



Preview - Information

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Google Slides Lessons Preview





Ontario History Curriculum

Creating Canada, 1850-1890 – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

CONFEDERATION

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

Two Truths & A Lie

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

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

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation

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





Ontario History Curriculum

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Put A Check

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

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

True or False

Can you answer these True or False questions?

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

True
False

Read On

Cause

The Fenians wanted to weaken British power in Ireland.	A The border between Port Colborne and the United States.
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 TALK

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

1870

1871

1886

Do the crossword puzzle below to test your knowledge of the Métis.

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.

ANSWER

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

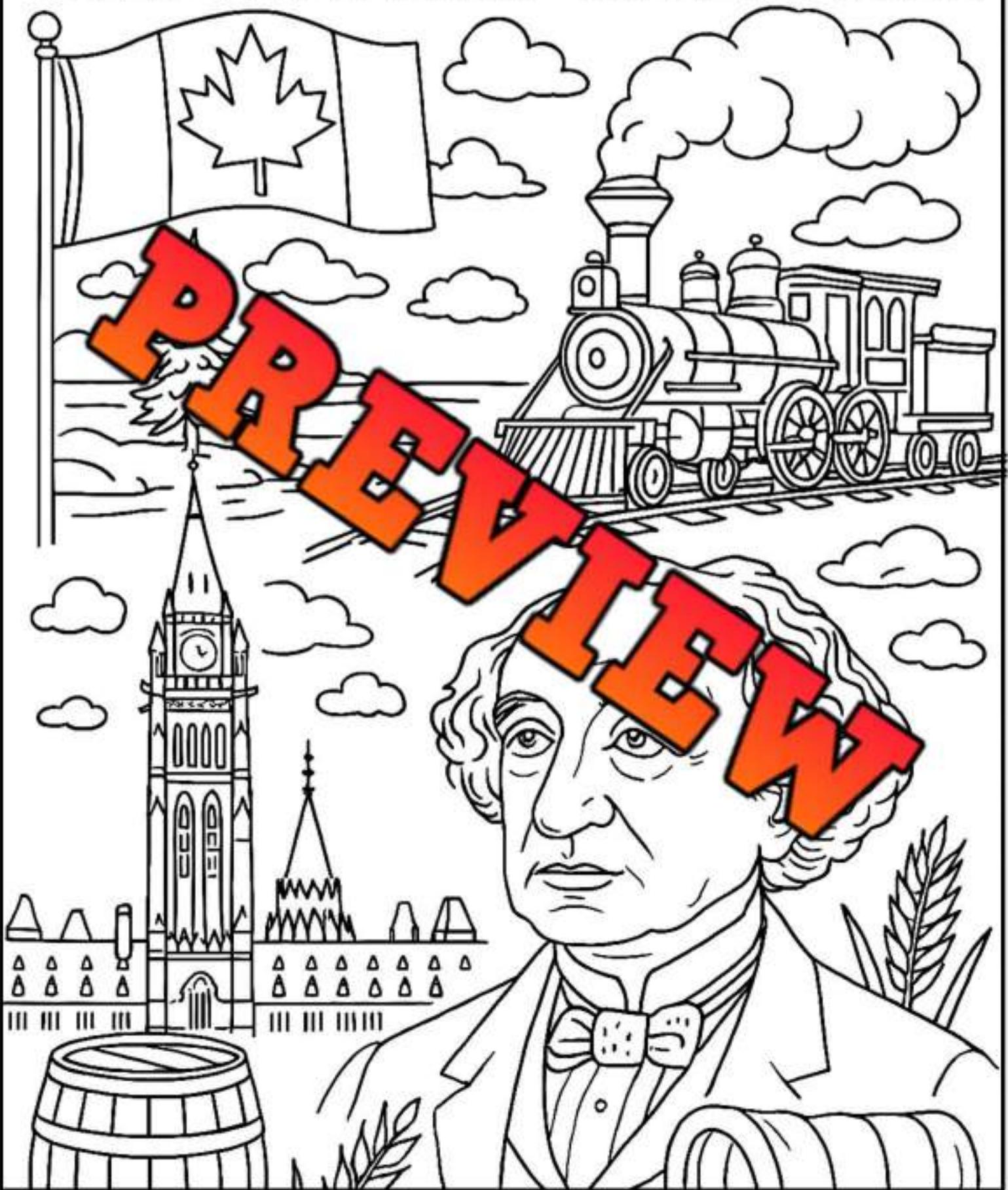
CREATING CANADA, 1850-1890

	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	<p>Preview of 100 pages from this product that contains 224 pages total.</p>	
A2.1		
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

PREVIEW



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 control over certain matters. At first, not all colonies joined. **Prince Edward Island**, **foundland**, **British Columbia**, and the **Prairies** joined later as the new nation of Canada expanded. Confederation marked the beginning of Canada's path to independence. The country still remained part of the British Empire until it gained full sovereignty in 1931 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 difficulties protecting the colonies from the United States, especially after the **War of 1812**. American forces invaded parts of Upper and Lower Canada. Defending the colonies required Britain to send 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.



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.

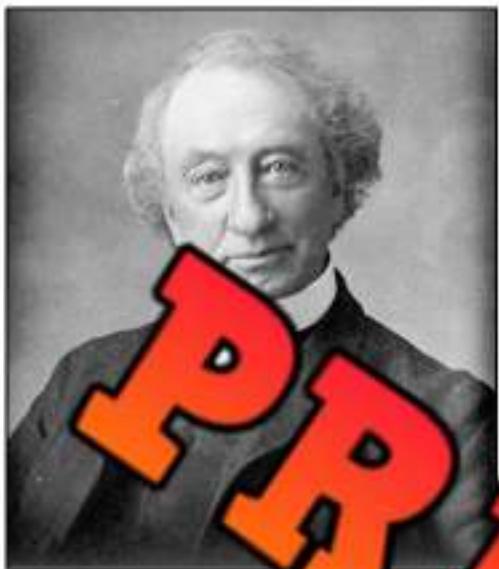
1) Who was the first prime minister of Canada?	
2) Before Confederation, what was the main problem in pre-Confederation Canada?	
3) Explain why Confederation was both a political and economic union.	

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, schools, and canals needed to be built to connect communities and support trade. The main 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. In particular, 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 or Quebec City, while the English preferred Kingston or Toronto. After much debate, George-Étienne Cartier suggested Ottawa, which was halfway between the two regions, and the colonies 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) Who did Macdonald want to unite the colonies in confederation?

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

3) How did the railroad symbolize Macdonald's vision for 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: _____

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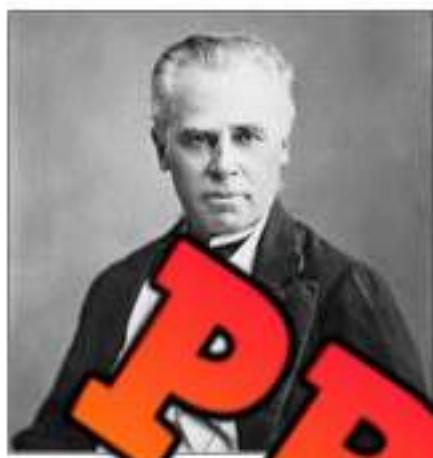
Name: _____

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- Was known for his sense of humour.
- Spoke only French.
- Wanted Canada to build a railroad.
- Disliked working with Cartier.
- Wanted Ottawa to be the capital city.
- Was Canada's first Prime Minister.

George-Étienne Cartier



Who was George-Étienne Cartier?

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

Cartier became a friend of **John A. Macdonald**, an English politician from Canada West. Their partnership and leadership were very important to Confederation. Cartier represented the French-speaking population, while Macdonald represented the English. They worked together for a common goal, and it became known as the "Great Coalition," which helped end years of political conflict between Canada East and Canada West. People trusted them because they promised that 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 became Canada's _____ after Confederation.

Questions: Answer the questions below.

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

- 2) Did Cartier keep his promise to his French-Canadian constituents?

- 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.

Colonies	Population	Percentage of total BNA population
Canada East (Quebec)	890 261	35.2%
Canada West (Ontario)	952 004	37.6%

Political Deadlock

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



George Brown vs John A. Macdonald

These two men were the leaders of their political parties. John A. Macdonald (right) was the leader of the **Conservative Party** of the West, but he made an alliance with 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 colonies 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 majority party.	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. This in its own right upset George Brown because he was tired of political deadlock and not being able to make any decisions in government.

He wanted to change this so Canada West could send more representatives than Canada East. This would allow the West to outnumber the party favouring the East and would therefore end political deadlock.

John A. Macdonald and George-Étienne Cartier

George-Étienne Cartier was a Quebec politician who wanted to make sure Quebec could keep their French culture. He was worried that English Canada 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 outnumbered by English Canada.

John A. Macdonald was an ally of George-Étienne Cartier. Macdonald wanted to end political deadlock as well, but he couldn't go against Quebec.

Result – Representation by Population

Macdonald convinced Cartier that if he could get the other colonies to agree to 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 many representatives. The other colonies together had enough total votes to vote against Canada.



PREVIEW

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) Why 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?

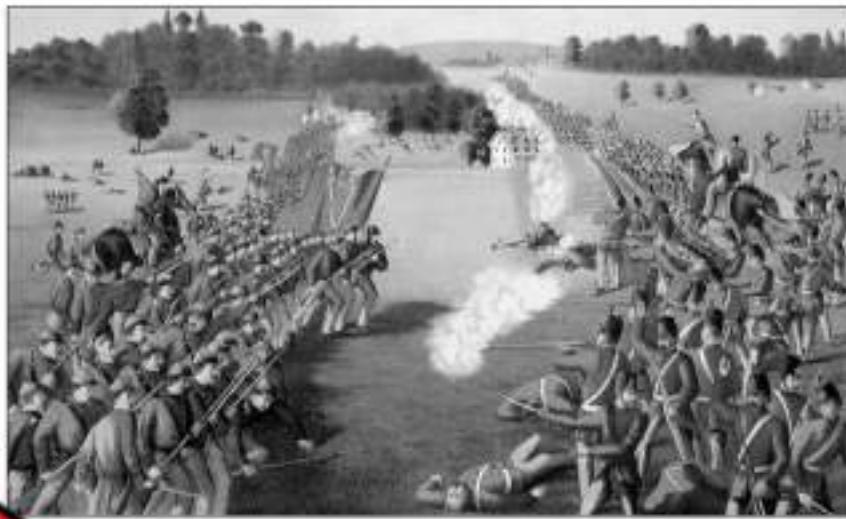
Summarize

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 the world and the Irish wanted to teach the British power.



What Were the Fenians Trying to Do?

The Fenians knew that Britain didn't like the Irish. They were trying to stop the British in Ireland, so they attacked Britain another way. Many members of the Fenians in British North America were British, meaning the people living there were originally 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 members. 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.

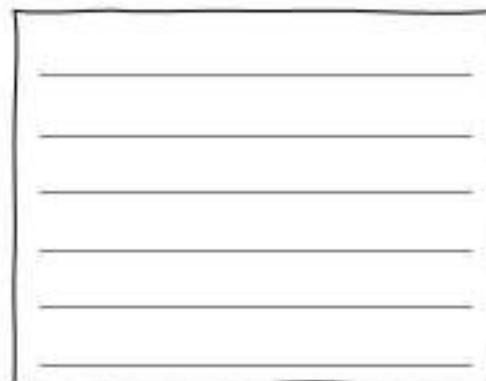
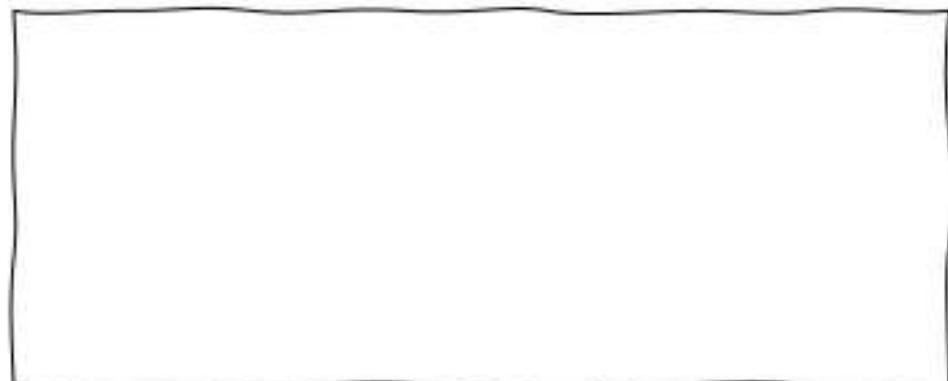
1) Who were the Fenians? Why did they hate the British government?

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.



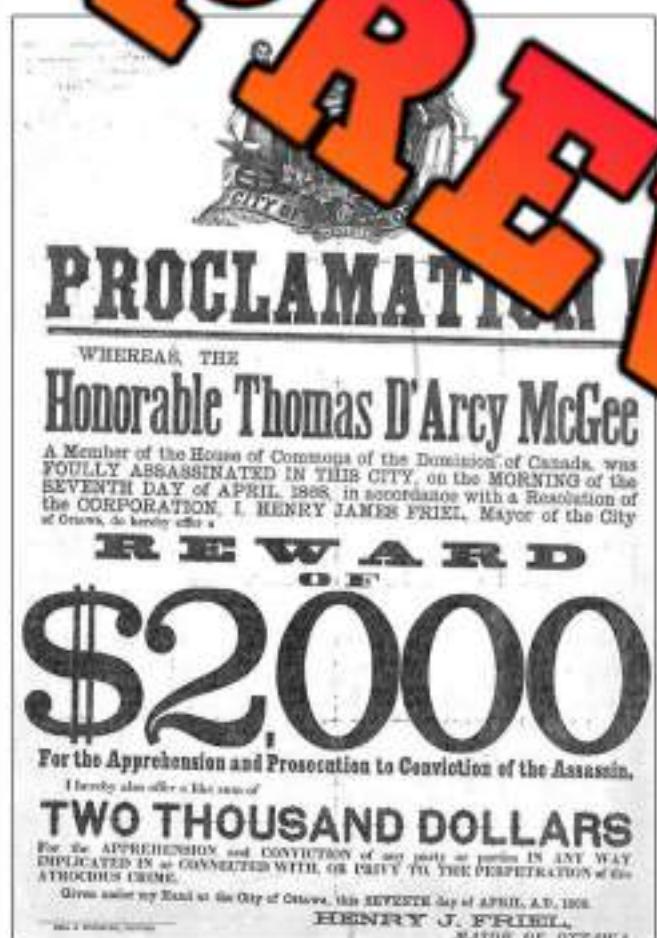
Thomas D'Arcy McGee Assassination

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 had been staying while he was in Ottawa. After he turned his key to open the door, he was shot and died a few hours later.



Why Was He Assassinated?

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

James Patrick Whelan was arrested for the murder. Whelan was believed to be a Fenian, but the police had found a gun on him that had recently 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 Accused assassin believed to be a FenianJames Patrick Whelan French-Canadian leader who served as McGee's pallbearerJohn A. Macdonald Irish politician and Father of Confederation assassinated in 1868Fenians Prime Minister who mourned McGee's death deeplyGeorge Brown Irish secret society opposing British rule and Confederation

Questions

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



A **militia** is a military force that has able-bodies citizens who are not soldiers. The people who make up a militia could be farmers, bakers, blacksmiths, and 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

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 cars.

Questions: Answer the questions below.

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

2) John A. Macdonald promised 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



PREVIEW

John Gast – "American Progress"

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

PREVIEW

Mama said, Fulfill the scope of your life, greater, Go make a legacy,
Manifest destiny, Back in the 1800's, We wanted everything, wanted
everything, Mama said, Burn the original, Create your history,
Light up your wildest dreams, Mama said, Burn the original, 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.

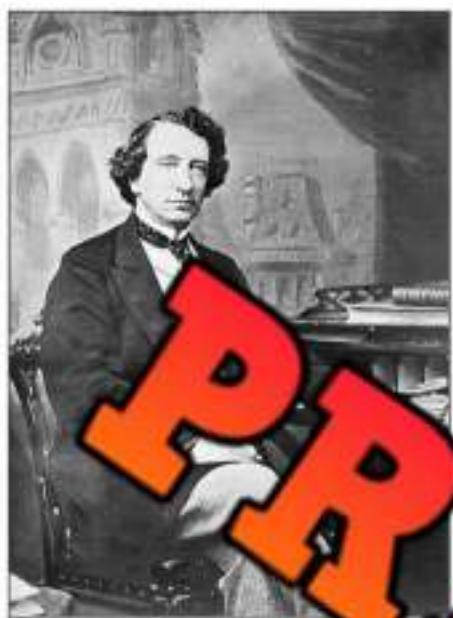
Directions Rank the reasons in order of what you think is most important (1) to least (4).

Rank	Reason
1	Strengthening the Economy Before Confederation, colonies charged other colonies with tariffs and duties for selling goods. This would mean free trade among colonies so that the entire country could benefit.
2	Transportation Building a railway across Canada is a huge challenge. Before Confederation, trading from P.E.I. to B.C. was nearly impossible. Building a railway would unite the country and create trading opportunities.
3	Defence Issues: Defending our Land Britain had withdrawn most of its troops, so the colonies were vulnerable to attack. If the colonies united, they could create an army to defend its land.
4	Manifest Destiny & Fenian Raids The USA believed in Manifest Destiny – they should have all the land in North America. The Fenian Raids were Irishmen who were getting into Canada to attack 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 planned a political maneuver that 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 wanted an opportunity to embarrass Brown and regain control. They resigned from their 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 there a double shuffle?

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

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

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
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Name: _____

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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.

The Great Coalition

Brown and Macdonald

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

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



The Great Coalition

Before 1864, the two main political parties in the Province of Canada were the **Conservative Party** (Blue Party) led by John A. Macdonald and the **Liberal Party** (Clear Grits) led by George Brown. These two sides rarely worked together, 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 differences make it hard for laws to pass?	Yes	No
3) Was the Liberal Party and the Conservative Party?	Yes	No
4) Did John A. Macdonald take a position on unity during this time?	Yes	No
5) Did both Brown and Macdonald step aside temporarily?	Yes	No
6) Did the coalition cause the government to become less popular afterward?	Yes	No

Questions

Answer the questions below.

1) What caused the political deadlock between Canada East and Canada West?

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

PROVIDED

The First Prime Minister of Canada.

READY

That A. people believed they should own all of North

DUKE

John A. Macdonald used a loophole in the rules to resign
the position. George Brown only to take it back from
him. However,

ECONOMY

Combining two political parties to prevent political
deadlock

CONSTITUTION

When opposing political parties in the same legislature and
automatically voted against each other making it impossible
for decisions to be made.

CONSERVATIVE

The political party that John A. Macdonald led.

GREAT COALITION

The political party that George Brown led.

CLARKE

Leader of the Clear Grits and opposition of John A.
Macdonald.

REPRESENTATION BY POPULATION

The amount of seats a colony has is decided based on the
population of the colony.

FENIAN RAID

Irish Americans were attacking Canada to get back at
Britain.

Confederation: The Birth of a Nation

What is Confederation?

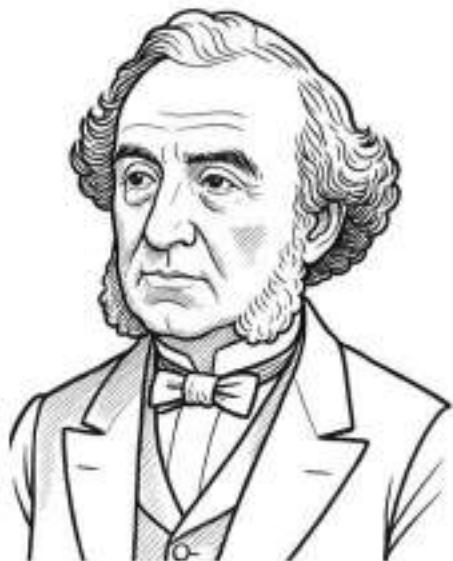
Canada officially became a **confederation** on July 1, 1867, marking the birth of a new nation. *Confederation* means the joining together of smaller groups or regions under one central government. Before 1867, the provinces of Canada were separate and managed their own affairs without a shared government. 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 strong country stretching from the **Atlantic Ocean** in the east to the **Pacific Ocean** off **British Columbia**. Their aim was to build a nation that could defend itself, be more powerful, and share one identity under one government.



Father of Confederation – John A. Macdonald

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



He had to convince the Canadian government to sell **Rupert's Land** and the **Northwest Territories** and persuade the **Maritime provinces**—New Brunswick, Nova Scotia, and Prince Edward Island—in the east, and **British Columbia** in the west, to unite under one central government. He also had to encourage **British Columbia** to join despite the long 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) Who was the prime minister? Why is Canada an example of Confederation?

2) Which task do you think was the most challenging for John A. 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 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 help at the end of the deal.

Upset

The Islanders living on the land were upset because they worked hard on the absentee landlord's land and did not get paid rent to them 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 allowed to sell so they could sell the land back to the settlers for low prices. The plan failed because the government ran out of money to continue with the purchases.

In 1864, the Island government believed if they joined the Canadian confederation, 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 the Dominion help PEI with their absentee landlord problem?

Two Truths and a Lie

Read each group of statements. Checkmark (✓) the two true ones. Mark X the one lie.

King George gave the land to his American friends.
The settlers were upset about paying rent to absentee landlords.
Absentee landlords did not take care of their land.

Canada gave PEI \$800,000 to help solve the problem.
Settlers couldn't afford the land; even after the price went down, the prices were still high.

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

Mark

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

T

F

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

T

F

3) Islanders worked and paid
rent to absent landlords.

T

F

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

T

F

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

T

F

Name: _____
Is the statement true (T) or
false (F)?

Mark

1) Prince Edward Island was
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T

F

2) Absentee landlords lived on
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F

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F

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rent to absent landlords.

T

F

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

T

F

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

T

F

Maritime Colonies - Joining Confederation

Joining Confederation

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

Nova Scotia	
Pros	Cons
<ul style="list-style-type: none"> Trade with colonies would be easier Connected to colonies via a railroad Better protection against Americans 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"> The small colony would have little say in the Canadian government Wanted to keep higher taxes Worried they would have to fight in Canada Feared they would change 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)

True or False Decide if the statement is true or false.

1) The colonies worried they'd have little say in the Canadian government.	True	False
2) PEI joined mainly because they needed money.	True	False
3) New Brunswick needed a lot of convincing to join.	True	False
4) Newfoundland worried they'd have to share their fishing resources.	True	False
5) All colonies benefitted from being part of a stronger army.	True	False

Pros/Cons Where were the main pros/cons for the maritime colonies to join Confederation?

P R E V I E W	
	Cons

Think

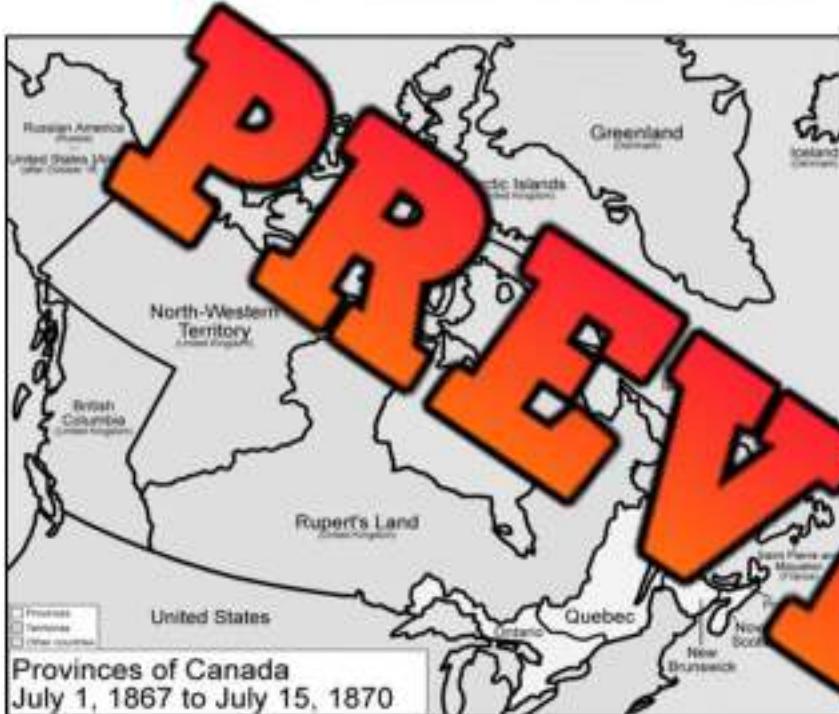
Many people living in the Maritimes felt a strong connection to Britain. If they joined Canada, they'd lose this connection. Why do you think this was a hard decision?

The British North America Act

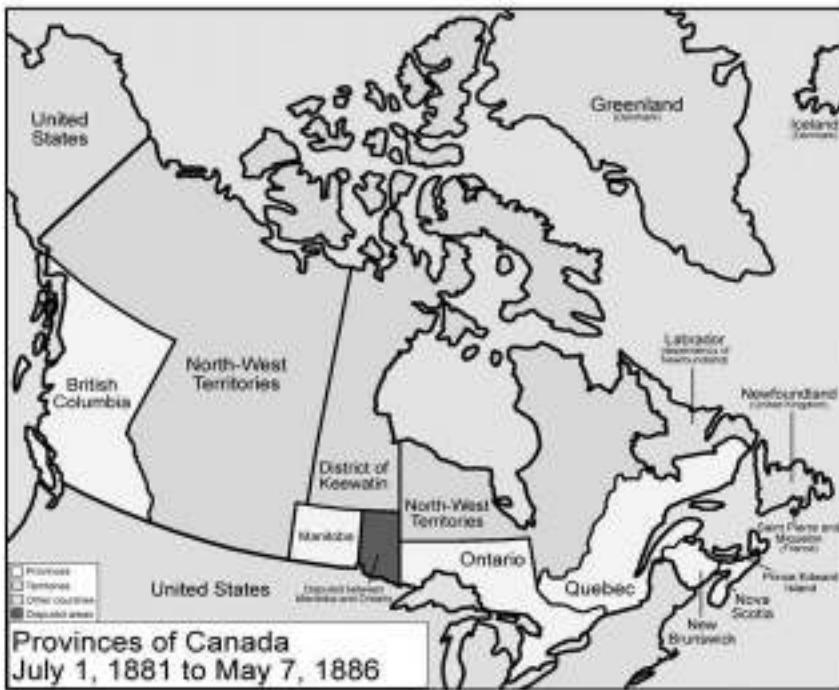
In 1867, four provinces decided to join Confederation – Ontario, Quebec, Nova Scotia, and New Brunswick. The BNA act was signed by the 4 provinces on July 1st, 1867. The provinces celebrated with fireworks, and cannon fire.

Interpret

Read the maps and answer the questions.



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



2) What is the
geography of

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?

PREVIEW



September 1, 1905. The provinces of Alberta and Saskatchewan were created from the North-West Territories.

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

PREVIEW



Provinces of Canada
December 6, 2001 to April 1, 2003

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 Research Article (printable)
- Name tags or index cards (for delegates)
- "Conference issue cards" (printable) (e.g. 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 and views about Confederation.
- 3) Explain that each group must prepare reasons to either support or oppose joining Confederation.
- 4) Ask groups to select a spokesperson and record their main points on chart paper.
- 5) Bring the class together for a "Charlottetown Conference" where each group presents their view.
- 6) After the speeches, allow time for debate and negotiation between the colonies.
- 7) Encourage groups to form alliances or compromises to reach an agreement.
- 8) Hold a final vote to decide if each colony will join Confederation.

Colony Stance Cards

Assign each group their colony and position on Confederation.

Colony / Group	Stance on Confederation	Description of Interests and Concerns
Canada West (Ontario)	Strongly supports Confederation	Canada West wants a united country with "representation by population" so larger provinces gain fairer influence in government. They believe Confederation will strengthen defence, open trade between colonies, and create a transcontinental railway that boosts the economy and connects distant communities across British North America.
Canada East (Quebec)	Supports Confederation	Canada East 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 federal money and intercolonial trade. However, New Brunswickers resist giving up autonomy, want higher taxes, losing decision-making power to Ottawa, and defending a large border against the United States. They want 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 colonists like Joseph Howe, oppose Confederation, fearing Nova Scotia will lose autonomy. Supporters believe it will unite and connect the Maritime provinces with central 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 country. Some supporters believed Confederation could protect both languages and cultures. Others argued for independence. French Canadians feared losing their religious and cultural rights.
Political Power and Representation	Confederation would create a federal government in Ottawa. Larger colonies wanted more political power based on population, while smaller ones feared being ignored. The debate focused on whether joining would give fair representation or be taken locally into account.
Defence and Security	The Fenian raids and American Civil War were reasons to join colonies. Supporters of Confederation argued that a united Canada would be stronger and safer. Opponents felt their colony was too small to defend others 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 Clearly	Spoke loudly, clearly, and with confidence.	★ ★ ★ ★ ★
Listened to Others	Listened carefully and responded respectfully to other colonies.	★ ★ ★ ★ ★
Showed Persuasion	Used strong language to support their colony's views.	★ ★ ★ ★ ★
Worked as a Team	Helped others in their group, and supported the group.	★ ★ ★ ★ ★
Stayed Respectful	Stayed polite, calm, and professional during the debate.	★ ★ ★ ★ ★

Learn and Question

Learn: Write two things you learned during the debate.

Question: Ask one question you still have about the confederacy.

Learn	
Learn	
Question	

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	Stay involved in the discussion. Speak clearly, contribute often, and stay focused during the conference.
Respect	Talk respectfully toward all delegates. Stay in role, be polite, and value the ideas of all colonies and 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 contributed to the discussion.	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 and presented with sound 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 officially recognized as one of Canada's three Indigenous groups.

Worldview – Spirituality

Because the Métis have both European and First Nation roots, their spirituality blends elements from both traditions. Many Métis families followed **Roman Catholic** traditions, while respecting traditional First Nation beliefs that honor the Creator and the natural world. Daily prayers of gratitude were offered to the Creator, common, 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 interconnected, and that showing respect to the environment was a central part of their spirituality.



The Arts – Music, Dance, and Art

Music and dance have always been a central part of Métis spirituality. The lively rhythm of the fiddle and the fast-paced **Two-Step** or **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 makes Métis culture special?

Multiple Choice

Circle the correct answer.

1) Which instrument do the Métis play?

Fiddle

2) Métis music is...

1. Temper

Slow

3) How many generations lived under one roof?

2. Cool

Hanging

4) The men were responsible for?

3. European

Canadian

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

PREVIEW

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, Hudson's Bay Company (HBC) had owned all the land that made up Manitoba. They were the dominant people who lived in Manitoba at the time because the HBC allowed very white settlers could move to the area.

In 1870, the HBC gave 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 amounts of land in Manitoba feared the Métis. They worried they would lose their way of life, particularly their French and Roman Catholic heritage, 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?

PREVIEW

1) Irish immigrants lived mainly in Manitoba in 1867.	True	False
2) The Métis were the people that lived in Manitoba around 1867.	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 Canada.	True	False
5) In 1867, Manitoba joined confederation with Ontario and Quebec.	True	False

Summarize

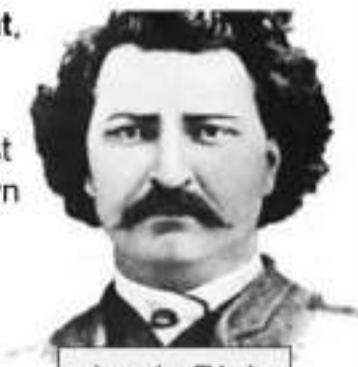
Summarize the Manitoba Act and what it meant for the Métis in Manitoba.

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.

From a young age, Riel was deeply connected to both his European and Indigenous roots. He grew up surrounded by Métis culture, where family, language, and Catholic faith played important roles. He attended a local Catholic school in Red River and showed great intelligence and leadership. While 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 down traditions, customs, cultural beliefs, and legends.



Louis Riel

Louis Riel – Politician and Leader

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

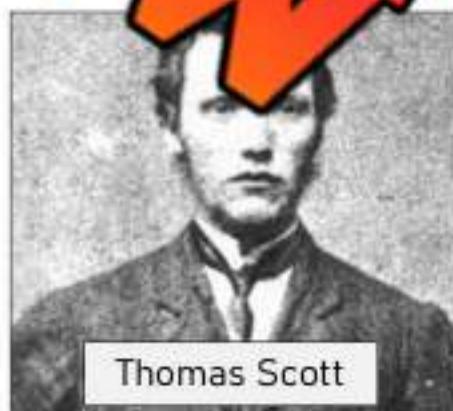
To protect his people's rights, Riel led two major rebellions—the Red River Rebellion (1869–1870) and the North-West Rebellion (1885).

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) Who was the first leader for the Métis in Manitoba?

2) Do you think Riel was a good or bad person? Explain.

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 entitled to land in the North-West Territories, including land that is now Manitoba, Alberta, and Northwest Saskatchewan. The law was that before any non-Indigenous person could obtain land in these regions, the Métis needed to be given land first.

Métis Scrip System – Ownership

In order to provide Métis with land so that the government could sell 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 end up getting the land they were supposed to get? Why or why not?

True or False

Is the statement true or false?

PREVIEW

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

False

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

False

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

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)	_____
2)	_____

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)
1	to go to the prairies where the land is flat and good for farming.
2	There is gold in B.C. and the Yukon (gold rush)
3	You want to mine for oil in the west
4	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) Why do you like living in the west?

2) Would you want to move west?

PREVIEW

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 were given for \$300	
Land was divided into long narrow strips running along a river	
Land/property was rented from a landlord	
Settlers worked together in the fields to produce crops	
Resource Towns – people who worked on a single resource (example: mining coal)	

Quiz Everyday life in the colonies – Take a look below!

Description	Options
1) Two-thirds of the population spoke English	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 the house – cooked, laundry, made clothes	True 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?

Answer area (5 lines)

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 officers set out for Manitoba, on a difficult 1300km march that lasted two months. The marchers faced extreme heat, hunger, contaminated water, illness, and hordes of mosquitoes and black flies.

Directions: Write 3 journal entries below, pretending to be a member of your 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.

There was a French Canadian who was against this. His name was Jean-Baptiste-Éric Dorion, who believed that the federal government would have too much control over the provinces. He believed the world would be ruled by the predominantly English Canadians. He believed the French Canadians would be better off in the United States. In the end, he lost support and the majority of French Canadians supported Cartier.



Jean-Baptiste-Éric Dorion

Canada – Two Official Languages

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

Bilingualism in the Provinces Across Canada

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

In the other provinces, the French 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 Dorion about federation?

3) Are you surprised that the French language wasn't as popular 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 cultures, languages, and spiritual beliefs to live more like the English or French. To become citizens and gain voting rights, Indigenous people had to give up their status and leave reserves. This made it nearly impossible for them to keep their traditional ways.

After Confederation, the government purchased **Rupert's Land** from the **Hudson's Bay Company** in 1869. This purchase 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—fight to keep Canada's control or accept that their land had been taken without their consent.



First Nations Response

To protect what little 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 agreements promised the Indigenous peoples:

- Annual payments of money (tributary)
- 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 joined the confederation because they want peace & protection.

Right

Wrong

True or False

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

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

T F

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

T F

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

T F

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

T F

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

T 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 Indigenous Nations and the Canadian government.

Student: Which provinces do the treaties cover?

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

Student: Why did the government want land?

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

Student: Why did Indigenous Nations agree to this?

Dr. Greyeyes: Many Nations were struggling. The buffalo 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, about 100 acres of land per person each year, and a one-time payment of \$15 per family when they signed the treaties.

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.



PREVIEW

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 are 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.

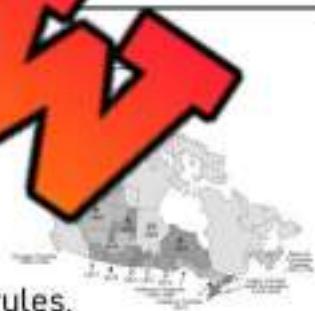
1) First People gave up their land for smaller pieces of land called _____.

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)

1)	_____
----	-------

2)

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*. The Act brings together several existing laws and gives the federal government control over First Nations land, resources, and rights. Prime Minister Alexander Macdonald's government said the law is to "assimilate and protect" Indigenous peoples, but is already calling the law unfair and restrictive.

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

A government spokesperson stated,

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

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

identity — a process called *enfranchisement*.

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

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



Many Indigenous leaders expressed deep concern. Chief Native of Saskatchewan said, "We have had friendship and peace. Now we are treated like children who cannot care 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 people lose under this law?

True or False

Decide if the statement



- 1) The Indian Act joined together several older laws.
- 2) Only Status Indians could live on or own reserves.
- 3) The Indian Act was passed to limit British rule in Canada.
- 4) Indigenous people could vote without giving up their identity.
- 5) The Indian Act gave Ottawa full control over Indigenous affairs.
- 6) The Indian Act still influences government and Indigenous relations today.

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.



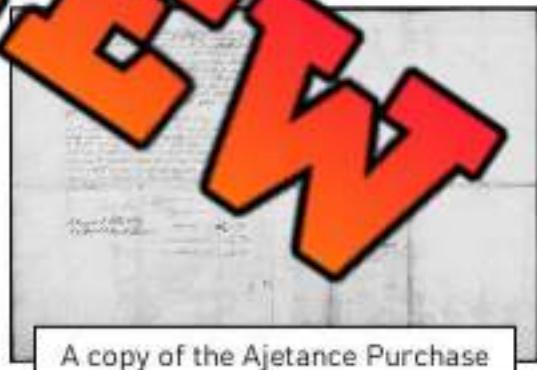
As time went on, however, many treaties changed in purpose. New treaties were signed in which Indigenous groups **surrendered** their land to the British Crown. These were not equal agreements. Indigenous communities often did not realize that land ownership could be taken away permanently, since in their culture, land was shared and owned by everyone. Because of this misunderstanding, Indigenous territory was handed over to the British government 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.

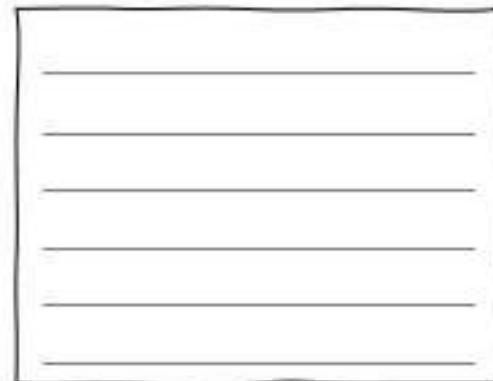
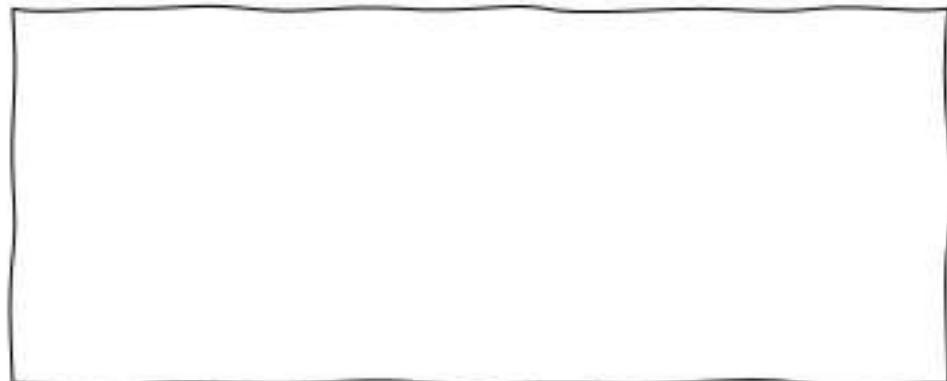
1) What is the purpose of a treaty?

2) How would a language barrier impact the Indigenous groups 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.



PREVIEW

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-social 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 did the potlatch ceremony was it 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 ceremony? Explain your opinion.

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

John A. Macdonald quote: "I consider the potlatch a heathenish custom which ought to be prohibited."

Residential Schools

Residential Schools

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

For these reasons, they designed **"Residential Schools"** to send Indigenous children so they could learn the important elements of the Canadian way of life – English language, Roman Catholic religion, 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.

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

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 September 30, 2008, the Minister Steven 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



Inuit Children at a Residential School



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

Circle 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.

 Agree 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 tell 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 wanted to have porridge at breakfast, it was given to us for our dinner, and even for supper. I have never eaten anything else till it was eaten. I was locked in a cold and dark room, fed bread and water, beaten with a strap, sometimes on the face, and sometimes [they] took my clothes off. - Mary Carpenter

PREVIEW

"Even when we just smiled at one of the boys they could hit us with 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. Some of us ate worms in the meat, just beans sometimes and sometimes just beans. - Patrick

No Chance to Say Goodbye

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

Quotes

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

Numbers Instead of Names

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

PREDICTION

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

Separated From Siblings

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

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

HerStoryMatters CA 

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

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

 **SophieWrites08:** I just finished reading about Emily Stowe! She became Canada's first female doctor in 1867 when universities banned women. She proved that education can change careers and that equal opportunity improves society. 98 LIKES

 **JaydenTalks:** I think what she did, but I think women already had enough influence at that time during the 1800s. Not everyone wanted political power, and maybe things changed over time without a revolution. 5 LIKES

 **AvaGreen_07:** Women had to live 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 opportunity. 5 LIKES

 **SophieWrites08:** True! In 1850, Stowe joined the Toronto Women's Literary Club, which became the Women's Temperance Association. They held rallies demanding voting rights—those women started Canada's early women's movement. 9 LIKES

 **JaydenTalks:** I just think society was different then. Men worked outside while women cared for families. I'm not sure full equality would've been good. It's like a domino effect—it might've caused chaos in politics and jobs. 6 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 fairer laws for women in education, labour, and health much sooner. 12 LIKES

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

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

 **AvaGreen_07:** I agree partly—education is key. But politics decides who funds schools. Without political voice, women couldn't change unfair systems. Stowe knew that equality begins with representation. 85 LIKES

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

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 important for women in Canada?

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

PREVIEW

Opinion

Write a comment that you would add to this conversation.

Username: _____

Date: _____

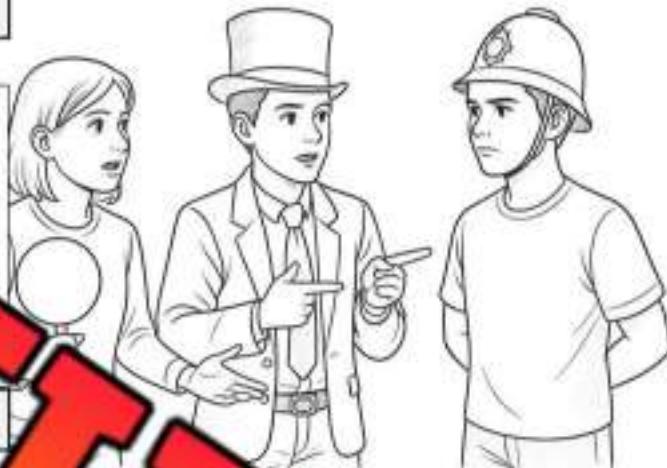
Role-Play: Voices of Early Canada

Objective**What are we learning about?**

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

Materials**What will we need for our activity?**

- Scenario cards (multiple scenarios 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.

PREVIEW

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 character	Stay in character. Don't break role until you're finished.
Teamwork	Help take turns and make sure everyone joins.

Scenario Cards

Scenario	Description
1 The Red River Resistance	<p>Snow covered the wide prairie when government surveyors came to measure the Métis people's land. They moved across fields and yards as if no one lived there, making the people angry and afraid. Louis Riel spoke out, saying the Métis must protect their homes and language. At Fort Garry, people laboured to decide what to do—some wanted peace, others wanted to fight. When Thomas Scott was executed, the whole colony knew the struggle for rights turned into a rebellion that cannot be ignored.</p>
2 The Charlottetown Conference	<p>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.</p>

Scenario Cards

Cut out the topics below.

Scenario	Description
3 The Numbered Treaty Negotiations	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.
4 Building the Canadian Pacific Railway	The sound of hammers and explosives echoed with the sound of hammers and explosions. Chinese workers carried heavy rocks and laid track through cold wind and across cliffs. Many became sick or were hurt, but pushed on to finish the railway. The engineers and bosses pushed them to work while some workers dreamed of sending a telegram to the world. The last spike was hammered into the track, Canada connected, but the faces of the workers who built it were mostly left out of the news.
5 The Fenian Raids	People in small border towns heard the sound of church bells and shouts of warning. In the darkness, riders called Fenians were crossing the border to attack British Canada. Men grabbed their old rifles and joined local militia to defend their homes. The two sides met in the fields near Ridgeway, Ontario, and fear filled the air. By night, the Fenians had been driven back, but many young men never came home, and the country learned how costly freedom could be.
6 The Creation of the North-West Mounted Police	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.

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 1848, a small group of women gathered to speak for fairness and equality. Elizabeth Stowe stood tall at the front, calling for women to own property and to study medicine. Mary Ann Shadd spoke about gender equality and justice for everyone, no matter their colour or gender. Some people laughed, but others listened and began to question what they believed. Posters and pamphlets spread their message throughout the streets. A quiet movement for change started to grow, and over time, it became a powerful force.
9 The Residential School Classroom	Children stood in a line as they entered the classroom, wearing stiff uniforms that did not feel like home. A teacher shouted at them not to speak their language. Letters from their families sat unopened in locked drawers. At night, they whispered stories about home under their blankets. Years went by, and the children grew older, forgetting songs and words they once knew. When they finally left, the world outside felt very 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.

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 out the character.	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 like the character.	Acted like the character, but did not stay in character.	Mostly stayed in character during the scene.	Stayed in character the whole time.
Teamwork	Did not help or listen.	Helped a little, but did not work well with the group.	Helped others work well with the group.	Shared, listened, and helped make the group's work better.

Teacher Comments

PREVIEW

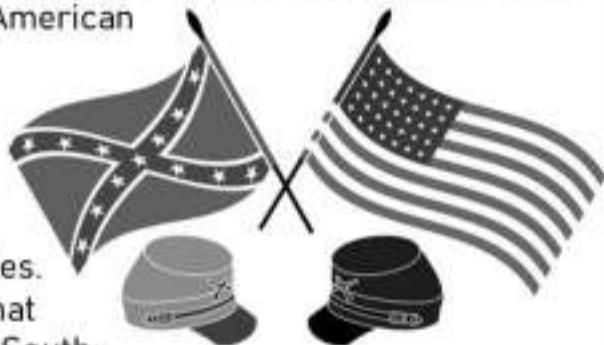
Student Comments – What Could You Do Better?

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 were 19 northern states that were free states and 15 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 using slaves to work 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 industries that used paid workers.

Missouri Compromise

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

True or False Is the statement true or false?

1) The North were slave states and the South were free states.	True	False
2) The South became known as the Confederacy.	True	False
3) Lincoln was against slavery.	True	False
4) The South won the Civil War and slavery continued.	True	False
5) The slaves in the South worked on plantations picking cotton.	True	False

Ordering Order the events of the American Civil War from 1 to 8.

1) Northern and Southern tensions grow as more western states join.
2) The war to end slavery is abolished in America.
3) The Kansas-Nebraska Act allows new states to vote on slavery.
4) The war lasts four years between the Union and its slavery.
5) Southern states leave the Union and form a confederacy.
6) Congress passes the Missouri Compromise about slave and free states.
7) Abraham Lincoln becomes president and stands out against slavery.
8) The Civil War begins between Union and Confederacy.

Questions Answer the questions below.

1) What were some of the causes of the American Civil War?

2) What was the Kansas-Nebraska Act? How did it lead to the Civil War?

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
1900s2) The U.S. had ___ states during the war.
50
343) The Kansas-Nebraska Act created ___ new states.
Four
Two4) The Southern states were called the...
Confederacy
Union5) The North relied on...
Manufacturing
Plantations

Name: _____

Mark

Circle the correct answer.

1) The American Civil War happened in the...
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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

Confederatio

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 a 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-Étienne Cartier

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



George Brown

Ontario politician; promoted "Representation by Population"; led for the Great Coalition to create a political compact.



Louis Riel

Métis leader; 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.

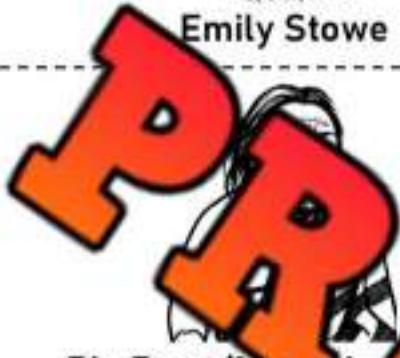
Cards

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 (Mikisew)

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 Confederation; promoted peace and assasinated in Ottawa in 1868



James Douglas

Governor of British Columbia; tried to protect Indigenous lands 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 Algonquian woman who travelled to England to meet Queen Victoria to advocate for her people's 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 in rural areas. By 1911, only 41% worked on farms. That may not sound like much, but it meant that over 1,000,000 people left rural areas for wage-paying jobs in cities like Montreal, Toronto, and Vancouver.
- 2) **The Industrial Revolution Fuelled City Growth** - By the late 1800s, the First Industrial Revolution had begun in Canada. Steam engines powered machines that made clothing, furniture, beer, lumber, and more. New industries appeared in cities, and people had to live nearby to work there.
- 3) **Populations Exploded in Major Cities** - Toronto's population grew from 107,225 people in 1871 to 267,730 by 1901. Toronto jumped from 2nd to 7th 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 in the 1800s was crowded, dirty, smoky, smelly, and polluted. People worked long hours in dangerous factories. Women and even children often worked for low pay. Still, many saw cities as places of opportunity compared to the rural areas with hard life and limited opportunities.
- 5) **Immigration Made Cities More Diverse** - People came from Europe and elsewhere to work and have 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



Toronto – Yonge Street (1890)

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) What cities do you think were growing in the late 1800s?

	1871	1881	1891	1901	2021
Montreal	107,225	137,741	165,650	267,730	1,762,949
Toronto	56,092	86,411	181,181	208,040	2,794,356
Quebec City	56,699	62,446	64,840	18,840	549,459
Halifax	29,582	36,100	46,562	52,222	460,232
Ottawa	21,545	27,412	44,155	59,922	1,017,449

2) In 1871, 49% of workers were farmers. In 2021, only 2% of workers are 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 that 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 the Fraser River into B.C.'s interior. About 80% came from California, while the rest came from Hawaii, China, Australia, and Europe.

The **Indigenous peoples** of the area helped many newcomers. They acted as guides, showing miners how to travel and build trails. They also traded with the newcomers, providing **canoes and supplies** for their journeys.

In 1858, New Caledonia became a colony of Great Britain, called British Columbia. The British claimed the area to maintain control of the Gold Rush. After miners turned violent and lawless, Britain wanted to end the disorder—so they sent in troops and 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 Gold Rush lead to the creation of British Columbia?

2) Did Billy Barker make the decision to go 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 will you need for the activity?

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

**Instructions****How will you complete the activity?**

- 1) Print and cut out the 30 vocabulary cards, then mix them up and place them random.
- 2) Give one card to each student. If your class is small, give each student two cards.
- 3) Read one clue out loud from your teacher clue sheet and wait for students to respond carefully.
- 4) The student who thinks the clue matches their card calls out, "I have it!" for 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 Standard

Manifest Destiny

Great Coalition

Tenants

British North America
Act

Manitoba Act

Louis Riel

Westward Expansion

Canadian Pacific
Railway

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 a disagreement between French and English leaders in government over anything.	Political Deadlock
5	I describe a system where colonies send representatives based on their population size.	Representation by Population
6	I was an Irish poet and member of the Canadian Confederation who was assassinated in 1868.	Thomas D'Arcy McGee
7	I describe Irish secret society members who attacked Canada to hurt Britain.	Fenians
8	I was a belief that Americans had the right to expand westward into North America.	Manifest Destiny
9	I was the partnership between Macdonald and Brown, and caused the political deadlock.	Partnership at 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 group formed to bring order to the West.	North-West Mounted Police
20	I describe the opportunity to head West for cheap land and new opportunities.	Westward Expansion
21	I was the massive railway that connected 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 lands, 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

PREVIEW

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.

Unit Test

Creating Canada

Mark

/

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

Matching

Write the letter from the description beside the correct term

Mark

/

Answer	Term	Description
	Double Shuffle	A) The number of seats a colony has is decided based on the population of the colony.
	Political Deadlock	B) Irish Americans were attacking Canada to get back at Britain.
	George Brown	C) Leader of the clear grits political party.
	John 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 Canadian Confederation	F) First Prime Minister of Canada.
	Representation by Population	G) Using political parties had equal votes and automatically voted against each other making it impossible for decisions to be made.
	Manifest Destiny	H) Combining two political parties to prevent political deadlock.

Short Answer

Answer the questions below

Mark

/

1) Why was political deadlock such a problem?

Answer the question below

2) Why was the railway so important for Canada?

Answer the question below

Long Answer

Answer the questions below.

Mark

/

1) Explain the factors that led to Confederation.

PREVIEW

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!

IMMIGRATION – PUSH & PULL FACTORS

We are learning to explain why people move from one country to another so we can understand how push and pull factors shaped immigration to Canada and influenced people's choices during this time.

Push or Pull

Sort each statement as a push factor or a pull factor.

1) A severe drought destroys crops and leaves families with little food.	<input type="checkbox"/>
2) A new country promises fair laws and safe, stable communities.	<input type="checkbox"/>
3) A region offers free schooling and strong education for children.	<input type="checkbox"/>
4) Factories close down, causing long-term unemployment for local workers.	<input type="checkbox"/>
5) A country is known for freedom of speech and open political debate.	<input type="checkbox"/>
6) Flooding forces families to leave damaged homes and farmland behind.	<input type="checkbox"/>
7) A government provides good healthcare and many public services for residents.	<input type="checkbox"/>
8) A nation encourages newcomers by offering land for farming and settlement.	<input type="checkbox"/>

Part 2 – Action!

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

Consolidation

REFLECT AND CONNECT

Looking back, how might different **push and pull factors** have changed a family's choice to leave their home country, and how could those choices have shaped their future in Canada?

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 1889, he approved [], which transferred large areas of land. These actions caused major disruptions for [] communities.

Word Bank: farmers, Treaty 8, Canada West, Europe, western, Ukrainians, Canada East, Indigenous, Superintendent, Homestead

Truths & A Lie

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

	Truth	Lie
I. Sifton believed harsh climates required strong, experienced settlers.		
II. Ukrainian peasants worked long hours for limited pay.		
III. Average Ukrainian farms were far larger than Canadian homesteads.		
IV. Ukrainian bloc settlements encouraged shared traditions and farming practices.		
V. Prairie winters challenged newcomers more than forest clearing did.		
VI. Settlers joked that mosquitoes preferred Ukrainian blood specifically.		
VII. Treed parkland regions were preferred by Ukrainian newcomers.		
VIII. The Edna-Star Colony formed west of Edmonton originally.		
IX. New arrivals cleared forests mainly for shelter and heat.		
X. Ukrainian settlers first chose coastal regions before the Prairies.		
XI. Ukrainian peasants often struggled with hunger and heavy taxes.		
XII. Many settlers valued prairie soil as fertile and workable.		

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	

Agree or Disagree

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

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

Agree or Disagree

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

1) Coal mining conditions showed employers ignored worker health and safety.	Agree
2) Low wages for long shifts were acceptable during rapid industrial growth.	Agree
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5) Long work hours seemed needed but hurt workers badly.	Agree
6) Poor ventilation in mines proved safety was not a priority.	Agree
7) Immigrant workers accepted danger because they needed any job.	Agree
8) Wage cuts for errors improved workers' overall happiness.	Agree



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 <small>and compare some of these challenges with those facing</small>	13-21, 23-27, 34-35, 40-52, 60-72, 75-81, 106, 141
B1.4	Preview of 100 pages from this product that contains 203 pages total.	17-27, 60-63, 82-84, 13-117, 3, 127-34-138
B2.1	Analyze and compare 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

	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 home. Examples of pull factors are low crime rates, better healthcare, a strong economy, good 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 – Pull Factors

Immigration to Canada increased rapidly from the late 1800s to the early 1900s. During this time, Canada was seen as a land of opportunity. 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, rich, and fertile, 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 had a democratic system that allowed people to vote and participate in government.

Lastly, **family ties** played an important role. Once family members settled in Canada, they often encouraged relatives to follow, writing to them 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 some push factors for people moving to Canada?

2) What were some push factors that caused people to move to other countries?

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

PREVIEW

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

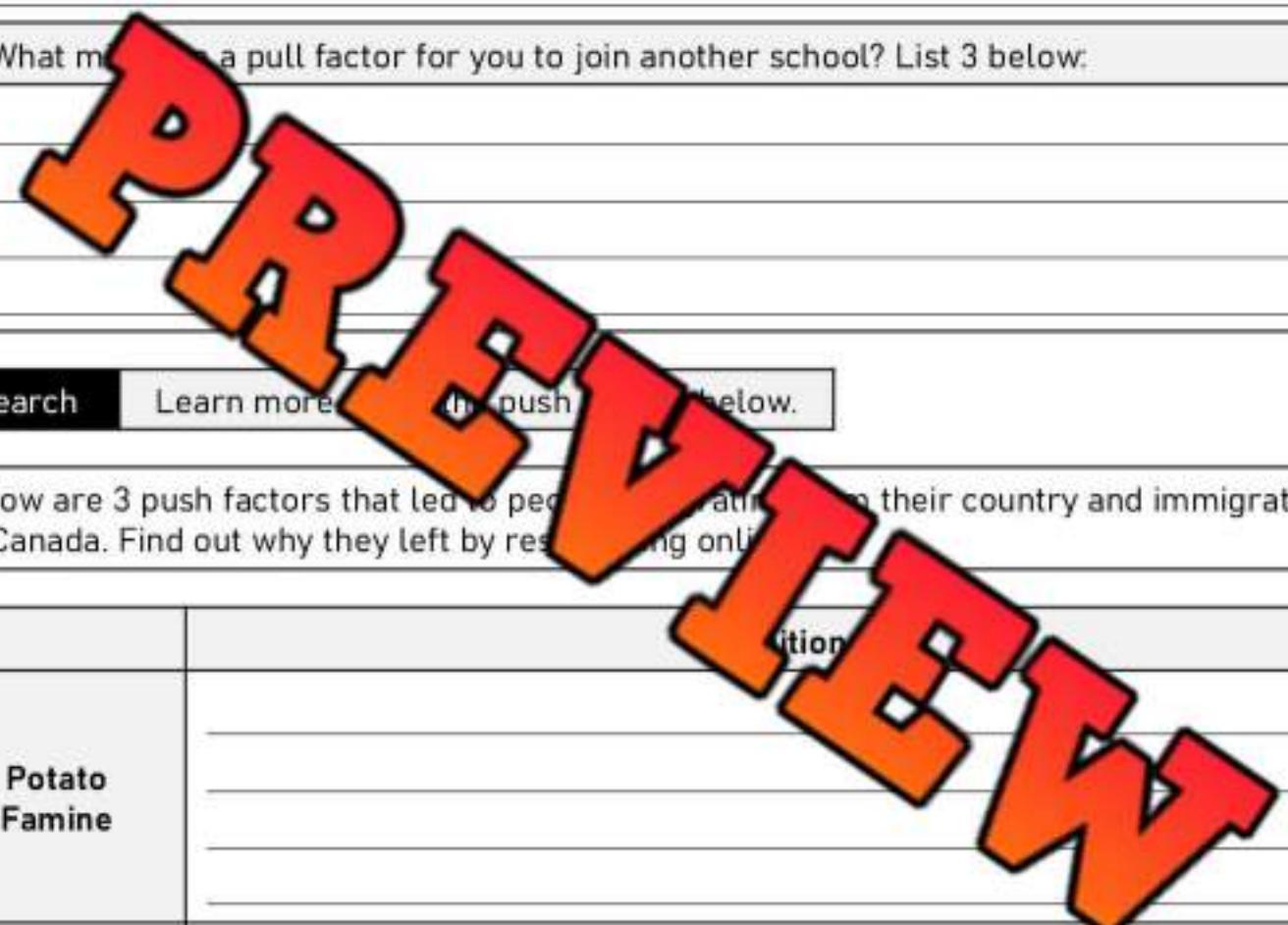
Questions**Answer the questions below.**

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 immigrating from their country and immigrating to Canada. Find out why they left by researching online.



Potato Famine	
American Revolution/ Loyalists	
Poverty	

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.

Homes are unsafe because fighting spreads across nearby communities.

A region offers cheap farmland with rich, fertile soil.

Families hear about stable jobs and many new work opportunities.

Crops fail again, causing hunger and severe food shortages.

Overcrowded towns have poor soil and almost no farmland available.

A country provides peaceful streets with protection.

Name: _____

Mark

Check only the push factors.

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Name: _____

Mark

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Families hear about stable jobs and many new work opportunities.

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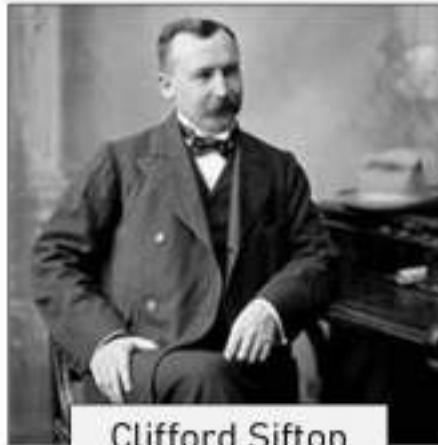
Overcrowded towns have poor soil and almost no farmland available.

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. He believed that immigrating to Canada was the key to building a prosperous nation with strong agricultural communities.



Clifford Sifton

Who Did Sifton Work to Attract to Canada?

Sifton hired energetic American promoters and agents to spread the word that vast areas of land in western Canada were open for settlement. He believed that the prairie lands could transform the prairie landscape into productive farmland. His team developed brochures, 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 attracted thousands of settlers seeking a better life. Sifton mainly targeted:

- 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 prairies

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.

Multiple Choice

Circle the correct answer.

1) Sifton preferred...	White Settlers	Non-White Settlers
2) Sifton preferred...	Southern Europeans	Northern Europeans
3) Sifton preferred...	Experienced 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? How did it change the landscape in the prairie provinces?

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

PREVIEW

Describe

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

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 immigrate into 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 is considered discriminatory, as it specified that certain races would not be allowed to immigrate to Canada. The Chinese race was not allowed to immigrate but had to pay a head tax to enter. This went up to \$500 over the next several years. African American farmers were solicited to come to the Canadian prairies, but 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 political 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 living in Canada. The government could also send home poor immigrants who were causing problems 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 the information from the text to support your answer.

1) What was the Immigration Act? How did it change immigration in Canada?

2) Why was the Immigration Act discriminatory?

3) What was the main difference between Sifton's and Otis' immigration goals?

PREVIEW

Summarize

A summary is a brief explanation of the reading passage.

Exit Cards

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

Name: _____
Is the statement true (T) or
false (F)?Mark

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: _____
Is the statement true (T) or
false (F)?Mark

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

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4) Poor British immigrants formed
most Canadian deportations.T

F
Black American farmers received
equal immigration treatment.T

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Name: _____
Is the statement true (T) or
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Black American farmers received
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F
4) Poor British immigrants formed
most Canadian deportations.T

F
Black American farmers received
equal immigration treatment.T

F

Chinese Head Tax

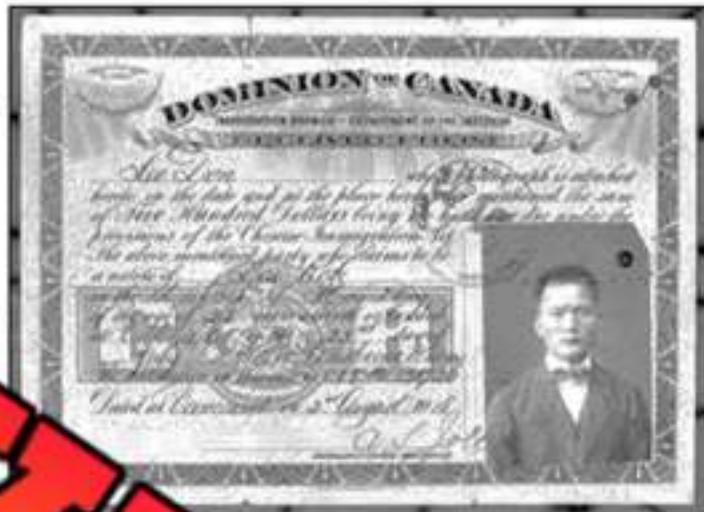
Chinese Immigrants

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**. A railway connected one coast of Canada to the other. It was a huge project that created many jobs.

Chinese Workers

Over 15,000 Chinese people came from China to work on the railway. They were paid \$1.00 a day! This was a low wage, so then they would have to pay for their community or ethnic group.



Mr. Lee Don Paid \$500 for his certificate

This allowed Mr. Lee to do what they did on a smaller budget. The Canadians were paid because they wanted the work. They forced the government to create a tax so Chinese immigrants would have to pay to enter the country. This tax is called the **"Chinese Head Tax."**

Chinese Head Tax

In 1885, the **Chinese Immigration Act** was passed. This meant that 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: Decide if the statement is true or false.

1) Canadians were worried that there were so many Chinese Immigrants.	True	False
2) The railway was a major factor in creating a lot of jobs.	True	False
3) Canadians thought the 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 enter 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 to have the railway built by White English people to build the railway first, then French-Canadian workers. He then changed his mind and hired 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?

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 (1) requiring passengers to their immigration would have to arrive on a continuous journey from their home country. (2) Indian immigrants would need to pay \$200 upon arriving to 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 to believe they would be allowed to immigrate into Canada. When the ship of 337 Sikhs, 1 Muslim, and 12 Hindus arrived, the immigration officials had a plan to deny their passage.

The first immigration officer to meet the ship was H. W. Taylor who decided not to allow the passengers to disembark. White passengers on board, Prime Minister Robert Borden and Conservative Premier of British Columbia, McBride needed to decide what to do with them.

While passengers on the ship, protest meetings were being held in Canada against the unjust holding of the Indian passengers. A shore committee raised \$25,000 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 _____ information from the text to support your answer.

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

2) What do you think was the most unfair treatment for the people 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?

- a) They arrived in bad weather.
- b) The continuous journey rule blocked them.
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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 (representing various 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 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	Stay in character like your character. Don't break role until you're finished.
Teamwork	Take turns and be helpful. Take turns and make sure everyone joins.

Scenario Cards

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 instead of thick forests, swamps, and bitter prairie winds. Their small children cry from the cold as the family struggles to find a route home before darkness falls. A neighbour from another homestead warns them that their food may run out if they stay separated for too long. Later, a government agent visits to check their progress. They have cleared enough land to keep their homestead claim, but winter is about to fall, and the family must decide how to survive the first winter in 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 Officer Costs a Chinese Man a 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 difficult choice between returning home or beginning a new life in a land already deep in debt.</p>
4 Night of the Anti-Asian Riots, Vancouver 1907	<p>A night of violence erupts in Vancouver as a large crowd of rioters, angry about rising immigration, torch and smash their way through the city streets. Windows of Japanese and Chinese shops shatter under thrown stones. Families hide together inside their homes, holding on to each other for dear life. Japanese fishermen rush to protect their boats as police officers spill toward the waterfront. Police attempt to push the rioters back, but fear and anger grow on both sides. The sound of breaking glass mixes with cries for help as neighbors turn on each other, caught in 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 tension, both sides wait for a decision that could mean a forced return across the ocean.</p>
7 The Decision to Leave Home: Push and Pull	<p>A family from Eastern Europe gathers around a small kitchen table. Their negotiations have failed again, and soldiers have been passed through the town, raising fears of war. A neighbour buys a house with a massive poster offering free land and a better life. The family debates fiercely—one brother insists it is too dangerous to leave, another believes Canada may be their only option. The mother worries about leaving her parents behind. The room fills with emotion as they confront the hardest choice of their lives: 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>

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 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 like the character.	Mostly stayed in character during the scene.	Stayed in character the whole time.	
Teamwork	Did not help or listen.	Helped a little but did not work with the group.	Shared, listened, and helped make the group's work better.	

Teacher Comments

Work

Student Comments – What Could You Do Better?

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 Act	Only men over 21 years of age and who own property can vote
1871	First Nations	First Nation members that are governed by the Indian Act cannot vote. They can only vote if they give up their Indian status.
1900	Dominion Elections Act	Many minority groups cannot vote, such as immigrants from Japan, China, and India
1917	Wartime Elections Act and Military Voters Act	All men and women who served in World War I can vote. The 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 voting until 1918?	Yes	No
2) Did the British North America Act allow all adults to vote in 1867?	Yes	No
3) Were First Nation people required to give up status in order to vote?	Yes	No
4) Were soldiers' female relatives allowed to vote starting in 1917 or earlier?	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, Cairine Wilson became the first female judge in the British Empire. Before that, she fought for the right 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 creating a petition to be appointed into the Senate of Canada (government organization that makes laws). 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 Canadian Senate's decision. 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 McKinney meant by, "that the exclusion of women from all public offices is a relic of barbarous times more barbarous than ours?"

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

Matching

Match each person to their contribution.

Emily Murphy	<input type="radio"/>	Advocate improving health and rights for rural women
Nellie McClung	<input type="radio"/>	First female judge who led Senate challenge
Irene Parlby	<input type="radio"/>	First woman elected to a legislature
Louise McKinney	<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 urban areas. 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 Britain 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 1764. It could spin more than one ball of yarn at a time. This improved how quickly cloth could be made.

The Second Industrial Revolution

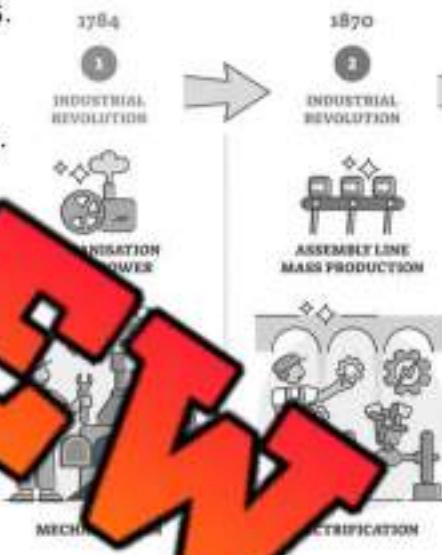
New technologies allowed a variety of clothing to be made. The **Cotton Gin** was invented by Eli Whitney in 1794, which was used to separate cotton from their seeds. This allowed cotton to be used more in clothing. In 1855, the Bessemer Method allowed steel to be made from iron.

This created a lot of jobs for people and changed the way steel was used. 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.



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.

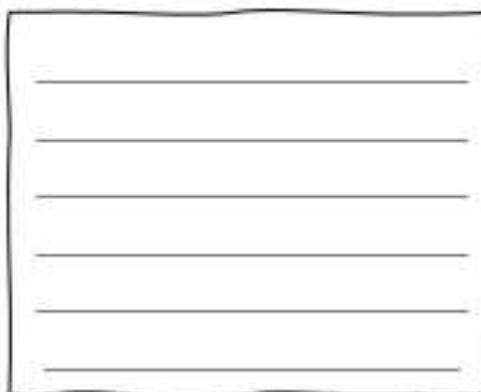
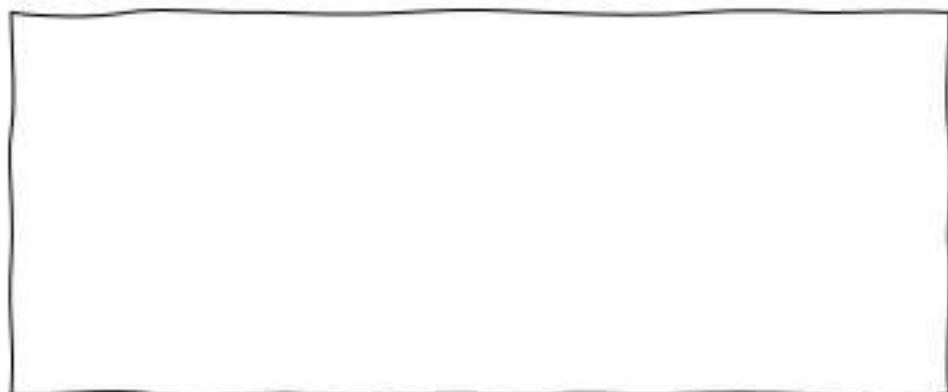
1) What caused the industrial revolution?

2) How did the industrial revolution lead to?

3) Explain how economic class differences became more extreme 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.

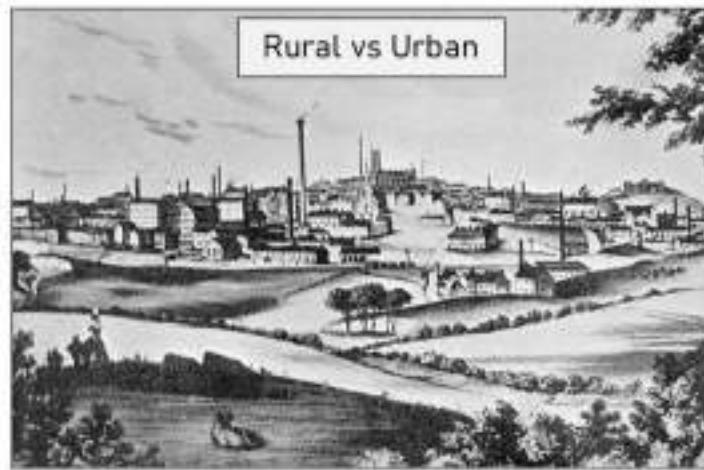
Urbanization has increased rapidly since the mid 1800s, after the Industrial Revolution.

With the invention of powered machinery, factories were built to mass produce goods. People moved to be near these factories so they could get jobs. It was very common for people to own their own vehicles, so they could drive from their workplace. The first factories were manufacturing goods like clothing that were then sold in stores. More stores opened and towns 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 has been changing ever since. 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 **Great West** Canada was having. They knew if they could move to Canada, they could find a job and start a new life for themselves and their family. Immigration was the most important factor in Canada's growth in cities, as the population of Canada went from around 2 million in 1851 to 30 million in 1921.



Cities	1891	1911	Change
Montreal	219 616	528 000	144%
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 did Canada's population grow from 1850 to 1920?

2) What happened with the First Nations in North America? How did it 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	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	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 created 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 people. Coal was needed to fuel steam-powered machines in factories, to heat homes, and to keep city buildings warm during harsh winters. Workers in coal mines spent about 10 hours a day hunched over, often without air or 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 mines 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 class conditions like for the working class?

2) Were the working class men treated or not? Explain.

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

PREDICTION

Word Scramble

Unscramble the words from the word bank.

Word Bank

Competition

Textiles

Immigration

Labour

Ventilation

Working

Factories

Methane

Machine

Miners

ACNMEHI

TTEEISLX

MIIITRNMoga

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			
	Total	Males	Females
1911	35,148	2,358,519	366,629
1901	782,782	1,544,050	238,571
1891	1,600,111	11,936	196,009
			13%
			12%

Total – Personal Service Workers, Nurses, Etc.)			
Years	Total	Males	Females
1911	173,222	124,249	72,973
1901	85,590	42,381	40,209
1891	58,893	33,184	25,709
			54%
			47%
			46%

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

Total – Farmers			
Years	Total	Males	Females
1911	929,847	913,067	16,780
1901	715,528	706,627	8,901
1891	734,122	722,021	12,101
			1.8%
			1.2%
			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) Why do you think almost all of the farmers were men from 1891 to 1911?

2) The percentage of females working in factory jobs was reduced from 1901 to 1911. Which occupation (jobs) does it look like the females 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 infographic project 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 pay, 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.

PREVIEW

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 Labour	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 extremely hot. Workers faced toxic dust, no ventilation, and dangerous machinery with few safety measures.	Sweatshops were overcrowded, poorly lit, and extremely hot. Workers faced toxic dust, no ventilation, and dangerous machinery with few safety measures.
Dangerous Jobs	Needlework, machine operators, cutters	Workers faced risks like burns, finger injuries, machine accidents, and breathing problems from fabric dust. Speed quotas increased pressure and risk.
Pay Deductions	Deductions for mistakes or broken rules	Fines were taken for errors, talking, or damaged work. Some workers owed money at the end of the month after deductions.
Immigrant Workforce	Many workers were immigrants (Jewish, Italian, Ukrainian, Chinese)	Immigrants were heavily targeted by sweat 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 conditioning, heat, light), 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 page 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 share about sweatshop working conditions?**2) Steps:** What steps will your group follow to make your infographic in order.

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

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 could do to help end sweatshops. Use the infographic and what you learned to help you.

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 used.	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 neat, even though some mistakes.	Neat writing and organized layout.	Very neat, clearly organized, and visually appealing.
Team Effort	Did not help or listen.	Helped a little bit.	Worked fairly hard and contributed ideas.	Worked fully as a team and improved the group's work.

Teacher Comments

PREVIEW

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 by stopping big business owners from making absurd amounts of money. They knew if they could get the workers of these businesses to demand more money, the owners would have to share more of their profits.



IWW – Industrial Workers of the World

Winnipeg General Strike

In Winnipeg, workers in the machine shop sought to unionize. Forming a **union** means that a collection of workers for a business work together to demand fair wages and working conditions. If working conditions are not met, they **all** refuse to work. A union only works if all members of the union will 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 every business in the city, including the firefighters and police in Winnipeg went on strike. They did this to send a message to business owners to improve working conditions and wages. A total of 30,000 to 35,000 workers went on strike. These strikes are now referred to as the **Winnipeg General Strike**.

The General Strike was mostly non-violent, however, on June 22, 1919, the Northwest Mounted Police were called in to put a stop to the striking. They charged 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: Answer the questions below.

1) What is a labour strike? 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, changing the official language used in the courts and government. These changes caused major conflict in Manitoba.

Response by French Catholics

French Catholics in Manitoba believed their language, identity, and culture were being threatened. They believed the rights promised in the Manitoba Act were being ignored. French Canadians nationwide supported their leader, **Wilfrid Laurier**, as 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. His actions 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

Answers

1) What was the Manitoba School Act? Why was it controversial?

2) How was the controversy resolved? Who won and why?

Matching

Connect each leader to the correct description.

Thomas Greenway Prime Minister who tried to restore French Catholic rights but faced backlash.Mackenzie Bowell Prime Minister who created a compromise to reduce conflict.Charles Tupper Premier who removed French/Catholic school funding and made English-only laws.Wilfrid Laurier 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, it is illegal for children between the ages of 7 and 14 to stay home from school without permission. Until today, most children did full-time work at around age 7, helping their families on 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 attend 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 some people think this 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 4-14 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 kinds of work.

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?

PREVIEW

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 – Who is considered an "Indian"?

The Indian Act states that only "Status Indians" could live on reserves. The Canadian government argued this rule would protect reserve land for First Nation members. A "Status Indian" is 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 used in the Act, many Indigenous Peoples do not use it to describe themselves because it is not part of their culture. Despite this, the Canadian government continued to use the term for all groups and also decided that Métis and Inuit people were excluded from this status. This means 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) Who is an Indian? What does it mean for First Nations?

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

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

PREVIEW

Questioning

Write 2 questions you have about the Indian Act.

1)

1)	_____
----	-------

2)

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 the following to learn how the lives of these individuals were changed.

- ✓ Denied women the right to vote
- ✓ Introduced the potlatch ban
- ✓ Created reserves
- ✓ Restricted First Nation 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 on the Prairies
- ✓ Allowed the government to move an entire reserve to another area
- ✓ Could take reserve land and lease it to non-First Nations. New landowners 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 Status Indian did not want to live by these rules, they could give up their Indian Status and become Canadian. 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.

2) Status Indians could not vote.

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

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

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

True False

True False

True False

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. This also became illegal as First Nation children to attend any other educational institution.

Poor Conditions at School

These children did not receive the same education that other children received. Their learning was focused on teaching girls how to cook, clean, sew, and do laundry. Boys learned carpentry, tin smithing, and farming. The schools forced the children to work and do many other tasks.

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

P.H. Bryce was a government medical inspector who investigated the 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 the children who died when they were sent home. When you factor in the children who were dying of diseases like tuberculosis, Bryce reported it could be anywhere between 50% to 80% 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.



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 in the schools after he investigated them?

3) What does Marie-Jeanne Papatie's story reveal about residential school 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 for Residential Schools

The government set a budget of \$44,000 a year to pay for the residential schools. This money came from the **Indian Affairs** government program. Even though the government felt strongly that they wanted to civilize the Indigenous, the government wanted to do it.

The schools did not receive enough money to run properly. They tried to force Indigenous parents to pay money to send their children to school. That didn't work. Instead, they used the children to do much of the work that would normally be paid to adults to do. For example, the children laundered their own clothes, grew vegetables, planted trees, 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"



do it.

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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.

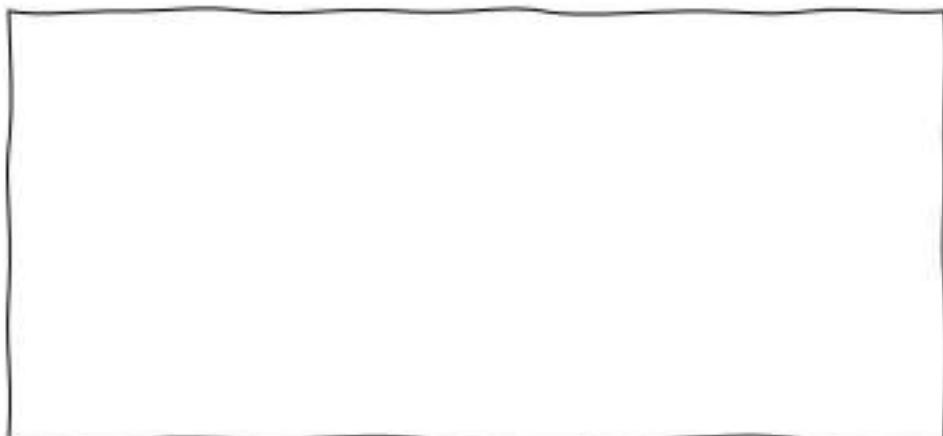
1) Did the government have a large enough budget for residential schools? Explain.

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

3) How might proper funding have changed the experience of children in 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

PREVIEW

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
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Name: _____

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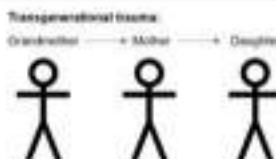
Interview: Intergenerational Trauma

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 grandparents. It happens when a major harm—like the abuse in residential schools—changes how a person thinks, feels, and behaves, and that can affect the next generations.



Interviewer: How do residential schools cause this?

Elder Michael: Residential schools have 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. Many did not receive support when they returned home.

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

Elder Michael: Yes. In 2020, there were about 10,000 survivors in Canada. But the number of people affected is much higher because 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 other mental health issues. Some turned to drugs or alcohol to cope. Their children grew up in painful homes, sometimes facing violence, anger, or addiction. Even if a child did not attend 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? Why do you think governments closed residential schools?

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)

1)	_____
----	-------

2)

2)	_____
----	-------

Question

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

Inter-Generational Trauma



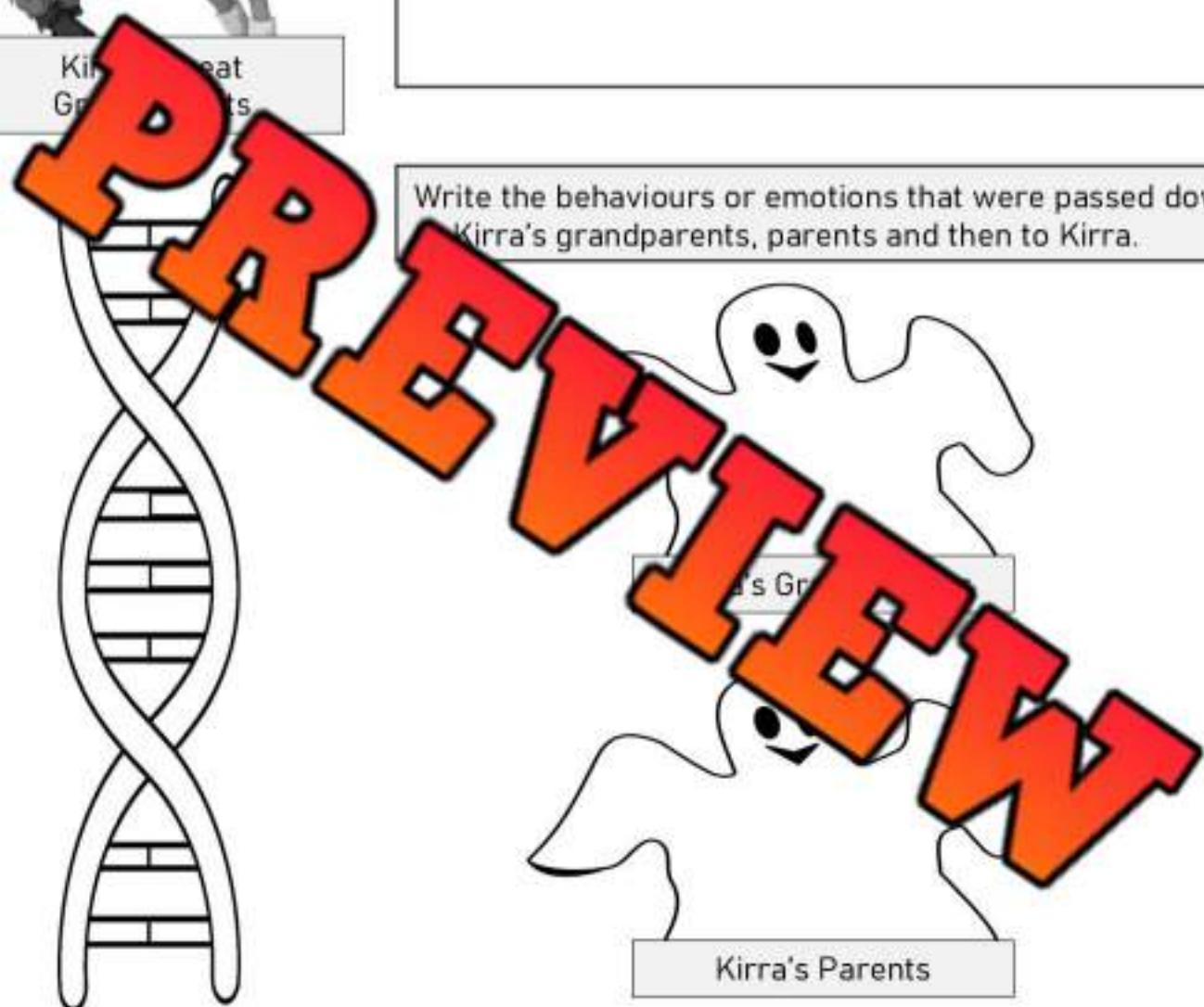
When you work on your trauma, you choose to not pass it on to the next generation.

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?



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 2015, 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 invited those directly or indirectly affected by residential schools to share their stories and experiences.

The TRC definition of reconciliation is:

“...Reconciliation is about establishing and maintaining a mutually respectful relationship between Indigenous and non-Indigenous people in this country. In order for that to happen, there has to be awareness of the past, an acknowledgement 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 by the TRC:

- 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.”



Reconciliation Monument

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 Indigenous communities and 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 or town. Infrastructure includes its roads, hospitals, sewers, power lines and more.

As the people of Alberta demanded better infrastructure, the government of Alberta couldn't help 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 completion of the railway benefitted Alberta's trade.
The Canadian government owned the North-West Territories.	Alberta had control of their resources before joining Confederation.
Alberta had a strong infrastructure 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.

Exit Cards

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

Name: _____
Is the statement true (T) or
false (F)?

Mark
<input type="checkbox"/>

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

Mark
<input type="checkbox"/>

1) Alberta's land belonged fully to local settlers. T F

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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 Northwest Territories

Before 1870, no one lived in the areas we now call Alberta and Saskatchewan. In 1870, only 1,000 non-Indigenous people lived there in 1883. This changed quickly. The **Canadian Pacific Railway** was built and reached Calgary. News was spreading that the land in these regions was perfect for growing wheat. With this information, many people from the eastern parts of Canada moved west. A lot of immigrants from Europe also migrated to Alberta and Saskatchewan. By 1911, the population had risen to 373,000 people.

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 people 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 materials 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 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 Canada's 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 security. • Settlement brought new jobs and business growth to the Prairies. • More people built more towns, schools, and transportation routes. • Immigration helped connect Western Canada to the rest of the country. • Many settlers followed the motto "westward the course of empire takes me" and believed they were acting fairly. • New communities worked together and created strong local networks. • Government ads encouraged people to move west and encouraged people to work hard on the land. • Settlement created transportation routes that helped Canada compete globally. • Newcomers contributed skills, labour, and resources 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 community 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 do you have for your opinion?

-
-
-
-
-

3) What might the other side say?

-
-
-
-

4) What facts or examples make your opinion stronger?

-
-
-
-
-

PREVIEW

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?

PREDICT

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 Boers

The Boers became very unhappy under British rule. They disagreed with new taxes and laws and felt that the British 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, or 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 settle nearby. The Boers, already living in their own republics, feared Britain would take over and. When fighting broke out, the Boers used smart strategies, including:

- **Fighting from long distances**, avoiding close combat
- **Attacking quickly**, then retreating before British forces could respond
- **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 won 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.

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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 reason 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 Britain defeated the BNA. Without the British navy, Canada would not have been able to defend itself.

Naval Service Act

The proposal of the **Naval Aid Bill** in 1909 asked for \$3 million yearly for a naval force. This was to be used to defend Canada. Many opposed this bill, and some wanted to send the money to Britain the \$3 million for them to defend us. This was 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 setup a **Department of Naval Service** which would operate the small Canadian Navy. It was controlled by the Canadian 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. They 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 in the box 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 World War I with Britain.

Prime Minister Laurier introduces the Naval Service Act in 1910.

Britain becomes less interested in protecting Canada with its own 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 100,000 Reached the Gold Fields - About 100,000 people started the trip north, but only 30,000 made it. The trails were rough, with people climbing icy steps, carrying almost 100 kilograms of food and gear, and moving through deep snow. Many used horses, but it was so bad most horses didn't survive.
- 2) The Trip Could Take a Year - Imagine spending almost a whole year just trying to reach the place where you found gold. That's what happened. People travelled hundreds of kilometres. Once they reached the Yukon River, they built their own boats to go another 1,000 metres to Dawson City. Some days they moved only a few metres because the trail was back to thousands of people.
- 3) Only 4% Found Gold - This shocked me. Of the 100,000 people who got to the Klondike, only about 4,000 found gold. That's just 4% of the 75,000 people who started the journey. Most people returned home with empty pockets and a tastebite instead of riches.
- 4) Dawson City Blew Up Overnight - Dawson City had only 200 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 1898, thousands left right away, and Dawson shrank almost as fast as it grew.
- 5) The Gold Rush Changed Where People Lived - Many Americans who started the rush stayed in Canada after the rush. Many Canadians also moved west to 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,

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 miners face while traveling to the Klondike Gold Rush?

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 to the land about striking it rich and ignored that the land already belonged to communities that had 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 region for generations before miners arrived.

Land

The miners moved into the land and forced the Han people to leave their camps and villages from them. In many cases, the Han had no real choice. This is the case because miners used weapons, pressure, and intimidation to force sales. The miners also destroyed Han houses and brought alcohol, something the Han people did not traditionally drink. 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 miners' 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



Chief Isaac -
Tr'ondëk Hwëch'in

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.

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 the way they found it.

T F

3) Influenza was deadly to the Han people as they didn't have any immunity to it.

T F

4) Many diseases spread in Dawson City as it was very unsanitary.

T 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 Hwéch'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

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- 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:** I'm proposing 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 miners traveled through dangerous trails to move supplies.

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

 **MarcusLee:** A standard answer: It would have worked. Canada and the U.S. already co-manage waterways in the Great Lakes, balancing shipping routes with environmental care and community.

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

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

 **MarcusLee:** At least the dispute encouraged Canada to stand up for itself and take a more active role in its own foreign affairs. It also led to better mapping and clearer boundaries, which helped avoid 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.

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

Directions: Answer the questions below about 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!

**Word Bank**

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

Word Scramble

Read the clue and then unscramble the word

MIIITRNMOGA		RIIBNTA	
ATICLOCH		RTNPASTOTE	
TLOSANIPHSERI		EOIDTTNPORA	
RAIUTZNBNANIO		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 events shaped Canada during this period of change, conflict, and nation-building.

Materials**What materials will 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 a 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.





Tom Longboat

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

PREVIEW



Pauline Johnson (Tekakwitha)

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 Canadian joining foreign wars and strongly defended French language rights in Canadian independence.



Wilfrid Laurier

First French-Canadian prime minister who promoted Prairie immigration, 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.

PREVIEW

Onondeyoh (Frederick Wa山) (1862-1932)



Emily Carr



Sam Steele



J. J. Kelso

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

Artist who travelled to West Coast Indigenous communities and painted portraits and murals, influencing Canadian art.

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

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.

PREVIEW

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 leader in studying heart defects and helped improve early heart transplant techniques in Canada.

Duncan Campbell Scott



Government official who helped establish residential schools, causing 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

PREVIEW

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 will you need for the activity?

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

**Instructions****How will you complete the activity?**

1) Your teacher will read statements. Pay close attention as each statement is read and announced.

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 alliances caused fear that a major war might soon begin.	Fact
7	Ottawa paid French officials to focus 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 their military would show 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 made decisions.	Fact
12	The Alaska Boundary Dispute gave Canada full access to the Yukon and the Pacific Ocean.	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

PREVIEW

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

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

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Name: _____

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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

Unit Test

A CHANGING SOCIETY

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

Define

What do the terms below mean?

Mark

/

Chinese Head Tax	
Industrial Revolution	
Suffrage	

Short Answer

the questions below.

Mark

/

1) What was the Truancy Act? How did it help 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

/

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

PREVIEW

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