellie McClung | <input type="radio"/> | <input type="radio"/> | First female judge who led Senate challenge |
| Irene Parlby | <input type="radio"/> | <input type="radio"/> | First woman elected to a legislature |
| Louise McKinney | <input type="radio"/> | <input type="radio"/> | Well-known reformer speaking for women's rights |

The Industrial Revolution

What is the Industrial Revolution?

A **revolution** in history is a major change in society. Some revolutions are violent, like the **American Revolution** when Americans fought for freedom from Britain. The Industrial Revolution was a huge shift in how society worked, creating factories to produce clothing and textiles.

Before factories were built, people would make textiles in their homes and sell or trade their supply with others. As innovation and technology improved, factories were opened to produce these supplies. These factories needed workers, which impacted where people lived. Cities and towns developed around these factories, which led to the formation of cities. Before the Industrial Revolution in America, only 2% of people lived in cities, while 98% lived in the country (rural) to maintain their farmlands.

The First Industrial Revolution

The Industrial Revolution began in the late 1700s. The invention of coal powered machines allowed the mass production of clothing and textiles. This revolution lasted about 100 years and spread around Europe and even across the Atlantic Ocean to America. Steam power was also used during this revolution.

The Spinning Jenny was invented in 1769, which allowed more than one ball of yarn at a time. This improved the quality and quantity of what could be made.

The Second Industrial Revolution

New technologies allowed a variety of clothing to be made.

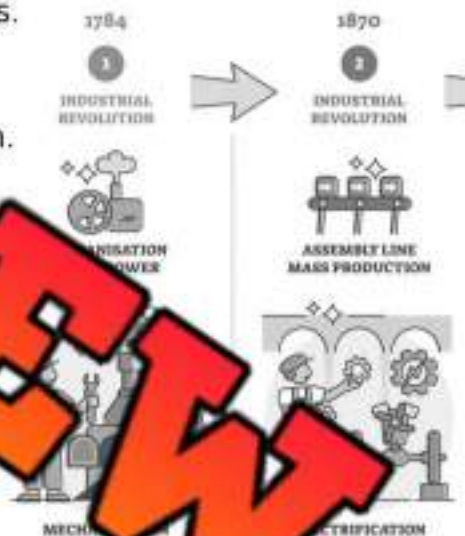
The **Cotton Gin** was invented by Eli Whitney in 1794, which was used to separate cotton from their seeds. This allowed cotton to be used more in clothing. In 1855, the Bessemer Method allowed steel to be made from iron.

This created a lot of jobs for people and changed the way steel was made. It was now easier to make and was much more available for people to use for buildings, tools, and other supplies. Steel changed the landscape of cities, as buildings could be made taller!

Changing Cities – Urbanization

People moved to cities looking for factory jobs. Shops opened to sell the goods made in these factories. Cities became divided, with rich factory owners living in large homes while poorer labourers lived in crowded tenement buildings with tiny rooms, poor ventilation, and poor sanitation.

Skyscrapers were built after the invention of steel. Trolleys and subways moved people from one side of the city to the other. Factories with smoke billowing out of their smokestacks were built within the city limits. A Town Hall was used for the governing leaders to work in. Churches were built for people to practise religion. Cities were growing.



Name: _____

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Curriculum Connection
81.3, 83.4**Multiple Choice**

Circle the correct answer.

| | | |
|--|--------------|------------|
| 1) The industrial revolution was the result of improving... | Technologies | Workforces |
| 2) The first industrial revolution occurred in which country? | The USA | Britain |
| 3) The Spinning Jenny allowed what to be made faster? | Clothing | Steel |
| 4) The Bessemer Method allowed for the creation of... | Clothing | Steel |
| 5) Before the Industrial revolution, what percent lived in cities? | 5% | 2% |

Questions Answer the questions below.

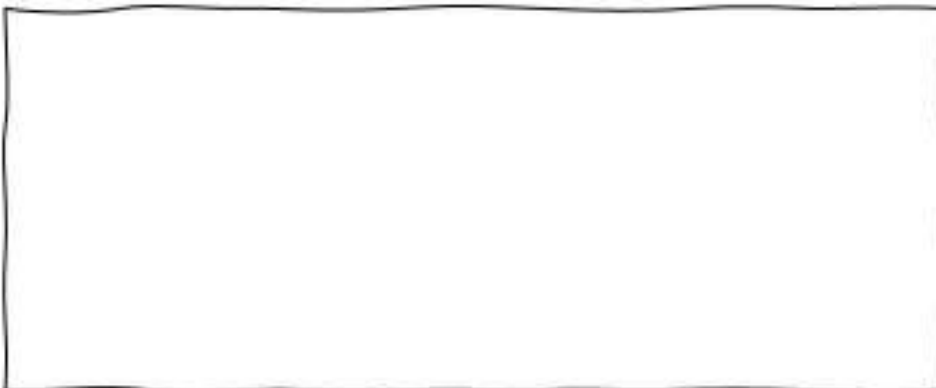
1) What was the industrial revolution?

2) How did the industrial revolution lead to the growth of cities?

3) Explain how economic class differences became more pronounced in growing cities.

Visualizing

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

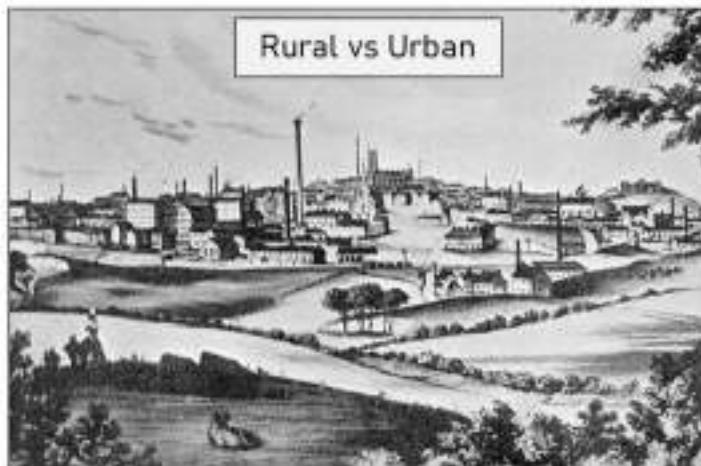


Urbanization – A Changing Society

Urbanization – What is it?

The term **urbanization** refers to the movement of people to a city, as opposed to a rural area, which is the countryside. Urbanization has increased rapidly since the mid 1800s, after the Industrial Revolution.

With the invention of powered machinery, factories were built to mass produce goods. People moved to be near these factories to get jobs. It was very common for people to own their own vehicles, so they could get to their workplace. The factories were making goods like clothing that were then sold in stores. More stores were opened and developed.



In 1851, only 13% of Canadians lived in cities like Toronto and Montreal. By 1921 and after the Industrial Revolution, that number changed to 47% of Canadians living in urban centres. Canada's economy was booming as more people were working in factories to make a lot of things that were sold around the world. Society changed a lot in those 70 years as you could now buy things in stores much easier and find jobs outside of farming.

Immigration and Growing Cities

People around the world were hearing about the success of Canada in growing. They knew if they could move to Canada, they could find a job and make a better life for themselves and their family. Immigration was the most important factor in growth, as the population of Canada went from around 2 million in 1851 to over 10 million in 1921.

| Cities | 1891 | 1911 | |
|----------|---------|---------|-------|
| Montreal | 219 616 | 528 000 | |
| Toronto | 181 215 | 381 833 | 111% |
| Calgary | 3876 | 43 704 | 1028% |

Urbanization and First Nations

With immigration rising and cities growing, First Nations communities were becoming less important in Canada. Some Indigenous people took jobs in the growing cities, but most were unhappy with the changing society. The environment was worsening with factories pumping out pollution, and the lands were becoming crowded.

Most First Nations members continued living on their reserve. But what if the reserve was on valuable land for mining? In 1911, a change to the Indian Act allowed local governments to take reserve land from First Nations for uses like roads and railways. That amendment caused a lot of conflict between the government and Indigenous people.

True or False

Decide if the statement is true or false.

| | | |
|--|------|-------|
| 1) Urbanization has increased rapidly since the Industrial Revolution. | True | False |
| 2) Urbanization has a devastating impact on the environment. | True | False |
| 3) In 1921, only 13 percent of Canadians lived in urban cities. | True | False |
| 4) The population of Calgary grew the most from 1891-1911. | True | False |
| 5) Immigration was the largest factor in population growth. | True | False |

Questions

Answer the questions below.

1) How much did the population of Canada change from 1850 to 1920?

2) What happened with the First Nations communities? How did they change?

Word Search

Find the words in the wordsearch.

| | |
|--------------|------------|
| Urbanization | Rural |
| Machines | Factories |
| Montreal | Toronto |
| Immigration | Calgary |
| Economy | Reserve |
| Pollution | Population |

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

Working-Class History

Working Class

The **working class** refers to people who worked in manual labour or industrial jobs during the early 1900s. This group grew quickly as more factories opened across Canada, each one needing a steady supply of employees to operate machines, load materials, and complete long shifts. Many workers were recent immigrants who arrived hoping to find steady wage-paying jobs that could support their families.

Canada's population was rising fast because of immigration. Between 1901 and 1911, the population increased by 34%, with almost 2 million immigrants coming to Canada. This rapid growth led to strong competition for jobs, especially in big cities. As a result, employers offered low wages and poor working conditions because many people were desperate for work.



Working Conditions

Coal mining was one of the largest industries for working-class Canadians. Coal was needed to fuel steam-powered machines in factories and to heat homes and to keep city buildings warm during harsh winters. Workers in coal mines spent about 10 hours a day hunched over, digging in narrow tunnels that were hot, damp, and filled with dust. The air held methane, a dangerous gas that was highly flammable and highly flammable. Explosions occurred often, and although workers were supposed to be ventilated, in many cases they were not.

Another major industry was **clothing and textiles**. Workers usually followed a strict 10-hour shift from 7:30 a.m. to 6:00 p.m., six days a week. The 30-minute break was unpaid. In these factories, supervisors closely watched workers and enforced rules such as:

- No sitting down
- No talking to co-workers
- No working slowly or making mistakes

Breaking any of these rules could lead to money being deducted from their wages.



Urban Poor

Even with such difficult jobs, pay was extremely low. A typical worker earned only about \$1.75 for a 12-hour day, totalling roughly \$550 a year. This was far too little to support a family. As a result, both parents often worked long hours, and children were expected to work as well to help pay for rent and food. There was no extra money for recreation, new clothes, savings, or better living conditions, causing many working-class families to live in crowded and unsafe urban neighbourhoods.

Multiple Choice

Circle the correct answer.

| | | |
|---|-------------|----------|
| 1) The working class worked how many days a week? | 5 | 6 |
| 2) The working class worked how many hours a day? | 8 | 10 |
| 3) The working class made an average of how much a day? | \$1.25 | \$10 |
| 4) Many working class people were... | Rich | Poor |
| 5) The conditions in underground coal mines were... | Comfortable | Terrible |

Questions

Answer the questions below.

1) What were the working conditions like for the working class?

2) Were the working class made any laws to protect them? Explain.

3) What rules did factory supervisors enforce to manage the workers?

Word Scramble

Unscramble the words from the word bank.

Word Bank

| | | | | |
|-------------|-----------|-------------|-------------|-------------|
| Competition | Textiles | Immigration | Labour | Ventilation |
| Working | Factories | Methane | Machine | Miners |
| ACNMEHI | | | TTEEISLX | |
| MIITRNMOGA | | | ETIVTLNNOIA | |
| ACEFIOSTR | | | ETNMEHA | |

Working Class – Men and Women

Men and Women in the Working Class

By the end of the 1800's, women were finding jobs in the textile and clothing industries. Most of the paying jobs for women involved household services, like cooking and cleaning. Industrialization was changing things and women began finding jobs in factories.

In 1901, 53% of all Canadian females were working in the labour force, compared to 78% of all males. Check out the breakdown of the labour force by job and gender.

| Total – All Jobs | | | | |
|------------------|-----------|-----------|---------|-----|
| Years | Total | Males | Females | |
| 1911 | 5,148 | 2,358,519 | 366,629 | 13% |
| 1901 | 1,782,411 | 1,544,050 | 238,571 | 13% |
| 1891 | 1,601,111 | 1,411,936 | 196,009 | 12% |

| Total – Personal Services (Domestic Workers, Nurses, Etc.) | | | | |
|--|---------|--------|---------|-----|
| Years | Total | Males | Females | |
| 1911 | 173,222 | 77,249 | 95,973 | 54% |
| 1901 | 85,590 | 42,380 | 40,905 | 47% |
| 1891 | 58,893 | 33,184 | 25,709 | 43% |

| Total – Factory Workers | | | | |
|-------------------------|---------|---------|---------|-----|
| Years | Total | Males | Females | |
| 1911 | 933,577 | 689,890 | 243,687 | 26% |
| 1901 | 663,755 | 498,102 | 165,653 | 25% |
| 1891 | 543,560 | 392,911 | 150,649 | 28% |

| Total – Farmers | | | | |
|-----------------|---------|---------|---------|------|
| Years | Total | Males | Females | |
| 1911 | 929,847 | 913,067 | 16,780 | 1.8% |
| 1901 | 715,528 | 706,627 | 8,901 | 1.2% |
| 1891 | 734,122 | 722,021 | 12,101 | 1.6% |

True or False

Decide if the statement is true or false.

| | | |
|---|------|-------|
| 1) The number of total workers increased the most from 1891 to 1901. | True | False |
| 2) The number of total workers increased the most from 1901 to 1911. | True | False |
| 3) There were more female professionals than males in 1911. | True | False |
| 4) There are more female workers than male workers from 1891 to 1911. | True | False |
| 5) Only 13% of the total workforce was female in 1911. | True | False |

Questions

Answer the questions below.

| |
|--|
| 1) What do you think about all of the farmers were men from 1891 to 1911? |
| _____ |
| _____ |
| _____ |
| 2) The percentage of female workers in farming was reduced from 1901 to 1911. Which occupation (jobs) does it look like the female workers moved to? |
| _____ |
| _____ |
| _____ |
| 3) Which job category shows the largest gap between male and female workers? |
| _____ |
| _____ |
| _____ |

Reaction

Interpret the data and write three conclusions you can make about it.

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

Infographic Assignment – Sweatshops in Canada

Objective What are we learning more about?

Students will learn about the working conditions in Canadian sweatshops during the 1890–1914 period. They will research facts, statistics, and real examples related to wages, work hours, child labour, dangerous jobs, and factory rules. Students will then create an infographic that clearly communicates their findings using text, drawings, charts, and symbols.

Materials What do we need?

- ✓ Sweatshop information sheet (provided or researched)
- ✓ Infographic planning page
- ✓ Blank infographic draft page
- ✓ Large blank chart paper or poster paper (for final version)



Method How do we complete the activity?

- 1) Get into groups of 3 or 4 students.
- 2) Choose one focus area to research about sweatshops in Canada (e.g., wages, work hours, child labour, safety, factory rules, fines, dangerous jobs).
- 3) Collect 5–7 facts or statistics about your chosen area (e.g., average number of hours worked, age of child workers, injuries, working days, heat/ventilation issues).
- 4) Use the planning page to organize your facts, decide your headings, and list the key visuals you will include.
- 5) Sketch your layout on the draft page, deciding where text, drawings, graphs, and symbols will go.
- 6) Create your final infographic neatly on chart paper, including facts, drawings, labels, and accurate visuals that explain working conditions.
- 7) Present your infographic to another group or the whole class, explaining why sweatshop conditions were a major social issue in Canada.
- 8) Take part in a Class Gallery Walk to view other groups' infographics and write down three things you learned from their work.

Fact Sheet

Sweatshops in Canada (1890–1914)

| Topic | Date / Details | Description |
|----------------------------------|--|--|
| Working Hours | 1890–1914, major cities (Toronto, Montreal, Winnipeg) | Workers commonly worked 10–16 hours a day , often 6 days a week . Overtime was rarely paid, and breaks were limited or not allowed. |
| Wages | Typical pay: 5–15 cents per hour | Workers earned extremely low wages, especially women and children. Many families needed every member, including young children, to work just to survive. |
| Child Labor | Children as young as 5 years old | Many children worked long hours threading needles, finishing garments, or running machines. Injuries were common and schooling was often impossible. |
| Unsafe Working Conditions | Overcrowded, poorly lit, and very hot. Workers faced toxic dust, no ventilation, and dangerous machinery with few safety features. | Sweatshops were overcrowded, poorly lit, and very hot. Workers faced toxic dust, no ventilation, and dangerous machinery with few safety features. |
| Dangerous Jobs | Needlework, machine operators, cutters | Workers risked cuts, finger injuries, machine accidents, and problems from fabric dust. Speed increased pressure and risk. |
| Pay Deductions | Deductions for mistakes or broken rules | Fines were taken for errors, talking, or damaged goods. Some workers lost money at the end of the month after deductions. |
| Immigrant Workforce | Many workers were immigrants (Jewish, Italian, Ukrainian, Chinese) | Immigrants were heavily targeted in garment factories. Employers targeted them because they accepted low wages and long hours. |
| Home-Based Sweatshops | "Tenement sweatshops" in apartments | Families worked in crowded home workshops producing clothing for contractors. Conditions were hot, cramped, and poorly regulated. |
| Union Organizing | Rise of labour unions, 1890s–1910s | Workers began forming unions to fight for better wages and safer workplaces. Strikes increased, especially in garment and textile industries. |
| Government Response | Limited factory laws before 1914 | Early factory acts existed but were weakly enforced. Real improvements didn't occur until later reforms pushed by unions and social activists. |

Research

Plan your infographic below.

An infographic displays information about a topic in a visually appealing way. Infographics use pictures, statistics, and facts to explain a topic.

Directions

Create an infographic about the working conditions in sweatshops in Canada during the 1890 - 1914 time period.

Find 5 statistics/facts about the sweatshops in Canada during the 1890-1914 time period. Consider: working hours, number of working days a week, working conditions (air condition, heat), dangerous jobs, pay deductions (for mistakes or breaking strict rules), child labour, etc.

1)

2)

3)

4)

5)

Criteria

Use the criteria below to complete the activity.

| Criteria | Description |
|------------------------|--|
| Message Clarity | The infographic has a clear message about working conditions in Canadian sweatshops between 1890–1914. |
| Fact Choice | 5–7 accurate and relevant facts about sweatshop work were chosen and explained. |
| Visual Design | The page includes drawings, symbols, charts, or labels that help show the facts clearly. |
| Neat Work | The infographic is easy to read, and colour or shading highlights key ideas. |
| Teamwork | Every member of the group shared ideas, stayed involved, and helped with the work. |

Planning

Answer the questions.

1) Group Plan: What message do you want to convey about sweatshop working conditions?**2) Steps:** What steps will your group follow to make your infographic in order.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Name: _____

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Curriculum Connection
B2.2, B2.3, B2.5, B3.4, B3.5

Draft

Draw a rough copy below of your infographic. Plan where you will write your text and draw your pictures.

PREVIEW

Gallery Walk

Walk around the classroom to view each group's infographic on Canadian sweatshops. Write 3 things you learned about working conditions in sweatshops.

1

2

3

I Am Proud Because...

Write a sentence about what you are proud of in your infographic and what message it shows about sweatshop conditions.

Next Time I Will Improve By...

Write a sentence about what you would do better next time to make your infographic even clearer or more detailed.

Rubric

How did you do on the activity?

| Criteria | 1 Point | 2 Points | 3 Points | 4 Points |
|------------------------|--|---|--|---|
| Message Clarity | Hard to understand or missing a clear message. | Message is partly clear but confusing in places. | Message is clear and mostly easy to follow. | Very clear and strong message about sweatshop conditions. |
| Fact Choice | Facts are correct or not related. | Some facts are correct, but key points are missing. | Accurate facts chosen and mostly well explained. | All facts are accurate, relevant, and clearly explained. |
| Visual Design | Few or no visuals. | Some visuals used but not always clear. | Visuals help explain most of the information. | Visuals are detailed, clear, and greatly improve understanding. |
| Neat Work | Hard to read, messy. | Mostly legible but messy. | Neat writing and organized layout. | Very neat, clearly organized, and visually appealing. |
| Team Effort | Did not help or listen. | Helped a little bit. | Helped fairly well and shared ideas. | Worked fully as a team and improved the group's work. |

Teacher Comments

Student Comments – What Could You Do Better?

Workers in Canada – Labour Unions

Work In Canada

After World War I in 1919, the Canadian soldiers returned home to find limited opportunities to work. The working conditions were rough, and the wages were low. There were no rules on how employers treated their employees, which made the working conditions unfavourable.

One Big Union

In March 1919, labour delegates from across western Canada met in Calgary to form the **"One Big Union"**. Their plan was to overthrow Canadian business owners, stopping big business owners from making absurd profits. They knew if they could get the workers of these businesses to join and more money, the owners would have to share the profits.



IWW – Industrial
Workers of the World

Winnipeg General

In Winnipeg, workers and labour unions fought to unionize. Forming a **union** means that a collection of workers for a business work together to demand fair wages and working conditions. If conditions are not met, they **all** refuse to work. A union only works if all members of the union work together! Once the machine shop went on strike, all the workers walked out.

Word spread around Winnipeg about the machine workers' strike, which led to other workers also striking. Within a couple months, virtually the entire working force, including the firefighters and police in Winnipeg walked out. To send a message to business owners to improve working conditions, wages, and pay, 30,000 to 35,000 workers went on strike. These strikes are now known as the **Winnipeg General Strike**.

The General Strike was mostly non-violent, however, on June 30, 1919, the Northwest Mounted Police were called in to put a stop to the striking. They beat a crowd of strikers beating them with clubs and firing weapons. 30 were injured and one was killed on that day, which is now referred to as *Bloody Saturday*.



The Result

The rich wealthy elite tried to fight back against the general strike by hiring their own police force of militia to keep order in the city. Eventually, the workers gave up on the fight and returned to work.

The business owners, who were now worried about future strikes, decided to improve working conditions and wages. The Winnipeg General Strike improved working conditions for millions of people across Canada.

Fiction or Fact

Circle if each statement is Fiction or Fact.

| | | |
|--|---------|------|
| 1) Returning soldiers easily found good jobs in 1919. | Fiction | Fact |
| 2) Delegates met in Calgary to challenge capitalism. | Fiction | Fact |
| 3) A union works even without full participation. | Fiction | Fact |
| 4) Bloody Saturday involved peaceful police crowd control. | Fiction | Fact |
| 5) Workers struck after failed attempts to unionize. | Fiction | Fact |
| 6) The strike improved wages and conditions nationally. | Fiction | Fact |

Questions Write answers to questions below.

1) What is a labor union? What happens when a union decides to strike?

2) Explain why poor working conditions were more appealing after World War I.

3) How did the Winnipeg General Strike improve working conditions across Canada?

Making Connections

What does this remind you of in your life?

The Manitoba Schools Question

What was the Manitoba Schools Question?

When Manitoba became a province under the **Manitoba Act** of 1870, the population was almost equally divided between French-speaking **Catholics** and English-speaking **Protestants**. Because of this balance, the government created a **dual school system** where both Catholic and Protestant schools received funding. This system was meant to protect the language and cultural rights of both groups.

Over the next 20 years, however, Manitoba's population changed. More English-speaking Protestants moved into the province, and French-speaking Catholics became a smaller group. In 1888, **Thomas Greenway** became the seventh Premier of Manitoba. Greenway was a Protestant who strongly believed in creating one public school system. He removed government support for French and Catholic schools and required French Catholic students to attend English public schools. He also changed laws in the Manitoba Act, making English the official language used in the courts and government. These changes caused a major conflict in Manitoba.

Response by French Catholics

French Catholics in Manitoba felt their language, identity, and culture were being threatened. They believed the rights promised in the Manitoba Act were being ignored. French Canadians nationwide supported them, fearing other provinces might also remove French rights. Tension grew quickly, and French Catholics took their cases to provincial court. By 1895, both lawsuits had been rejected, confirming Manitoba's laws.

Federal Response

The issue soon reached the federal government. Many French Catholic Canadians believed this was a national problem, not just a Manitoba issue. In 1891, **Prime Minister Mackenzie Bowell** supported the French Catholics and tried to restore their rights. However, this angered Manitoba's government and many Protestants. Bowell's own cabinet became divided, and he eventually resigned. **Sir Charles Tupper** replaced him and reversed Bowell's work, removing the protections that Bowell had tried to put back.

The Compromise

In 1896, **Sir Wilfrid Laurier** became Prime Minister. He chose a middle-ground approach to settle the conflict. Together, Laurier and Greenway created a compromise:

- Catholic teachers could be hired in schools with forty or more Catholic students, and families could request half an hour of religious instruction daily.
- French could be used in class when enough students required it.

French Catholics regained limited rights, but their language and culture still lacked full protection. The controversy remains one of the most important and difficult moments for French Canadians.



Directions

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

1) A court refuses to hear cases about language rights.

Right

Wrong

2) A student wears a shirt with a strong political message to school.

Right

Wrong

3) A government protects the rights promised in an earlier act.

Right

Wrong

Questions

Answer the questions

1) What was the Manitoba School Question? Was it controversial?

2) How was the controversy resolved? Who won and who lost?

Matching

Connect each leader to the correct description.

Thomas Greenway ☐Mackenzie Bowell ☐Charles Tupper ☐Wilfrid Laurier ☐☐ Prime Minister who tried to restore French Catholic rights but faced backlash.☐ Prime Minister who created a compromise to reduce conflict.☐ Premier who removed French/Catholic school funding and made English-only laws.☐ Prime Minister who reversed Bowell's work and supported Manitoba's actions.

Newspaper Article: The Truancy Act

Breaking News: Ontario Passes the Truancy Act

Published: April 9, 1891

Early this morning, the Ontario government passed a new law called the Truancy Act. For the first time in the province's history, parents are responsible for children between the ages of 7 and 14 to stay home from school without permission. Until today, most children would go to work at around age 7, on their family farms, in shops, or in houses. Many families relied on this extra income to survive, so school was often less important.

Government officials said the new law was needed because too many children were growing up without basic reading or writing skills. In 1890, school inspectors reported that thousands of children across Ontario were not attending school at all. Under the new Act, parents who keep their children home can be charged for their child's truancy. The maximum fine is now \$1,000, and parents may face up to one year of probation if they refuse to follow the law.

Dr. Samuel Hodge, an education expert at the Ontario Institute for Learning, explained,

“*This Act will change our province. When children learn to read and write, they are more able to find work later in life. It helps the whole society grow.***”**

Not everyone welcomed the change. Many families, especially in rural areas, fear the impact on their farms. In eastern Ontario, farmer Margaret Ellis said,

“*We depend on our children to help with chores. Losing their help will be very hard for us.***”**

The government has said that inspectors will begin visiting communities within the next few weeks to check attendance records. Children who are away from school without permission will be reported.

It also states that children must be in school for the full term unless they are sick or have written approval to be absent.

Officials believe this law will lead to a more educated population. They point to examples from other countries where similar attendance laws raised literacy rates and reduced child labour. The government expects the Truancy Act to play a major role in shaping Ontario's future, making education a daily part of every child's life for years to come.



Questions

Answer the questions below.

1) What was the Truancy Act? Why was it signed?

2) Why would the law be harder for rural families than for city families?

3) Why might someone think a new law would help the whole community?

True or False

Decide if the statement is true or false.

1) The Truancy Act helped stop child labour.

T F

2) The Truancy Act made it law that every child between 4-16 had to go to school.

T F

3) Truancy laws do not exist any longer in Canada.

T F

4) The Adolescent School Attendance Act increased the age to 16 for all kids.

T F

5) Parents of truant children can go to jail.

T F

**Making
Connections**

How has the Truancy Act changed your life? What would you be doing otherwise?

Exit Cards

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

Name: _____

Mark

What is the Truancy Act and why was it created?

Name: _____

Mark

What is the Truancy Act and why was it created?

Name: _____

Mark

What is the Truancy Act and why was it created?

Name: _____

Mark

What is the Truancy Act and why was it created?

Indian Act – Indian Status

Background

The Indian Act was created in 1876 to give the government of Canada control over First Nations' land, resources, and education. In return, the First Nations received small patches of land called reserves. A **reserve** is a limited area of land set aside for a First Nation community. On a reserve, members of First Nations could continue living their own way of life, with fewer rules from the federal government on hunting, fishing, or paying taxes. The government believed this system would help them manage and monitor Indigenous communities, though it often limited traditional practices and movement.

Status Indians – Considered an "Indian"?

The Indian Act stated that only **"Status Indians"** could live on reserves. The Canadian government argued that this rule would protect reserve land for First Nation members. A "Status Indian" was defined as a "ward of the state," which meant they were under the full authority of the federal government. This legal label gave the government power to decide who belonged to a First Nation community and who did not.

While the term "Indian" is in the name, many Indigenous Peoples do not use it to describe themselves because it is not their identity. Despite this, the Canadian government continued to use the term for legal purposes and also decided that Métis and Inuit people were excluded from this status. This meant they did not receive the same rights given to Status Indians, such as:

- The granting of reserves and the rights associated with them
- An extended hunting season
- A less restricted right to bear arms
- Some medical coverage
- More freedom in the management of gaming and tobacco

Losing or Gaining Indian Status

From 1876 to 1955, Status Indians could lose their status for several reasons. These rules often harmed families and removed people from their communities. Examples include:

- Women lost their Status if they married a non-Status man, including a Métis or Inuit man.
- Women also lost Status if their husbands died or abandoned them.
- Any "Indian" who earned a university degree or became a professional.
- Any "Indian" who served in the armed forces.
- Any "Indian" who became a Canadian citizen.

These rules weakened First Nation communities and pushed many people to give up their legal identity to survive under government pressure.



Indian Status Card

Multiple Choice

Circle the correct answer.

| | | |
|--|-----------------|-----------|
| 1) The Indian Act was enacted in... | 1976 | 1876 |
| 2) A reserve is a small amount of... | Land | Money |
| 3) First Nations became wards of the... | Crown | State |
| 4) "Indians" lost their Status if they joined... | The Military | A Reserve |
| 5) Status Indians lost their Status if they got a... | Criminal Record | Degree |

Questions

Answer the questions below.

1) What does it mean for First Nations?

2) How did the government discriminate against First Nations women?

3) Why did the government claim reserves would protect First Nations?

Questioning

Write 2 questions you have about the Indian Act.

1)

2)

Impact of the Indian Act

Impact of the Indian Act

The Indian Act changed the way of life for all First Nation members. The Indian Act was created by the Canadian government to erase First Nation history, culture, and way of life from Canada. It is still in effect in the year 2025, although many changes have been made.



Read how the lives of these individuals were changed

- ✓ Denied women the right to vote
- ✓ Introduced residential schools
- ✓ Created reserves
- ✓ Restricted First Nations members from leaving their reserve without permission
- ✓ Allowed the government to take land from reserves to build roads, railways, and other public works
- ✓ Took away Status Indian rights from any First Nation member who attended university
- ✓ Allowed the government to move an entire reserve to another area
- ✓ Could take reserve land and lease it to non-First Nations people who could use it for farming or pasture
- ✓ Prohibited the sale of alcohol and ammunition to First Nations
- ✓ Prohibited pool hall owners from allowing First Nations to enter their pool hall
- ✓ Forbade First Nations from speaking their native language
- ✓ Forbade First Nations from practising their traditional religion
- ✓ Forbade First Nations from appearing in any public dance, show, exhibition, stampede, or pageant wearing traditional regalia
- ✓ Declared the potlatch and other cultural ceremonies illegal
- ✓ Denied First Nations the right to vote if they were Status Indians
- ✓ Created a permit system to control First Nations ability to sell products from farms



Questions

Answer the questions below.

1) The potlatch is a gift-giving ceremony between First Nations. Why would Prime Minister Macdonald make potlatch ceremonies illegal? Why would he make it illegal for First Nations to wear their traditional clothing?

2) If a First Nation wanted to live by these rules, they could give up their Indian Status and become a Canadian citizen. Why would the government want to make life miserable for Status Indians?

True or False

Decide if the statement is true or false.

1) First Nations could not enter a pool hall.

True

False

2) Status Indians could not vote.

True

False

3) The government could not take land away from reserves to build roads.

True

False

4) The Indian Act outlined the creation of schools and reserves.

True

False

5) Status Indians could buy alcohol and/or ammunition.

True

False

Reaction

Which impacts do you think were the most unfair for First Nations?

Indian Act – Residential Schools

Indian Act – Residential Schools

The Indian Act served to assimilate First Nation members into a Canadian culture and way of life. In 1879, **residential schools** became official policy that made it law that First Nation children attend.

Across Canada, residential schools forcibly removed First Nations children from their families and communities to attend school. It also became illegal for First Nations children to attend any other educational institution.

Poor Conditions and Abuse

These children did not receive the same education that other children received. The curriculum was focused on teaching girls how to cook, clean, sew, and do laundry. Boys were taught carpentry, tin smithing, and farming. The schools forced the children to work and attend church.

The abuse at residential school was widespread. Many children recall being beaten and strapped. Some were shackled to their beds, while others were told they had needles shoved in their tongues for speaking their native language.

P.H. Bryce was a government medical inspector who investigated conditions in residential schools. He concluded that 24% of the previously healthy Indigenous children were dying in residential schools. Even more, this figure did not include children who died when they were sent home. When you factor in the children who were sent home with diseases like tuberculosis, Bryce reported it could be anywhere between 33% and 50% of children.

Indigenous Parents – Resistance to Residential Schools

Many Indigenous parents did not want to send their children away, especially after seeing so many children not return and hearing about the terrible conditions at the school. But the law was clear – children had to be educated in residential schools.

In response, some parents would contact the residential school and demand better conditions. In most cases, the school would increase the food supply, or a teacher would be disciplined for poor treatment of children.

In other cases, parents would hide their children when the Indian agents came searching for them. **Marie-Jeanne Papatie** was told by her father to hide in the basement, and when he would call for her, she was not to answer. When the Indian Agent came to get Marie-Jeanne, her father told the agent that she had run away.

Classroom – Residential School in Brandon



True or False

Circle whether the statement is true or false.

| | | |
|---|------|-------|
| 1) Children were forced to work but were paid. | True | False |
| 2) Indigenous kids could choose whether to attend or not. | True | False |
| 3) Children were kept safe and always made it home to their families. | True | False |
| 4) Diseases often spread in residential schools. | True | False |
| 5) Parents could choose to educate their child instead of sending them. | True | False |

Questions

Answer the questions below.

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

2) What did P.H. Bryce learn about the conditions after he investigated them?

3) What does Marie-Jeanne Papatie's story reveal about the conditions and survival?

Reaction

How do you think the parents felt being forced to send their children?

Paying for Residential Schools

Day Schools, Industrial Schools, and Residential Schools

From 1883, **residential schools** were being built to educate Indigenous children in schools. **Day schools** and **Industrial schools** opened alongside residential schools to meet this expectation. Day schools and Industrial schools were not **boarding schools**, meaning the children went home at the end of the school day. The abuse still existed in these schools, but not to the degree that they existed in residential schools.

Funding Residential Schools

The government set a budget of \$44,000 a year to pay for the residential schools. This money came from the federal government's general fund. Even though the government felt strong that they should civilize the Indigenous, they weren't sure how to do it.

The schools did not receive enough money properly. They tried to force Indigenous parents to pay money, but that didn't work. Instead, they used the children to do much of the work that would have had to be paid by adults to do. For example, the children laundered their own clothes, grew vegetables, planted trees, raised animals for food, cleaned the building, and performed other tasks needed for the daily operation of the school.

In 1892, only four years into the plan, the government switched to a **per-student fixed allowance**. This meant they would pay the residential school a fixed amount for every student they had.

Unfortunately, the amount wasn't enough, and the schools had even less money than before. The teachers were upset as their salaries were reduced. There wasn't enough money to repair the buildings and worse of all, there wasn't enough food to properly feed the students. Students were forced to make goods and do services for outsiders so the school could earn money.

In order to get more students, residential schools would compete to get new students to join. This was to get more money for the school, as the more students they had, the more money they received.

Children at Fort Simpson Residential School holding letters that spell "Goodbye"



Inuit children posing in front of Sept-Îles Residential School



True or False

Circle whether the statement is true or false.

| | | |
|---|------|-------|
| 1) There were only residential schools to educate Indigenous children. | True | False |
| 2) The residential schools were properly funded. | True | False |
| 3) The children had to do a lot of the work to keep the building operating. | True | False |
| 4) There was enough food for the children to stay well nourished. | True | False |
| 5) The government paid the schools based on the number of students. | True | False |

Questions

Answer the questions below.

1) Did the government have a large enough budget for residential schools? Explain.

2) What things did the children have to do to keep the schools running?

3) How might proper funding have changed the experience of these schools?

Visualizing

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

Exit Cards

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

Name: _____

Mark

List 5 things children were required to do in residential schools.

1

2

3

4

5

Name: _____

Mark

List 5 things children were required to do in residential schools.

1

2

3

5

Name: _____

Mark

List 5 things children were required to do in residential schools.

1

2

3

4

5

Name: _____

Mark

List 5 things children were required to do in residential schools.

1

2

3

4

5

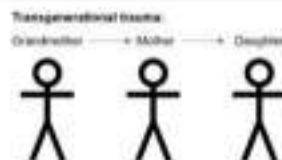
Interview: Intergenerational Trauma

Interviewer: Thank you for meeting with us today. Can you introduce yourself?

Elder Michael: My name is Elder Michael. I am a residential school survivor, and I speak about intergenerational trauma, so young people understand how the past still shapes families today.

Interviewer: To begin, what exactly does "intergenerational trauma" mean?

Elder Michael: It's trauma that is passed down from parents to children and even grandchildren. It happens when a major harm—like the abuse in residential schools—changes how a person thinks, feels, and behaves, and this affects the next generations.



Interviewer: How do residential schools cause this?

Elder Michael: People were taken from their families for over 100 years. They were punished for speaking their Indigenous languages, separated from siblings, and many faced physical, emotional, and sexual abuse. This created severe trauma, including fear, shame, anger, and loss of identity. They did not receive support when they returned home.

Interviewer: Do we know how many survivors are living today?

Elder Michael: Yes. In 2020, there were about 10,000 living survivors in Canada. But the number of people affected is much higher because the trauma doesn't end with one generation.

Interviewer: How does trauma get passed to the next generation?

Elder Michael: Many survivors struggled with depression, anxiety, and unpredictable emotions. Some turned to drugs or alcohol to cope. Their children grew up in unstable homes, sometimes facing violence, anger, or addiction. Even if a child was not in residential school, they can carry the emotional impact.

Interviewer: Can trauma be triggered by everyday things?

Elder Michael: Yes. Sometimes a word, a smell, or even a certain place brings back painful memories. These are called triggers, and they can cause emotional reactions without warning.

Interviewer: What do people need in order to heal?

Elder Michael: Healing takes time. Survivors need access to counselling, cultural teachings, and safe spaces to reconnect with identity, language, and traditions. Communities also need governments to honour reconciliation, make apologies, and restore Indigenous rights.

Interviewer: What can students like us do?

Elder Michael: Learn the truth. Talk about it. Show respect. Understanding the history of residential schools helps Canada build a safer and more honest future for everyone.

True or False

Circle whether the statement is true (T) or false (F).

| | | |
|--|---|---|
| 1) Trauma is the emotional response to a terrible event. | T | F |
| 2) Intergenerational trauma is when the emotions are passed down to children. | T | F |
| 3) Working on your trauma can stop intergenerational trauma. | T | F |
| 4) Residential schools are closed so the trauma is over. | T | F |
| 5) We can help heal intergenerational trauma experienced by Indigenous people. | T | F |

Questions

Answer the questions below.

1) What is intergenerational trauma? How are residential schools affecting Indigenous people? How can we help heal intergenerational trauma?

2) What actions should governments take to help with reconciliation?

3) How can we help Indigenous Peoples heal their trauma?

Questioning

What questions would you ask Elder Michael if you were the interviewer?

1)

2)

Question

What does the quote at the bottom mean? Explain using an example related to residential schools.

Inter-Generational Trauma



When you work on your trauma, you choose to not pass it on to the next generation.

Directions

Fill in the blanks to show how trauma is passed down through generations.



Kirra's Great-Grandparents

1) What experiences did Kirra's great-grandparents have at residential schools?

Write the behaviours or emotions that were passed down from Kirra's grandparents, parents and then to Kirra.



Kirra's Grandparents

Kirra's Parents



Reconciliation

What is Reconciliation?

The abuse and horrific conditions that 150,000 Indigenous children endured in residential schools was not talked about by many Canadians before 2008. In 2008, Prime Minister Steven Harper delivered the Statement of Apology on behalf of Canadians for the residential school system.

A basic definition for **Reconciliation** is the actions of restoring friendly relations. If you've ever been in a fight with a classmate, you have hopefully reconciled by getting on friendly terms again.

In 2008, the Truth and Reconciliation Commission of Canada (TRC) was created as part of the Indian Residential Schools Settlement Agreement (IRSSA). The goal of the TRC is to inform Canadians about what happened in residential schools. The TRC has interviewed those directly or indirectly affected by residential schools and has collected their stories and experiences.



Reconciliation Monument

The TRC definition of Reconciliation:

"... Reconciliation is about establishing a mutually respectful relationship between Indigenous and non-Indigenous peoples in this country. In order for that to happen, there has to be awareness of the harm, an acknowledgment of the harm that has been inflicted, atonement for the causes, and action to change behaviour."

Achieving Reconciliation

In 2015, the TRC published a report with 94 calls to action that will help achieve reconciliation. The calls to action include the following big ideas:

- Educate today's youth with what happened in residential schools
- Close gaps in health care accessed by Indigenous communities
- Investigate crimes related to Indigenous communities
- Apologies from the Roman Catholic Church and the Pope specifically
- Construct monuments and museums that celebrate Indigenous leaders
- Renew treaties by reviewing them with Indigenous communities and making changes that show mutual respect to the other party

What Reconciliation is Not

Reconciliation is not a trend, a single gesture, action, or statement. It is not about blame or about making Canadians feel guilty. It isn't someone else's responsibility. Instead, it is an opportunity to move forward, building relationships, respecting Indigenous beliefs, cultures, and values. It is healing for all Canadians.

"Restore what must be restored, repair what must be repaired, return what must be returned."

True or False

Circle whether the statement is true or false.

| | | |
|---|---|---|
| 1) Reconciliation can be achieved if we all say sorry. | T | F |
| 2) Canadians should feel guilty for what happened to the Indigenous children. | T | F |
| 3) Part of reconciliation is learning about what happened in residential schools. | T | F |
| 4) The TRC came up with 94 calls to action. | T | F |
| 5) Steven Harper apologized on behalf of all Canadians in 2008. | T | F |

Questions

Answer the questions below.

1) What does reconciliation mean?

2) Why did many Canadians learn about residential schools before 2008?

3) Describe how the TRC's work helps rebuild trust between communities in Canada.

Making Connections

How is Canada working towards reconciliation?

Why Did Alberta Join Confederation?

Alberta Before Confederation

Before Alberta joined **Confederation** in 1905, it was not a province. It was part of the **North-West Territories**, which was owned by the Canadian government. The government owned the land after they bought **Rupert's Land** from Britain.

Factors For Joining Confederation

1. Money From Canadian Government

As more and more people began moving and settling in present-day Alberta, the need for infrastructure became important. **Infrastructure** is all the important services that are offered by a city. Infrastructure includes its roads, hospitals, sewers, power lines and more.

As the people of Alberta demanded better infrastructure, the government of Alberta couldn't provide it because they didn't have the money. If they joined confederation, they would be given money by the Canadian Federal government. This would help them build better infrastructure. The main reason Alberta joined confederation was to receive money from the Canadian government.

2. Economy – Increased Trade

With the completion of the **Canadian Pacific Railway**, Alberta could now be connected to the rest of the provinces. This means that if they joined confederation, they could increase their trade with other provinces. This would allow them to trade their wheat, oil, and lumber resources which would help their economy. A stronger economy means that they could afford better infrastructure and services for the people of Alberta.



3. More Control

Before Alberta joined confederation, they had less control over their resources. This was because their land was owned by the Canadian government. That meant that all the resources were also controlled by the Canadian government. When Alberta sold their timber, wheat or coal, they had to give the earnings to the Canadian government. The Canadian government would give some of it back, but many Albertans didn't think this was fair.

If they joined confederation, they would have a provincial government that would give them more control over their natural resources. They saw that other provinces had more control over their own laws and the way their province operated. Therefore, if they joined confederation, they would have more control.

Two Truths and a Lie Read each group. Tick ✓ the two true statements. Mark X the one lie.

| | |
|--|---|
| | Alberta was part of the North-West Territories. |
| | The Canadian government owned the North-West Territories. |
| | Alberta had a strong infrastructure before joining Confederation. |

| | |
|--|--|
| | The completion of the railway benefitted Alberta's trade. |
| | Alberta had control of their resources before joining Confederation. |
| | Trade growth strengthened Alberta's economy. |

Questions Answer the questions below.

1) Why did Alberta decide to join confederation?

2) How did the railway benefit Alberta? In what ways did it help their economy and the growth of their province?

3) Why did many Albertans think federal control of resources was unfair?

Word Hunt Find 3 important words in the text and explain them.

| | |
|--|-------------|
| | <hr/> <hr/> |
| | <hr/> <hr/> |
| | <hr/> <hr/> |

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) Alberta's land belonged fully to local settlers.

T

F

2) Railway links made Alberta's trade much stronger.

T

F

3) Alberta controlled natural resources before Confederation.

T

F

4) Albertans believed the federal system was fully fair.

T

F

5) Resource profits all stayed within Alberta's borders.

T

F

Name: _____

Mark

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

1) Alberta's land belonged fully to local settlers.

T

F

2) Railway links made Alberta's trade much stronger.

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F

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F

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Mark

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T

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5) Resource profits all stayed within Alberta's borders.

T

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Name: _____

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2) Railway links made Alberta's trade much stronger.

T

F

3) Alberta controlled natural resources before Confederation.

T

F

4) Albertans believed the federal system was fully fair.

T

F

5) Resource profits all stayed within Alberta's borders.

T

F

Alberta and Saskatchewan Join Canada

Before Confederation - Background

Alberta and Saskatchewan did not join Confederation in 1867 when many of the other colonies did. This is because these two regions did not have clear boundaries and were not colonies of their own. In the 1850s and 1860s, this land was still owned by Britain. The British government didn't want to defend this land any longer, as **the fur trade** was declining. There was a constant threat of US invasion as the United States was looking to expand their territory. In 1870, Canada purchased Rupert's Land and the North-West from the **Hudson's Bay Company** and labelled it the **Northwest Territories**.

The North

Before 1870, not many non-Indigenous people lived in the areas we now call Alberta and Saskatchewan. Only 1,000 non-Indigenous people lived there in 1883. This changed quickly when the **Canadian Pacific Railway** was built and reached Calgary. News was spreading that the land in these areas was perfect for growing wheat. With this information, many people from other parts of Canada moved west. A lot of immigrants from Europe also moved to Alberta and Saskatchewan. By 1911, the population had risen to 373,000.

Two Provinces or One?

With the populations of these two regions growing rapidly, political leaders such as **Frederick William Haultain** had pushed to make them provinces. The people in these regions agreed, because they knew that if they became a province, they could have their own provincial government that could have more control over things like policing, hospitals, and education.

The current Prime Minister was **Wilfrid Laurier**, who needed to decide whether to make one large province or two smaller provinces. He decided that the large province would be too big for the provincial government to handle, so two provinces were created. On September 1, 1905, **the Alberta Act** and **the Saskatchewan Act** were signed. Canada now had their 7th and 8th province enter Confederation.

First Nations

The First Nations communities and the Métis in these two provinces were again pushed aside. The Federal government in Ottawa prioritized expanding in the west, as opposed to the rights of the Indigenous. Most of the Indigenous moved onto reserves and farmed to survive. Many of these communities had been **nomadic**, meaning they would move around, often following a food source like the buffalo. With the Canadian population growing in these provinces, the Indigenous could no longer live nomadic lifestyles.



True or False

Circle whether the statement is true or false.

| | | |
|--|------|-------|
| 1) Before 1870, the British government owned Alberta and Saskatchewan. | True | False |
| 2) The railroad and the great farming and soil brought people west. | True | False |
| 3) The First Nations communities were left alone in these regions. | True | False |
| 4) Alberta became a province before Saskatchewan. | True | False |
| 5) Alberta and Saskatchewan were almost made into one big province. | True | False |

Questions

Answer the questions below.

1) Why did Alberta and Saskatchewan join Confederation in 1867?

2) Why did the population of these two provinces grow so fast?

3) Did the government of Ottawa consider the Indigenous living in these regions?

Summarize

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

Debate: Western Settlement – Fair or Unfair?

Objective

What are we learning about?

Students will explore different viewpoints on the government's decision to promote large-scale immigration and homesteading in Western Canada between 1890–1914. They will learn how these settlement policies affected newcomers, First Nations, and Métis communities. Students will debate whether the government's actions were fair or harmful and consider the long-term impact on land, rights, and community life.

Materials

What do you need for the activity?

- Sentence starters
- Planning page
- Debate prompt

Instructions

How will you complete the activity?

- 1) Read the debate question: **Was promoting immigration to Western Canada fair to Indigenous Peoples?**
- 2) Review the background together: Government settlement campaigns encouraged thousands of newcomers to move West, which created new towns and increased pressure on Indigenous and Métis lands.
- 3) Divide the class into two teams:
 - **Team A:** Immigration and settlement were fair and supported Canadian growth.
 - **Team B:** Immigration and settlement were unfair and harmed Indigenous communities.
- 4) Each team researches their side using class notes and completes the debate planning sheet.
- 5) Use sentence starters to prepare strong arguments with clear evidence.
- 6) Sit in a circle and let each team respectfully present their points.
- 7) After all arguments are shared, hold a class discussion or vote on which side presented the stronger case.
- 8) Reflect: How did Western settlement shape Canada's development? Who benefited most, and who faced the greatest loss?



| | |
|-------|---|
| Topic | Was promoting immigration to Western Canada fair to Indigenous Peoples? |
|-------|---|

| Side | Description |
|--------------------------------|--|
| Team A — Settlement Was Fair | <p>Some people think promoting immigration to Western Canada was fair. Here's why:</p> <ul style="list-style-type: none"> Immigration helped Canada grow quickly and build strong farming communities. New settlers increased food production and supported Canada's expanding economy. Homesteading allowed thousands of families to start new lives with land. Government believed unused land should be developed for national benefit. Settlement brought new jobs and business growth to the Prairies. More people led to more towns, schools, and transportation routes. Immigration opened up the West Western Canada to the rest of the country. Many settlers followed the government and believed they were acting fairly. New communities grew together and created strong local networks. Government advertised opportunities and encouraged people to work hard on the land. Settlement created a strong market, helping Canada compete globally. Newcomers contributed skills, labor, and energy that helped the West develop rapidly. |
| Team B — Settlement Was Unfair | <p>Some people think promoting immigration to Western Canada was unfair. Here's why:</p> <ul style="list-style-type: none"> Settlement pushed First Nations and Métis communities off their traditional lands. Many land decisions were made without full Indigenous consultation and understanding. Métis families were pressured to take scrip, often losing land to speculators. Homesteading ignored Indigenous land rights protected by earlier treaties. Settlement reduced hunting and trapping areas needed for survival. New towns disrupted sacred sites and long-standing cultural territories. Government ads never mentioned the impact on Indigenous communities. Some settlers fenced land that Indigenous people had used for generations. Residential schools expanded as settlement grew, harming Indigenous children. Laws limited movement and freedom for Indigenous families during this period. Many promises made in treaties were delayed, changed, or broken as newcomers arrived. Settlement created long-term inequality by prioritizing newcomer needs over Indigenous rights. |

Planning

Answer the questions below.

1) Do you think promoting immigration to Western Canada was fair to Indigenous Peoples? Explain why or why not.

2) What reasons are there for or against this?

- ---
- ---
- ---
- ---
- ---
- ---

3) What might the other side say?

- ---
- ---
- ---
- ---

4) What facts or examples make your opinion stronger?

- ---
- ---
- ---
- ---
- ---
- ---
- ---

Reflection Questions

Answer the questions below.

1) How did Western settlement change life for the people who moved there?

2) Which groups gained the most from Western settlement, and why?

3) Which groups were harmed most by Western settlement, and how?

4) How did new farms and towns change the land used by Indigenous peoples?

5) How can learning about this history help us understand Canada today?

PREVIEW

Boer War

Who were the Boers?

The **Boers** were settlers who lived in a South African colony called Cape Town. The colony had first been controlled by the Netherlands, and many Boers were descendants of people who migrated from France, Germany, and the Netherlands. In the early 1800s, Britain took control of the region after several battles with the Boers. Even though the Boers resisted, the Netherlands eventually gave up the colony. Once Britain gained full control, they sent many British colonists to the area. These new arrivals brought changes to laws, farming practices, and systems, and daily life, which caused tension with the Boer families who had lived there for generations.

Unhappy

The Boers became very unhappy under British rule. They disagreed with new taxes and laws and felt that Britain ignored Boer traditions. As a result, many Boers left Cape Town and moved to other parts of the east, hoping to build independent communities. They created several states, known as Boer republics, where they could run their own governments and protect their traditions.

First Boer War

In 1868, diamonds were discovered in Boer territory, making the territory extremely valuable. This discovery encouraged more British colonists to move nearby. The Boers, already living in their own republics, feared Britain would take over their land. When fighting broke out, the Boers used smart strategies, including:

- **Fighting from long distances**, avoiding close combat.
- **Attacking quickly**, then retreating before British soldiers could regroup.
- **Using the landscape**, such as hills and rocky areas, to their advantage.

The Boers won the first war, and Britain was forced to recognize the independence of the Boer free states.

Second Boer War

A second conflict began in 1886 when gold was discovered in the Boer republic of Transvaal. This made the region wealthy and threatened British control in South Africa. Britain feared the Boers would grow stronger, so they attacked again. The second war was long and costly, but Britain eventually captured all Boer territory, making the region part of the British Empire.

Canada's Participation in the Boer War

In 1899, Britain needed more soldiers and asked Prime Minister Wilfrid Laurier to send Canadian troops. Laurier agreed, and about 8,000 Canadians volunteered. They earned respect for bravery and discipline, though 244 Canadians died. The war improved Canada's world reputation and encouraged more immigration after it ended in 1902.



True or False

Circle whether the statement is true or false.

| | | |
|---|---|---|
| 1) The Boer people were from France, Britain, and the Netherlands. | T | F |
| 2) The British won both of the Boer Wars. | T | F |
| 3) The Boer's land was valuable because they found diamonds and gold on it. | T | F |
| 4) The Boers won the first Boer war. | T | F |
| 5) Britain was worried that the Boers were becoming too powerful. | T | F |
| 6) The Boers were intelligent fighters as they attacked from a distance. | T | F |
| 7) The Boers and British colonists got along before the first Boer war. | T | F |
| 8) Britain lost the second Boer war and took control of all Boer lands. | T | F |

Questions

Answer the questions below.

1) Who were the Boers and where did they come from?

2) What was the Boer war fought over?

3) How was Canada involved in the Boer war? Why did they join Britain?

Questioning

Write 2 questions you have about the reading.

1)

2)

Exit Cards

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

Name: _____

Mark

Write the correct letter (A, B, C or D) beside each rule.

| | |
|--|----------------|
| | Transvaal |
| | Cape Town |
| | Laurier |
| | Boer republics |

A) Area where gold discovery increased conflict.

B) Independent regions created by Boers after leaving Britain.

C) Region first settled by Boers under Dutch control.

D) Leader who sent Canadian troops to South Africa.

Name: _____

Mark

Write the correct letter (A, B, C or D) beside each rule.

| | |
|--|----------------|
| | Transvaal |
| | Cape Town |
| | Laurier |
| | Boer republics |

A) Area where gold discovery increased conflict.

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| | |
|--|----------------|
| | Transvaal |
| | Cape Town |
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Name: _____

Mark

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| | |
|--|----------------|
| | Transvaal |
| | Cape Town |
| | Laurier |
| | Boer republics |

A) Area where gold discovery increased conflict.

B) Independent regions created by Boers after leaving Britain.

C) Region first settled by Boers under Dutch control.

D) Leader who sent Canadian troops to South Africa.

Naval Service Act

Navy After Confederation

After **Canadian Confederation**, Canada didn't have its own navy. A **navy** is a military group that protects and participates in battles on water. A navy consists of warships. At the time of Confederation, Canada relied on the British navy to defend its territory.

With Canada becoming its own country, it needed its own navy. Britain was no longer interested in keeping warships in Canada. They feared it could anger the US and break relationships with them.

The need for Canada to have a navy was obvious because of the many fights fought on water between Britain and France in the **Seven Years' War**, as well as the War of 1812 when the British helped form BNA. Without the British navy, Canada would not have been able to defend its borders.

Naval Service Act

The proposal of the **Naval Service Bill** would cost \$3 million yearly for a navy. Many opposed this bill, and some wanted to send Britain the \$3 million for them to use in the **Royal Navy**. Others understood that it was important for Canada to have its own navy to protect Canadians if Britain wouldn't come to our defense.

In 1910, Prime Minister Sir Wilfred Laurier introduced the **Naval Service Act**. It set up a **Department of Naval Service** which would operate the small Canadian Navy. It was controlled by the government, but during times of war, it could be put to use under British control.

Many opposed the Naval Service Act, especially the French Canadians who did not feel the same connection with Britain. They did not want to send the Canadian Navy to support British wars because it was their tax dollars paying for this war, and the war could technically be against their homeland - France. Others that were loyal to Britain thought Canada wasn't doing enough to support Britain.

In 1911, Laurier lost the federal election because he lost French-Canadian support. Robert Borden won the election and became Prime Minister. In 1913, Borden replaced the Naval Service Act with the **Naval Aid Bill**. The bill outlined that instead of sending Britain ships in war, Canada would send money instead.

The bill was not passed by the Senate though, and in 1914, Canada entered the **First World War** with Britain. Borden had to focus his efforts on Canada's actions in the war against Germany, Italy, and Austria-Hungary.



100th Anniversary of the
Canadian Navy Monument



Questions

Answer the questions below.

1) Why didn't Canada need a navy before Confederation?

2) What was the Naval Service Act? Who made it and what did it mean for Canada?

3) What happened to the Naval Aid Bill in the Senate?

Ordering

Number the steps of the Naval Service Act from 1 to 8.

| | |
|--|---|
| | The Act creates a Department of Naval Service to run the navy. |
| | Canada realizes it needs its own navy after the Boer War. |
| | The bill fails in the senate, and Canada later enters WWI with Britain. |
| | Prime Minister Laurier introduces the Naval Service Act in 1910. |
| | Britain becomes less interested in protecting Canada with its navy. |
| | Laurier loses the 1911 election, and Borden replaces the Act with the Naval Aid Bill. |
| | Many people, especially French Canadians, strongly oppose the new navy. |

Reaction

If you were a French Canadian, how would you feel about the Naval Service Act?

Blog Post: The Klondike Gold Rush

5 Interesting Facts About the Klondike Gold Rush

Date: November 17, 2025

Author: Maya L.

5-minute read

I've always heard people talk about the **Klondike Gold Rush** like it was some wild adventure, so I finally looked into it—and wow, it was way more intense than I ever imagined. Between 1896 and 1899, almost 100,000 people packed up their lives and travelled to the Yukon after gold was found on August 16, 1896. Most of them had never even seen snow like that before! Here are five of the most interesting things I learned.

- 1) Almost No One Reached the Gold Fields** - About 100,000 people started the trip north, but only about 3,000 made it. The trails were rough, with people climbing icy steps, carrying almost everything in teams of food and gear, and moving through deep snow. Many used horses, but so many died that most horses didn't survive.
- 2) The Trip Took Almost a Year** - Imagine spending almost a whole year just trying to reach the place where you could find gold. That's what happened. People travelled hundreds of kilometres. When they reached the Yukon River, they built their own boats to go another 400 kilometres to Dawson City. Some days they moved only a few metres because the trails were so crowded with thousands of people.
- 3) Only 4% Found Gold** - This shocked many people. Out of 30,000 people who got to the Klondike, only about 4,000 found gold. That's just 13% of the people who started the journey. Most people returned home with empty pockets and a little bite instead of riches.
- 4) Dawson City Blew Up Overnight** - Dawson City only had about 20 residents in 1896. Two years later, it had almost 30,000. It became one of the fastest growing towns in Canadian history. But when gold was discovered in Alaska, in 1902, thousands left right away, and Dawson shrank almost as fast as it grew.
- 5) The Gold Rush Changed Where People Lived** - Many Americans who had stayed in Canada after the rush. Many Canadians also moved west, from British Columbia, changing population patterns for years to come.

Comments:



Jacob R. – November 18, 2025

I think the rush was great for Canada. The Yukon grew fast, and the new towns helped build the economy.

Like Reply 1h ago



Sofia M. – November 18, 2025

I'm not sure. Most people failed, and the trip was deadly. The 4% success rate shows how risky it really was.

Like Reply 30m ago



Group of men waiting for mail in Dawson, Yukon.

Name: _____

123

Curriculum Connection
B1.4, B3.4, B3.6

True or False

Decide if the statement is true or false.

| | | |
|---|------|-------|
| 1) Miners had to bring a year's supply of food. | True | False |
| 2) Most miners found lots of gold in the Klondike. | True | False |
| 3) The Klondike Gold Rush brought a lot of Americans to Canada. | True | False |
| 4) The Center of the Klondike Gold Rush was Nome. | True | False |
| 5) It was easy to drive your vehicle to the Gold Rush. | True | False |

Questions

Answer the questions below.

1) How did the Klondike Gold Rush change the population of Canada?

2) What challenges did the Klondike Gold Rush face?

3) Describe how the Gold Rush showed both opportunity and danger.

Comment

What comment would you post to the blog post?



Like



Reply



Just now

Klondike Gold Rush and First Nations

First Nations in the Yukon

The First Nation communities that lived in the **Yukon** are not discussed often when historians talk about the **Gold Rush**, but it was a Tagish First Nation member who first discovered gold there. This discovery helped trigger one of the biggest migrations in North American history, yet the voices of the people who lived on this land are often left out of the story.

The **Tr'ondëk Hwëch'in (Han)** were a First Nation community that suffered greatly because of the Gold Rush, as thousands of miners pushed into their homeland. Many miners came looking for gold and ignored that the land already belonged to communities with rich cultural traditions. The word Hwëch'in means "the people," and Tr'ondëk Hwëch'in means "the people who lived at the mouth of the Klondike." Their way of life had existed in the area for generations before miners arrived.

Land

The miners moved into the land, taking over the camps and villages from them. In many cases, the Han had no real choice as the miners used weapons, pressure, and intimidation to force sales. The miners also sold their goods for Han houses and brought alcohol, something the Han people did not traditionally use. The introduction of alcohol was harmful because miners used it to take advantage of the Han and weaken their judgement. Traditional fishing areas, hunting areas, and family homes were pushed aside to make room for hotels, storage buildings, and busy supply routes.

Environment

The miners had one goal in mind: dig until they found gold. This caused major damage to the environment. They cut down huge sections of forest, dug massive pits, destroyed animal habitats, and dumped waste into rivers. For the Han people, this was devastating because the environment was closely connected to their culture, survival, and identity. Their concerns included:

- Loss of clean water sources
- Fewer animals to hunt
- Permanent changes to the shape of the land

Disease

Lastly, the miners brought diseases that the Indigenous people had no immunity to. Dawson City had no proper infrastructure for its fast-growing population. Sewage was dumped directly into the Yukon River, causing a deadly typhoid outbreak. Many miners and even more Han people died. Other dangerous illnesses, like **tuberculosis** and **influenza**, also spread quickly and harmed the Han population for years after the Gold Rush ended.



Chief Isaac -
Tr'ondëk Hwëch'in

Questions

Answer the questions below.

1) What was the impact of the Klondike Gold Rush on the Han people?

2) Why did the Han people react strongly to environmental destruction?

3) Reflect. What thoughts on the reading? What surprised you the most?

True or False

Circle whether the statement is true (T) or false (F).

| | | |
|---|---|---|
| 1) A First Nation member first discovered gold in the Klondike. | T | F |
| 2) The miners made sure to leave the environment as they found it. | T | F |
| 3) Influenza was deadly to the Han people as they didn't have immunity to it. | T | F |
| 4) Many diseases spread in Dawson City as it was very unsanitary. | | F |
| 5) The Han shared their alcohol with the miners. | T | F |

Quote

Why do you think Chief Isaac said this?

"When the gold came, everything changed for our people." – Chief Isaac of the Tr'ondëk Hwëch'in

Exit Cards

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

Name: _____

Mark

Answer the questions below.

- 1) The first gold was discovered by a member of the _____ First Nation.
- 2) The Tr'ondëk Hwëch'in are also known as the _____ people.
- 3) The Han people had lived at the mouth of the _____ for generations.
- 4) Overcrowding in Dawson City caused a deadly outbreak of _____.
- 5) Miners pushed into Han land because they hoped to find _____.

Name: _____

Mark

Answer the questions below.

- 1) The first gold was discovered by a member of the _____ First Nation.
- 2) The Tr'ondëk Hwëch'in are also known as the _____ people.
- 3) The Han people had lived at the mouth of the _____ for generations.
- 4) Overcrowding in Dawson City caused a deadly outbreak of _____.
- 5) Miners pushed into Han land because they hoped to find _____.

Name: _____

Mark





Answer the questions below.


- 1) The first gold was discovered by a member of the _____ First Nation.
- 2) The Tr'ondëk Hwëch'in are also known as the _____ people.
- 3) The Han people had lived at the mouth of the _____ for generations.
- 4) Overcrowding in Dawson City caused a deadly outbreak of _____.
- 5) Miners pushed into Han land because they hoped to find _____.


Social Media Post – Alaska Boundary Dispute, 1903

NorthLineHistory CA

In 1903, Canada and the United States argued over who owned a key coastal strip near Alaska that connected Yukon to the Pacific Fjords. A British judge sided with the U.S., and Canada lost the route. How might Canada's northern trade and travel look today if that decision had gone the other way?


11:30 AM - 1/17/2025 - 1,929 SHARES 4,721 LIKES    


 **JohnMiller:** Losing that fjord weakened Canada's northern access. A Yukon-to-coast route would have made movement easier during the Klondike Gold Rush, when tens of thousands of people traveled through dangerous trails to move supplies.


 **SofiaReed:** I think the U.S. claim made sense. Most of the coastline already connected the settlements. Commissions often supported existing control to the larger power.


 **MarcusLee:** A settlement might have worked. Canada and the U.S. already co-manage waterways and Great Lakes, balancing shipping routes with environmental care and community needs.


 **JohnMiller:** The commission setup was biased. Three American officials and only two Canadians meant the vote was already leaning especially once Britain backed the U.S. position.


 **SofiaReed:** Even if Canada gained the fjord, shipping would still be limited. Harsh winters, steep mountains, and long distances made it difficult. Major ports were developing farther south anyway.

 **MarcusLee:** At least the dispute encouraged Canada to form its own foreign affairs. It also led to better mapping and clearer boundaries, reducing confusion later on.

 **JohnMiller:** Many Canadians felt betrayed by Britain. That frustration pushed Canada to take more steps toward independence, especially in external relations and decision-making.

 **SofiaReed:** The U.S. needed that coastline for quick supply runs to mining towns. Some towns grew by thousands during the Gold Rush and depended on those fjords for tools, food, and transport.

 **MarcusLee:** Geography shaped the whole issue—mountains, deep inlets, and icy passes influenced decisions. Physical geography still affects modern boundary agreements across Canada's northern regions.

 **JohnMiller:** If Canada had won, northern growth might've sped up. Coast access boosts economic strength, just like British Columbia's ports now move billions of dollars in goods every year.

Name: _____

130

Curriculum Connection
B1.4, B2.4, B3.3, B3.6

Questions

Answer the questions below.

1) What was the Alaska Purchase? Why did Russia give up the land?

2) Did Canada win or lose the Alaska Boundary Dispute? How did it make Canadians feel about Britain?



Directions

Draw the boundary between the United States and Canada



Opinion

Write a comment that you would add to this conversation.

Username: _____ Date: _____

A Changing Society – Activities

Word Search

Find the word bank words in the puzzle!

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

Word Bank

Immigration
 Deportation
 Emigration
 Economy
 Groups
 Truancy
 Dominion
 Britain
 Federal
 Government
 Union
 Catholic
 Protestant
 Labour
 Tax
 Urbanization
 Industrialization
 Worker
 Relationships
 Invention
 Conflict

Word Scramble

Read the clue and then unscramble the word

| | | | |
|---------------|--|-------------|--|
| MIITRNMOGA | | RIIBNTA | |
| ATICLOCH | | RTNPASTOTE | |
| TLOSANIPHSERI | | EOIDTTNPORA | |
| RAIUTZNBANIO | | ENTINNIVO | |
| OMODINNI | | EDAFLER | |

Memory Game – Influential Canadians (1890–1914)

Objective

What are we learning about?

Students will learn about important Canadian figures from 1890–1914 and their contributions to Canada's identity. Each card shows either a historical figure or their matching achievement. Students will build understanding of how different leaders, activists, and artists shaped Canada during this period of change, conflict, and nation-building.

Materials

What do you need 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



Tom Longboat

Onondaga runner who won major races like the Boston Marathon and challenged racist treatment of Indigenous athletes.



Pauline Johnson (Kahkewa)

Mohawk poet and performer who shared Indigenous stories across Canada and became one of the country's best-known artists.



Henri Bourassa

French-Canadian leader who opposed Canada joining foreign wars and strongly defended French language rights in Canadian independence.



Wilfrid Laurier

First French-Canadian Minister who promoted Prairie migration, encouraged national growth, and worked to reduce cultural tensions.



Nellie McClung

Activist who fought for women's voting rights in Manitoba and used speeches and campaigns to challenge unfair gender laws.

Cards

Memory Game Cards



Clifford Sifton

Minister who encouraged thousands of European farmers to settle Western Canada, shaping Prairie growth but using racial preferences.



Onondayoh (Fredrick Crowe)

Mohawk veteran who founded the League of Indians of Canada and fought for fair treaties, land rights, and Indigenous justice.



Emily Carr

Artist who travelled to West Coast Indigenous communities and painted toasts and totem poles, influencing Canadian art.



Sam Steele

Mounted Police officer who maintained order during the Klondike Gold Rush and protected growing frontier communities from chaos.



J. J. Kelso

Social reformer who created the Children's Aid Society and worked to protect children from unsafe work and neglect.

Cards

Memory Game Cards

**John Ware**

Black cowboy and skilled rancher who helped shape Alberta's ranching culture and earned respect across the Prairies.

Lucy Maud Montgomery

Author of *Anne of Green Gables*, whose novels shared Prince Edward Island life and influenced Canadian storytelling worldwide.

Maude Abbott

Medical researcher who became a pioneer in studying heart defects and improve early medical teaching in Canada.

Duncan Campbell Scott

Government official who criticized residential schools, caused harm to Indigenous families and shaping discriminatory Canadian policies.

**Alexander Graham Bell**

Inventor who worked in Canada to improve telephone technology and experiment with new scientific ideas and early aircraft.

**Quiz
Check-In**

This quiz will assess students' understanding of the important historical figures and their roles introduced in the 1890–1914 memory game activity.

Name: _____

Choose two influential Canadians from 1890–1914 who you think shaped Canada the most and explain why.

Mark

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

Name: _____

Choose two influential Canadians from 1890–1914 who you think shaped Canada the most and explain why.

Mark

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

Name: _____

Choose two influential Canadians from 1890–1914 who you think shaped Canada the most and explain why.

Mark

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

Fact or Fiction: Key Political Decisions

Objective

What are we learning about?

Students will examine major Canadian political decisions from 1890–1914 by deciding whether statements are fact or fiction, helping them understand how these choices shaped law, created tension, and affected different communities.

Materials

What do you need for the activity?

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign to mark the two sides of the room
- Designated areas in the classroom to place the 'Fact' and 'Fiction' signs, allowing space for students to move to either side

FACT
OR
FICTION



Instructions

How will you complete the activity?

- 1) Your teacher will read statements. Pay close attention as each is read.
- 2) Consider carefully whether you think the statement is true or false.
- 3) If you decide the statement is true, walk to the 'Fact' side of the room.
- 4) If your guess is that it's not true, move to the 'Fiction' side of the room.
- 5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
- 6) When the right answer is announced, return to your seat, ready for the next round.
- 7) Have fun getting up and moving!

Fact or Fiction

Read the statements to the class.

| # | Statement | |
|----|---|----------------|
| 1 | The Naval Service Act created Canada's first small navy for local defence. | Fact |
| 2 | Alberta and Saskatchewan became Canadian provinces at the same exact moment. | Fact |
| 3 | The Chinese head tax was lowered in 1903 to encourage immigration. | Fiction |
| 4 | The Alaska Boundary ruling angered Canadians because Britain supported the United States. | Fact |
| 5 | The Manitoba Schools Question argued only about school building safety. | Fiction |
| 6 | European leaders feared that a major war might soon begin. | Fact |
| 7 | Ottawa paid residential school students on student numbers starting in 1891. | Fact |
| 8 | The Naval Service Act required every Canadian man to join the navy. | Fiction |
| 9 | French Canadians worried that British soldiers showed too much loyalty to Britain. | Fact |
| 10 | The Chinese head tax only applied to people already living in Canada. | Fiction |
| 11 | Saskatchewan's creation changed who controlled land and resource decisions. | Fact |
| 12 | The Alaska Boundary Dispute gave Canada full access to the Yukon River. | Fiction |
| 13 | The Manitoba Schools Question focused on language rights for French students. | Fact |
| 14 | Canada joined a European alliance directly before the First World War began. | Fiction |
| 15 | Rising military spending made some Canadians fear higher taxes and debt. | Fact |
| 16 | The head tax targeted Chinese newcomers more than any other immigrant group. | Fact |
| 17 | Alberta became a province to gain control over its natural resources. | Fiction |
| 18 | The Naval Service Act was strongly opposed by many French Canadians. | Fact |
| 19 | British officials on the tribunal helped Canada win the Alaska decision. | Fiction |
| 20 | The Northwest Territories lost French as an official language in 1892. | Fact |

**Quiz
Check-In**

This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity. Cut along the lines and give each section to a student.

Name: _____

Mark

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

| | | |
|--|---|---|
| 1) The Chinese head tax was lowered in 1903 to encourage immigration. | T | F |
| 2) The Naval Service Act forced every Canadian man to join the navy. | T | F |
| 3) The Alaska Boundary Dispute gave Canada full access to every Yukon fjord. | T | F |
| 4) Alberta became a province to gain control over its natural resources. | T | F |
| 5) British officials on the tribunal helped Canada win the Alaska decision. | T | F |
| 6) The Naval Service Act was strongly opposed by many French Canadians. | T | F |

Name: _____

Mark

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|--|---|---|
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| 3) The Alaska Boundary Dispute gave Canada full access to every Yukon fjord. | T | F |
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| 5) British officials on the tribunal helped Canada win the Alaska decision. | T | F |
| 6) The Naval Service Act was strongly opposed by many French Canadians. | T | F |

Name: _____

Mark

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

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| 3) The Alaska Boundary Dispute gave Canada full access to every Yukon fjord. | T | F |
| 4) Alberta became a province to gain control over its natural resources. | T | F |
| 5) British officials on the tribunal helped Canada win the Alaska decision. | T | F |
| 6) The Naval Service Act was strongly opposed by many French Canadians. | T | F |

Name: _____

142

| |
|-------|
| Total |
| / |

Unit Test

A CHANGING SOCIETY

| | |
|------|---|
| Mark | / |
|------|---|

| | |
|---|---|
| <p>1. An example of a pull factor that brought people to Canada was...</p> <p>a) Cheap land that was good for farming</p> <p>b) The potato famine in Ireland</p> <p>c) War in Europe</p> <p>d) Food shortages in Europe</p> | <p>2. The Chinese Head Tax went as high as...</p> <p>a) \$10 per immigrant</p> <p>b) \$100 per immigrant</p> <p>c) \$500 per immigrant</p> <p>d) \$50 per immigrant</p> |
| <p>3. Which Act created to stop child labour?</p> <p>a) The Working Age Act</p> <p>b) The Winnipeg Convention</p> <p>c) The Immigration Act</p> <p>d) The Truancy Act</p> | <p>4. The Bessemer Method allowed for the creation of...</p> <p>a) Clothing</p> <p>b) Steel</p> <p>c) Brick</p> <p>d) Glass</p> |
| <p>5. The Komagata Maru was an example of discrimination against which race?</p> <p>a) Indian immigrants</p> <p>b) Chinese immigrants</p> <p>c) Irish immigrants</p> <p>d) Japanese immigrants</p> | <p>6. The Children were brought to Canada from which country?</p> <p>a) Britain</p> <p>b) China</p> <p>c) India</p> <p>d) Ireland</p> |
| <p>7. Where did the first bloc of Ukrainians settle?</p> <p>a) Ontario</p> <p>b) Manitoba</p> <p>c) Alberta</p> <p>d) British Columbia</p> | <p>8. Where was the All Peoples Church located?</p> <p>a) Ontario</p> <p>b) Manitoba</p> <p>c) Alberta</p> <p>d) British Columbia</p> |
| <p>9. The Indian Act...</p> <p>a) Created reserves</p> <p>b) Declared the potlatch illegal</p> <p>c) Denied First Nations the right to vote</p> <p>d) All of the above</p> | <p>10. Which Prime Minister created the Naval Service Act?</p> <p>a) Pierre Trudeau</p> <p>b) Robert Borden</p> <p>c) Charles Tupper</p> <p>d) Wilfred Laurier</p> |

Define

What do the terms below mean?

Mark

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Chinese Head
TaxIndustrial
Revolution

Suffrage

Short Answer

the answers below.

Mark

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1) What was the Truancy Act of 1901? How did it stop child labour?

2) Who were the 'Home Children'? Why did they come to Canada?

3) What impact did the Klondike Gold Rush have on the Han First Nation community in Dawson City?

Long Answer

Answer the questions below.

Mark

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1) Why was Canada a destination for immigrants? Which groups immigrated to Canada? What were Canada's immigration policies? Were any groups discriminated against?

2) What were the working conditions like for people working around the year 1900? How were conditions different for men and women? Explain.