

Canada: Origins, Histories & Movement

Toward Confederation and Following Confederation

— Grade 7 —

Written by Andrew Gilchrist

This teacher resource has been designed to give students an understanding and appreciation of the distinct roles of and relationships between the Aboriginal, French and English peoples in the history of Canada. Together, through both cooperation and conflict, they forged the foundations of Canadian Confederation. Each topic is presented in a clear, concise manner, which makes the information accessible to struggling learners, but is also appropriate for students performing at or above grade level. Illustrations, maps, and diagrams visually enhance each topic covered and provide support for visual learners.

There are two levels of questions for each topic. The questions on the Activity Pages test basic comprehension and will help to assess whether students have mastered the facts. Once it has been determined that students have a good basic understanding of the information, they can move on to the Think About It question pages. These pages give students an opportunity for critical thinking. A variety of applications can be used to express their opinions and ideas.



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Printed in Canada.

Published in Canada by:
On The Mark Press
15 Dairy Avenue, Napanee, Ontario, K7R 1M4
www.onthemarkpress.com

Funded by the
Government
of Canada

Canada

AT A GLANCE

General Outcomes

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

7.2 Following Confederation – Canadian Expansions: Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

Values and Attitudes

Appreciation for the challenges of co-existence among peoples.

Recognition of the positive and negative consequences of immigration, migration and political decisions.

Appreciation of the challenges individuals and communities face when confronted with rapid change.

Knowledge and Understanding

Compare and contrast diverse social and economic structures within Aboriginal, French and British societies before and after Confederation.

Critically assess the economic and political and military competition and cooperation related to the control of North America in terms of how they contributed to the foundations of Canada.

Evaluate the role and influence of the Red River Métis on the development of western Canada and evaluate the impact of immigration and migration on Canada after Confederation to 1918.

Assess the social and political changes since 1918 with consideration to the impact of urbanization and technology on individual and collective identities in Canada.

Skills and Processes

Dimensions of Thinking: Students will develop skills in critical, creative, historical and geographic thinking.

Research for Deliberative Inquiry: Students will apply the research process in order to gather, apply, analyze, synthesize and evaluate information from various printed, digital and other sources.

Communication: Students will demonstrate skills of oral, media, written and visual literacy.

Taken from the Alberta Education Grade 7 Social Studies Curriculum.

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Glossary of Terms and Concepts

The following key terms and concepts will come up in our lessons on **Towards Confederation** and **Following Confederation**. Use this list as a handy reference. Add words to the list as they come up in the lessons.

TERM	DEFINITION OR DESCRIPTION
assimilation	When a person or minority group loses its original culture when absorbed into another culture.
colony	Territory that is dominated by a foreign country.
demographics	Data about the population of a place, region or country.
Great Deportation	The British uprooted 12 000 Acadians from their homes in Nova Scotia in October 1755. The British Crown authorized taking the land, homes, cattle and other belongings of the Acadians.
immigration	Movement of people intending to establish a home and gain citizenship in a country that is not their native country.
imperialism	A policy of a country or empire to control or dominate more territory by political, economic or military means.
migration	Movement of people from one region of a country to another.
National Policy	A policy of John A. Macdonald, consisting of three major elements: 1) Using trade tariffs to protect Canadian producers and products 2) Connecting the central provinces to the Pacific Ocean by a railroad 3) Creating immigration policies that moved new citizens into western Canada
settlement	An establishment of people in a newly colonized region.
Treaty of Paris	A treaty signed in 1763 to mark the end of the Seven Years' War. France gave its North American territories to England, with the exception of the islands St. Pierre and Miquelon (also known as the Royal Proclamation).
urbanization	An increase in the number of people living in cities. City boundaries expanded into areas that were previously farm and rural land.

INTRODUCTION

The activities in this book have two intentions: to teach concepts that relate to communities in Canada before Confederation, and to help students understand what it took to make the country that we live in today.

This book does not cover every event or every individual important to that time. The activities that accompany this book are meant to complement the lessons that are given.

The book begins with lessons on some of the Aboriginal communities living in North America before, during and after Confederation. The students will travel back to when the people of the eastern woodlands inhabited present day Maritimes, Québec, Ontario and the western plains.

The next lessons introduce students to key individuals in the French colonization of North America. Topics include the fur trade and political decisions influenced by European imperialism. This leads to the role of the British in North America and the economic quest to win the fur trade.

With this foundation, lessons turn to the political structures and motivations framing the Canadian colonies in the mid 1800s. Students will work with demographics, identify some of the reasons British and French politicians wanted to create the nation of Canada, and examine the work they did to form Canada.

Confederation brought many consequences to different communities in Canada. Lessons turn west at this point to address the role of the Red River Métis, as well as how immigration and migration influenced the identity of Canada.

Final lessons look at how Canada faced rapid change in the 1900s. These lessons focus on urbanization, technology, discovery, language policies, communication innovations and the longer-term consequences of Confederation. These lessons are presented with the underlying idea of the Canadian Movement. Canadians are taking strides to write their own national and personal identities, at home and in the broader world.

ASSESSMENT AND DIFFERENTIATION

Teachers may choose to start the unit with a student duotang in which the students can keep all of their work. The lessons have been designed to work independently or as a unit of study, with high interest and low vocabulary as leading goals. The Glossary of Terms after the Table of Contents can be copied for students and used as a reference, a study game or a “living document” where students add new terms for their own notes.

MEETING YOUR STUDENTS’ NEEDS:

Depending on the needs of the students in your class, the teacher may want to scan any Teacher Notes into a digital format. By doing this, no matter the reading abilities of your students, they will be able to access the information of the text. When appropriate, teachers are also encouraged to allow students to collaborate on as many activities possible. This allows all students to be successful without modifying the text significantly.



The Mi'kmaq

TERRITORY

The Mi'kmaq people lived near the Atlantic Ocean's coast and shoreline. We know the area today as Newfoundland, Nova Scotia, New Brunswick, the Saint Lawrence River and Eastern Québec. They also lived in the land of Maine, Vermont and New Hampshire in the United States.

FOOD AND SHELTER

Mi'kmaq settlements often moved like a seasonal tide. For Spring and Summer, Mi'kmaq households moved closer to water, like on the edge of a bay or river. Fall and Winter would signal it was time to move further inland. Shellfish provided a large part of the food the Mi'kmaq ate. However, they also ate fish, seals, sea-bird eggs, caribou in the northern areas and moose. They would also gather wild roots, berries and other edible plants growing in abundance in the area.

The word wigwam comes from the original Mi'kmaq "wikuom". A traditional Mi'kmaq wigwam had 5 main spruce poles. They used birch bark sheets to cover the poles. At the top, they left open a space for the fireplace smoke to escape. Other poles kept the sheets in place and woven mats, twigs or animal furs covered the ground. Many families painted figures of animals or

birds on the bark sheets.



CLOTHING

Deer and moose skins made up most of the Mi'kmaq leggings, coats and moccasins. Fur robes kept them warm in winter. Many

Mi'kmaq used animal claws, teeth and even porcupine quills to decorate clothing. They also used bird feathers and dried fish skins for decoration.

Men wore leggings and

a loose robe over the shoulders. Women wore leggings and longer robes often belted at the waist.



TRIBAL CULTURE

Leadership in Mi'kmaq communities meant more about a person's reputation than a person's power. If someone showed great skill in fishing or hunting or other skills, that person's opinions would be more respected.

Transportation was very important to the Mi'kmaq. They made birchbark canoes, sometimes 3 metres to 8 metres long. The Mi'kmaq used many kinds of snowshoes and even built sleds to carry things over the snow. We still use the Mi'kmaq word "toboggan" today for these winter sleds.



SPIRITUAL BELIEFS

Mi'kmaq storytelling would often last for several days and involved dancing, singing and even feasting on special occasions. According to their legends, a character named Glooscap used Prince Edward Island as his pillow. When a giant frog swallowed all the world's water, Glooscap hunted the creature and gave all the water back to the world. Glooscap's twin brother wanted to make rivers crooked and mountains impossible to climb. Glooscap fixed the rivers and mountains so that people could live on the land.

The Mi'kmaq believed everything was connected in nature and deserved a great level of respect. They would often use a phrase, "Msit no 'kmaq", when talking about the world. The phrase means "All my relations."

Below: Mi'kmaq at Tuft's Cove settlement, Dartmouth, Nova Scotia, Canada, 1871; Right: Detail of etching *Grand Passage in the Bay Fundy on the Western Shore of Nova Scotia* by J. F. W. Desbarres. Image shows high-sided Mi'kmaq canoe and other vessels between present-day Brier Island and Long Island, Nova Scotia.

FRIENDS AND ENEMIES

The Mi'kmaq were some of the first aboriginals in North America to greet Europeans on the continent. Europeans first came for fishing, exploring and trading. The Mi'kmaq helped with the fur trade and introduced the Europeans to their neighbours, the Algonquian.

Unfortunately, Europeans brought with them European diseases. Historians now believe over half the Mi'kmaq population died due to exposure to these diseases from Europe. As a result, the following waves of European settlers and explorers found much of the land unpopulated.



Name: _____

The Mi'kmaq

The Mi'kmaq were some of the first Aboriginal Peoples in Canada to meet Europeans coming to North America.

1. Where did the Mi'kmaq people live?

2. What did the Mi'kmaq use to build their wigwams?

3. Name five things the Mi'kmaq used to decorate their clothing.

4. What Mi'kmaq word do we still use today for a sled in winter?

5. What did the phrase, "Msit no 'kmaq" mean to the Mi'kmaq people?

6. According to historians, how did the land of the Mi'kmaq become so unpopulated?

Name: _____

Think
About It



The Mi'kmaq

Use the information pages, library resources, the internet and other sources to help you complete your answers.

1. The Mi'kmaq made birchbark canoes up to eight metres long.
a) Measure your family's car. How many metres long is it?

- b) How many people do you think would fit in a canoe eight metres long? Would you like to take a class trip in a birchbark canoe? Why or why not?

2. Mi'kmaq stories often involved the larger-than-life character Glooscap. Find a legend or story about Glooscap and read it. Summarize the story into three sentences.

3. The Mi'kmaq ate wild roots, berries and other plants.

- a) Research and list four wild roots, berries or plants from the East Coast of Canada people can eat.

- b) Pick one item from your list and describe at least two different ways to prepare it for eating. For example, do people eat it raw, boil it in water, or heat it in some way?

