



Learning Experience: 6.1.4 Aboriginal Peoples and the Growing Nation of Canada

- KI-007 Give reasons for the establishment of treaties and reserves, and describe their impact on individuals, families, and communities.
Examples: indigenous rights, no right to vote, permission needed to leave a reserve...
- KH-028 Identify causes, events, individuals, and consequences of the 1885 Northwest Resistance.
- KH-032 Identify contributions of Aboriginal leaders from 1867 to 1914.
Examples: Gabriel Dumont, Mistahimaskwa (Big Bear), Pitikwahanapiwiyin (Poundmaker), Isapomuxika (Crowfoot)...

Description of the Learning Experience

As Canada expanded and colonized farther west and north, Aboriginal peoples were displaced and their ways of life were disrupted and transformed.

Students consider the consequences of Canadian expansion on Aboriginal people, including treaties and reserves. They conduct research into the lives and contributions of Aboriginal leaders from 1867 to 1914, and examine the causes and consequences of the Northwest Resistance of 1885.






Vocabulary: treaties, reserves, assimilation (See Appendix D for Vocabulary Strategies.)

6.1.4 Aboriginal Peoples and the Growing Nation of Canada






| Assessment | Outcomes | Strategies |
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| <p>Appendix A Skill 3a</p> | <p>KI-007 KH-028 KH-032</p> | <p>Activate</p> <p>Students brainstorm examples of everyday encounters involving agreements and promises, and give examples of instances they have been involved in when there was a misunderstanding about what had been promised. Students generate explanations as to how and why misunderstandings can arise, and potential consequences. Students apply these ideas to the question of First Nations treaties, and brainstorm misunderstandings that might have arisen in the signing of treaties.</p> <p style="text-align: right;"><i>(continued)</i></p> |
| <p>Teacher Reflections</p> | | |

Building a Nation (1867 to 1914)







6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
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| Activate <i>(continued)</i> | | |
| or | | |
|  | KI-007 KH-028 KH-032 | <p>Students view images of treaty-signing events and ceremonies, and brainstorm what they know about treaties with Aboriginal peoples in Canada. Ideas are recorded on chart paper and students discuss differing perspectives regarding treaties (e.g., the European tradition of treaties as business contracts specifying written terms; the Aboriginal tradition of treaty signing as a solemn ceremony involving agreements and intentions beyond the written contract; the European tradition of private and Crown land ownership; the Aboriginal tradition of land entitlement as right of occupancy).</p> <p>NOTE: Students have been introduced to the concept of treaties between Aboriginal peoples and the Crown in Grade 5, as well as the “Peace and Friendship” treaties of pre-Confederation Canada.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| or | | |
|  | KI-007 KH-028 KH-032 | <p>Students observe maps of the regions covered by the numbered treaties, from Treaty #1 in 1871 to Treaty #11 in 1921. Using their knowledge of this and the preceding era, students brainstorm reasons why these treaties may have been signed by both parties, and possible consequences for both parties.</p> <p>TIP: This activity will provide an opportunity to discuss the concept of reserve land, and reasons why reserves were established for First Nations peoples in North America. See Teacher Background Notes for more information regarding the use of Aboriginal terms.</p> <p>SUGGESTED READING: Map of the numbered Treaties 1 to 7: <i>My Country, Our History</i> by Allan Hux, et al. (p. 38)</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 6.1.4 a Aboriginal Terms (Teacher Background Notes)</p> |
| <i>(continued)</i> | | |
| Teacher Reflections | | |











6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
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| Activate <i>(continued)</i> | | |
| or | | |
|  | KI-007 KH-028 KH-032 | <p>Using Think-Pair-Share, students read a primary source excerpt from one of the numbered treaties and discuss what the document tells about the attitudes and motivations of the Canadian government during the period of the expansion of the Dominion.</p> <p>TIP: Encourage students to think critically as they read the primary source, posing questions that encourage them to draw their own conclusions instead of directing them to a particular point of view. Encourage them to consider whether the wording of the treaty suggests an agreement between equals.</p> <p> BLM: Treaty #2 Excerpt (2 pages)</p> |
| or | | |
|  | KH-028 KH-032 | <p>Collaborative groups of students brainstorm and record a list of what they know about the Northwest Resistance of 1885 and its consequences. Students may consult their notes from previous learning experiences, referring to their knowledge of Métis concerns in the Red River Resistance and the life of Louis Riel.</p> <p>TIP: Students have previously studied the Northwest Resistance in Learning Experience 6.1.2, as well as during their study of the history of Manitoba in Grade 4.</p> |
| Acquire | | |
|  | KH-028 KH-032 | <p>Students view images that compare the Canadian government's method of surveying land for townships and for the Métis river lot system. Students discuss their observations of the differences between the two systems and discuss how the imposition of the Canadian system, without consulting the residents of the area, may have contributed to the Northwest Resistance.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| <i>(continued)</i> | | |
| Teacher Reflections | | |




6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
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| Acquire <i>(continued)</i> | | |
| or | | |
|  | KI-007 KH-028 KH-032 | <p>Students read and respond to historical quotations of First Nations Chiefs regarding the signing of the treaties and the establishment of reserves. They discuss what the quotations tell them about the impact of the treaties and reserves, and generate questions for inquiry regarding the reasons for the creation of treaties and reserves. Students share their observations about the quotations and their inquiry questions with the class.</p> <p>TIP: Other quotations from First Nations Chiefs are available in: <i>My Country, Our History</i> by Allan Hux, et al. (p. 38)</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Treaty #6: Poundmaker</p> |
| or | | |
|  | KI-007 KH-028 KH-032 | <p>Using print and electronic resources and the provided note-taking frame, collaborative groups of students research biographical information regarding a selected First Nation or Métis leader (e.g., Gabriel Dumont, Mistahimaskwa [Big Bear], Pitikwahanapiwiyin [Poundmaker], Isapomuxika [Crowfoot], Wandering Spirit...) from the period of the numbered treaties, 1867 to 1920. Students organize their information and images in an electronic format to prepare a short multimedia presentation highlighting the contributions of the leaders and their perspectives regarding treaties and reserves.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Note-Taking Frame–Aboriginal Leaders during Post-Confederation Expansion (2 pages)</p> |
| <i>(continued)</i> | | |
| Teacher Reflections | | |







6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
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| Acquire <i>(continued)</i> | | |
| or | | |
|   | KI-007 KH-032 | <p>Using print and electronic resources, collaborative groups of students research the reasons for the establishment of treaties and reserves in the post-Confederation expansion period, and the impact of the numbered treaties on First Nations individuals, families, and communities. Students indicate the regions covered by the numbered treaties on an enlarged outline map of Canada. TIP: Many of the terms of the treaties are very complex and still in dispute. Encourage students to focus on the “big ideas” rather than on the specific details of each treaty (e.g., “Indians” were considered to be subjects of the Queen, without the right to vote or participate in federal government decisions affecting them; their freedom, mobility rights, and fishing and hunting rights were restricted; and their traditional governance system was undermined by the increased authority of the federal government in their communities). More detailed resources for teachers on the terms and political consequences of treaties and reserves are available at various websites.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Numbered Treaties (2 pages)</p> <p> BLM: Numbered Treaties—Key (2 pages)</p> |
| or | | |
|   | KH-028 KH-032 | <p>Using the provided note-taking frame, students research and record information regarding the causes, events, individuals, and consequences of the 1885 Resistance and share their findings in a class discussion.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Note-Taking Frame: 1885 Resistance (2 pages)</p> <p> BLM: Note-Taking Frame: 1885 Resistance—Key</p> |
| <i>(continued)</i> | | |
| Teacher Reflections | | |






6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
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| Acquire <i>(continued)</i> | | |
| or | | |
|  | KH-028 KH-032 | <p>Students gather images representing events and people in the Northwest Resistance (sometimes referred to as Rebellion) and create an annotated electronic gallery of these images. Students generate questions for inquiry into the causes, events, individuals, and consequences of this conflict.</p> <p>NOTE: As with the Red River Resistance, there are varying historical interpretations of this event. Students may see it referred to as the Northwest Rebellion or as the Northwest Resistance of 1885. At the end of their inquiry, they may wish to discuss their perspective of the events (refer to BLM 6.1.2: Resistance and Rebellion).</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
|  | KI-007 KH-028 KH-032 | <p>Apply</p> <p>Collaborative groups of students carry out a team deliberation regarding specific actions of the government or of the Métis and First Nations peoples in the course of the Northwest Resistance/Rebellion. The class brainstorms a list of the actions taken by each group that caused the conflict to escalate, and chooses which action they wish to deliberate. Following the deliberations, students consider what actions may have been taken at various points by either group to defuse the conflict.</p> <p>TIP: See BLM 6.1.1n Teacher Background Notes–Team Deliberation for guidelines.</p> |
| <i>(continued)</i> | | |
| Teacher Reflections | | |






6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
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| Apply <i>(continued)</i> | | |
| or | | |
|  | KH-028 KH-032 | Using Think-Pair-Share, students read and respond to a short text about Gabriel Dumont’s time of exile in the United States, using guiding questions to help them think critically about historical evidence and stereotypes.  BLM: Buffalo Bill’s Wild West Show |
| or | | |
|  | KI-007 KH-028 KH-032 | Collaborative groups of students prepare annotated illustrations of selected events from this time period to add to the class timeline (e.g., major numbered treaties, events leading to the Northwest Resistance, Batoche, Riel’s trial and hanging, consequences of the Resistance...). |
| or | | |
|  | KH-028 KH-032 | Collaborative groups of students read Pauline Johnson’s poem, “A Cry from an Indian Wife,” which depicts the Resistance of 1885 from the perspective of the Aboriginal peoples. Students discuss the meaning of the poem and collaborate to write a reflective response, focusing on what the poem says about the consequences on Aboriginal peoples of government policies and actions. TIP: Pauline Johnson’s poetry is highly stylized and reflects a particular period of history in language and romantic tone. Guide the students to focus on picking out historical references (e.g., disappearance of the bison, white people moving west...) as they read the text.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > |
|  BLM: A Cry from an Indian Wife (2 pages) | | |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
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| Apply <i>(continued)</i> | | |
| or | | |
|   | KH-028 KH-032 | Students write letters to the editor that might have appeared in an 1885 newspaper. Students express the point of view of a member of a selected group in Canada regarding the execution of Riel in 1885 (e.g., francophone Canadians in Québec or in the West, anglophone Canadians in Ontario or in the West, First Nations and Métis people, new immigrants to the West). TIP: Consider “publishing” all the letters in an 1885 newspaper format. Distribute copies of the newspaper to the students who wrote them, as well as to other Grade 6 classes in the school or school division. |
| or | | |
|   | KH-028 KH-032 | Pairs of students prepare and present a short role-play representing a conversation between Gabriel Dumont and Louis Riel, in which Dumont attempts to persuade Riel to return to Manitoba to lead the 1885 Resistance. |
| or | | |
|  | KH-028 KH-032 | Collaborative groups of students create a Mind Map representing the key causes, events, individuals, and consequences of the Northwest Resistance of 1885. Groups present their Mind Maps to the class, and discuss how events may have transpired differently had one of the leaders made a different decision at a key point in the conflict. Each student writes an Exit Slip responding to the presentations and discussion. |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
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| Apply <i>(continued)</i> | | |
| or | | |
|   | KI-007 KH-028 KH-032 | <p>Students read an excerpt from a present-day federal government text expressing regret for past policies and actions related to Aboriginal peoples in Canada. Students “finish the speech” by adding a third paragraph that addresses and expands on this apology and proposes realistic measures for redressing injustices. Students present their speech “endings” to the class.</p> <p>TIP: It may be useful to create a class Word Splash prior to students preparing their speeches. Help students highlight the important issues that should be in the speech, including</p> <ul style="list-style-type: none"> • that the population of the West and North was primarily Aboriginal peoples when westward expansion first began • the consequences of westward expansion and the building of the railway, and their impact on Aboriginal peoples • the impact of agricultural development on the Aboriginal peoples • a consideration of how attitudes of paternalism rather than equality and reciprocity governed actions <p style="text-align: center;"> BLM: Regret and Reconciliation</p> |
| or | | |
|   | KI-007 KH-028 KH-032 | <p>Collaborative groups of students create multimedia presentations about the life and contributions of a First Nation or Métis leader. Students viewing the presentations write a journal response to each of the presentations, focusing on the leader’s contributions and the impact of treaties and reserves on the independence, mobility rights, resource rights, and governance of their peoples.</p> |
| <p>Teacher Reflections</p> | | |

Teacher Reflections



Learning Experience: 6.1.5 Immigration

- KI-008 Identify various groups that immigrated to Canada in the late 19th and early 20th centuries, and give reasons for their emigration.
Examples: African-Americans, Asians, British, Central and Eastern Europeans, Icelanders...

- KI-009 Describe ways in which immigration was encouraged by and important to the Canadian government from 1867 to 1914.

- KI-010 Describe various challenges faced by new immigrants to Canada.
Examples: language, climate and environment, differing laws and customs, discrimination, physical and cultural isolation...

- KH-034 Identify the prime ministers of Canada from 1867 to 1914 and give examples of their achievements.

- VI-005 Appreciate the importance of immigration in the development of Canada.

Description of the Learning Experience

Canadian society was radically transformed by the arrival of large numbers of immigrants of various ethnic groups in western Canada in the late 19th and early 20th centuries.

Using primary and secondary sources, videos, statistics, and information about Canadian government policies, students gather information about various groups who immigrated to Canada in the late 19th and early 20th centuries. They share their information through a variety of simulations, role-plays, and discussions.








Vocabulary: immigration policy, push and pull factors, discrimination (See Appendix D for Vocabulary Strategies.)

6.1.5 Immigration











| Assessment | Outcomes | Strategies |
|-----------------------------------|----------|---|
| | KI-008 | <p>Activate</p> <p>Students brainstorm a list of reasons why people may choose to move to and settle in another country. The reasons are recorded on chart paper, and sorted as “pull factors” (i.e., the factors that attract people to a given country), and “push factors” (i.e., the reasons that motivate people to leave their country of origin). Students discuss what they believe to be the most significant of each type of factor, compiling a collective list.</p> <p style="text-align: right;"><i>(continued)</i></p> |
| | KI-010 | |
| VI-005 | | |
| <p>Teacher Reflections</p> | | |

Building a Nation (1867 to 1914)

6.1.5 Immigration






| Assessment | Outcomes | Strategies |
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| Activate <i>(continued)</i> | | |
| or | | |
|  | KI-008 KI-009 KH-034 VI-005 | Students view images or excerpts of pamphlets promoting immigration to the Canadian West from the late 1800s and early 1900s. Students discuss the image of western Canada that is conveyed by the brochures, and generate questions about how successful the campaign was in promoting immigration during this period of Canadian history.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > |
| or | | |
|   | KI-008 VI-005 | Students interview grandparents and/or parents to gather information about their family’s country of origin, and the number of generations their family has lived in Canada. Collaborative groups of students share their information and create a chart summarizing the countries of origin and the number of generations in Canada. Each group presents its chart to the class. As a class, students discuss the importance of immigration to the history of Canada and make observations regarding how the Canadian population has been transformed over the years. |
| or | | |
|   | KI-008 KI-009 KH-034 VI-005 | In pairs, students create a concept map representing what is meant by the term “discrimination.” Student pairs share their concept maps with another pair, and discuss how and why discrimination may be a part of the experience for newcomers to a country. TIP: Help students understand that discrimination is often directed toward groups or individuals who are different from oneself or from the majority, that individuals, groups, or countries often practise discrimination because they fear they will lose something, and that laws and government policies can be and have been discriminatory.  BLM: Discrimination |
| Teacher Reflections | | |

6.1.5 Immigration





| Assessment | Outcomes | Strategies |
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|   | KI-009 KH-034 VI-005 | <p>Acquire</p> <p>Using print and electronic resources, students research the life and accomplishments of Wilfrid Laurier as prime minister (1896 to 1911).</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Wilfrid Laurier</p> <p> BLM: Wilfrid Laurier—Key</p> <p style="text-align: center;">or</p> |
|  | KI-008 KI-009 KI-010 KH-034 VI-005 | <p>Students view video segments depicting various ways the federal government encouraged immigration to Canada, and the difficulties encountered by early pioneers in western Canada. Students discuss the importance of immigration, and how it eventually transformed the landscape of the West and the population of western Canada.</p> <p>SUGGESTED VIDEOS: <i>Canada: A People's History</i>, Episode 10, “Taking the West—1873 to 1896”</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: center;">or</p> |
|  | KI-008 KI-009 KI-010 KH-034 VI-005 | <p>Students read a text, including a primary source extract, referring to social consequences of the large influx of immigrants (in particular, immigrants of non-British background) during the late 19th and early 20th centuries. Using Think-Pair-Share, students draft steps for a proposed action plan to help new central and eastern European immigrants adapt to life in the new land, and to help counter the discriminatory attitudes of some Canadians.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Receiving Newcomers to Canada</p> <p style="text-align: right;"><i>(continued)</i></p> |
| <p>Teacher Reflections</p> | | |

Building a Nation (1867 to 1914)








6.1.5 Immigration

| Assessment | Outcomes | Strategies |
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| Acquire <i>(continued)</i> | | |
| or | | |
|  | KI-008 KI-009 VI-005 | <p>Students observe an online, animated map showing comparative population densities and changes from 1901 to 2001. As a class, students discuss the general trends they observe and note which decades show the greatest increases in population.</p> <p>TIP: This activity can serve as an introduction to the concept of population density. Students may observe which areas have the highest population concentration, including the rapid increase in Winnipeg at the turn of the century. Students will also be able to see a visual representation of changing population distribution, as the Canadian West became more extensively populated due to waves of rural immigration at this time. They may also observe that more recent population increases tend to be in the urban areas of the country.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| or | | |
|  | KI-008 KI-009 KI-010 KH-034 VI-005 | <p>Using print and electronic resources and the provided note-taking frame, collaborative groups of students research the ways in which immigration was encouraged by Canadian government policies promoted by Sir Clifford Sifton, Minister of the Interior under Prime Minister Laurier from 1896 to 1905. Students record and share their information, and discuss important changes that this new approach to immigration had on Canadian population and society.</p> <p>TIP: Students will look into further details regarding homesteading in the next learning experience; in this activity, encourage them to note that under the Dominion Lands Act of 1872, a quarter-section of land (160 acres, 64 hectares) was offered to settlers for \$10. After building a house and farming the land for three years, the settler owned the land. Additional land was made available at a price of \$3 per acre.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Note-Taking Frame: Sir Clifford Sifton</p> |
| <i>(continued)</i> | | |
| Teacher Reflections | | |





6.1.5 Immigration

| Assessment | Outcomes | Strategies |
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| Acquire <i>(continued)</i> | | |
| or | | |
|  | KI-008 KI-009 KH-034 VI-005 | <p>Using primary sources as models, students create an immigration poster promoting immigration to Canada in the early 20th century. Students share their posters in a Gallery Walk and discuss the approach used to convince people to come to Canada, the importance of immigration, and the types of immigrants this campaign was intended to attract.</p> <p>TIP: Students may work in small groups to analyze the approach and style of the historical posters and pamphlets, so that they may reproduce this style in their own productions. Encourage students to demonstrate in the design of their posters what they know about the impact of push and pull factors on immigration.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| or | | |
|  | KI-008 KI-009 KI-010 VI-005 | <p>Using print and electronic resources, collaborative groups of students research the immigration experiences and challenges, and the push and pull factors for immigration to Canada for a particular ethnic group of their choice. Groups summarize and record their information to post in a class immigration museum display.</p> <p>TIP: Ask students to select immigration stories and groups that are relevant to the immigration period of the late 19th and early 20th centuries, as this is the period targeted by the learning outcomes. Encourage students to focus on the push and pull factors of immigration, and the challenges faced by immigrants in their new land. After students have had the opportunity to share information about the immigration experiences of the groups they have selected, engage them in a guided discussion in which they synthesize their learning and focus on the big picture of the role of immigration. Encourage them to observe the overall changes that this influx of immigrants created in the Canadian population (e.g., transforming the West from a sparsely populated area to a growing and economically important part of Canada [“breadbasket” of the country]; changing Canadian demographics from a predominantly English-speaking population of British descent to a much more diverse population).</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| <i>(continued)</i> | | |
| Teacher Reflections | | |








6.1.5 Immigration

| Assessment | Outcomes | Strategies |
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| Acquire <i>(continued)</i> | | |
| or | | |
|   | KI-008 KI-009 KI-010 VI-005 | <p>Students visit the Manitoba Museum to view artifacts and exhibitions regarding immigration and the peopling of western Canada around the beginning of the 20th century, the growth of Winnipeg as the Gateway to the West, and the challenges experienced by the new immigrants to Canada. Students share their observations following the tour.</p> <p>TIP: Students may be assigned a “Heritage Hunt” in which they find, select, and note specific artifacts of interest during their tour. The Manitoba Museum has materials to support Grade 6 learning outcomes related to western immigration, social change, and urban life in Winnipeg in the early 20th century (Clusters 1 and 2). Teachers may request a highlight tour to focus on a given theme or topic of study. Teachers may also create self-guided tours. For assistance in planning a tour, call the museum in advance to book a free preview session or to discuss tour options with museum educators.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| or | | |
|  | KI-008 KI-009 KI-010 KH-034 VI-005 | <p>Students view a video segment about the social consequences of the arrival of large numbers of immigrants in Canada in the early 20th century. Following the viewing, students discuss the negative and positive results of this rapid transformation of the population.</p> <p>SUGGESTED VIDEO: <i>Canada: A People’s History</i>, Episode 11, “The Great Transformation: Strangers within Our Gates” (J.S. Woodsworth, social conditions of new immigrants, Winnipeg, social change)</p> |
| or | | |
|   | KI-008 KI-009 VI-005 | <p>Students analyze and discuss factors related to population growth (e.g., birth rate, immigration, death rate, and emigration). Consulting comparative population data from Statistics Canada, students prepare a bar graph illustrating population changes in Canada from approximately 1870 to 1910. Students share their graphs and discuss trends that emerge, including the influence of immigration on the development of Canada.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| <i>(continued)</i> | | |
| Teacher Reflections | | |





6.1.5 Immigration

| Assessment | Outcomes | Strategies |
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| Acquire <i>(continued)</i> | | |
| or | | |
|  | KI-008 KI-009 KI-010 KH-034 VI-005 | Using print and electronic resources, students research immigration policies under Sir Clifford Sifton and Prime Minister Laurier. Students write a short description of how and why the government changed its approach to immigration, and how the new immigration policies of that time expressed the government’s picture of Canada’s “ideal immigrant.” In a guided class discussion, students discuss how this view of the ideal immigrant would have changed again in contemporary times (i.e., no longer requiring “hard-working peasant” with an agricultural background who can adapt to rural life, but more technologically skilled or highly specialized workers who can adapt to urban society).  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > |
| or | | |
|  | KI-008 KI-009 KI-010 VI-005 | Students view and respond to a video depicting the challenges of, and the reasons for, the immigration of a particular ethnic group that came to Canada during the late 19th and early 20th centuries. Students discuss the challenges faced by these groups (e.g., travel, beginning a life with meagre possessions, language, discrimination, differing laws and customs, physical and cultural isolation, adaptation to climate and environment). Students create a Mind Map depicting the major challenges encountered by these immigrants. SUGGESTED VIDEOS: The URL listed below includes a link to a series of videos available at <i>A Scattering of Seeds, the Creation of Canada</i> (in particular, note the episodes entitled <i>Saga of Hope, An Icelandic Odyssey</i> and <i>A Glowing Dream: the Story of Jacob and Rose Penner</i>).  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > |
| Teacher Reflections | | |

6.1.5 Immigration





| Assessment | Outcomes | Strategies |
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|   | KI-008 KI-009 KI-010 KH-034 VI-005 | <p>Apply</p> <p>Students read an informational text about “The Last Best West” and immigration policy during this period of Canadian history. They draw a Mind Map to illustrate what is meant by this expression, to show the importance of immigration, and to illustrate how and why immigration was encouraged by the federal government of the time.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| | or | |
| |   | KI-008 KI-009 KI-010 VI-005 |
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| | <p>Teacher Reflections</p> | |

6.1.5 Immigration

| Assessment | Outcomes | Strategies |
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| Apply <i>(continued)</i> | | |
| or | | |
|  <p>Appendix A Skill 6h</p> | <p>KI-008 VI-005</p> | <p>Collaborative groups of students prepare and conduct a survey of their school or community to gather statistics on the country of origin and numbers of generations in Canada. Students collate and summarize their data by creating a graph and interpreting the total results and patterns they discover.</p> <p>TIP: Encourage students to compare their results with those of the Canadian or Manitoba population by referring to census statistics on the Statistics Canada website.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| or | | |
|  <p>Appendix A Skill 7d</p> | <p>KI-008 KI-009 KI-010 KH-034 VI-005</p> | <p>Collaborative groups of students prepare annotated illustrations of selected events from this time period to add to the class timeline (e.g., election of Wilfrid Laurier, Manitoba schools question, Clifford Sifton’s immigration promotion campaign, period of prosperity and expansion under Laurier, wave of immigration from 1900 to 1910, defeat of Wilfrid Laurier...).</p> <p>TIP: As a class, have students brainstorm a list of significant events regarding immigration and government that are explored in this learning experience. Record the events and have students reach consensus on the key events to be added to the class timeline, following the template they have designed for this purpose.</p> |
| or | | |
|  <p>Appendix A Skill 10c</p> | <p>KI-008 KI-009 KI-010 KH-034 VI-005</p> | <p>Collaborative groups of students design and create an Immigration Support Kit to help new immigrants arriving in this period adjust to their new country and create a home in Canada.</p> <p>TIP: Brainstorm as a class the types of information and assistance that would be useful to the newcomers. Encourage students to be creative in their suggestions, while basing their kits on historical information they have gathered about the countries of origin, languages, cultures, and challenges faced by new immigrants to the country at that time.</p> |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

Building a Nation (1867 to 1914)

6.1.5 Immigration

| Assessment | Outcomes | Strategies |
|---|--|--|
| Apply <i>(continued)</i> | | |
| — or — | | |
|   | KI-008 KI-009 KI-010 KH-034 VI-005 | <p>Students create a brochure designed to attract immigrants to Canada in the late 1800s to early 1900s. Student brochures should reflect the approach to immigration used by the federal government at that time.</p> <p>TIP: Develop with the class a list of criteria before they develop their brochures. Although the materials must include some factual information, students may also be given some licence here, as was done in the historical campaign, for promotional purposes. Students may afterward analyze the works of their peers, distinguishing “fact” (e.g., <i>after three years, the land is yours, if you develop and farm it</i>) from marketing tactics (e.g., <i>come to the land of guaranteed crops</i>).</p> |
| — or — | | |
|   | KI-008 KI-009 KI-010 VI-005 | <p>Collaborative groups of students prepare and present a short dramatic re-enactment of the voyage of a group of immigrants by ship and then by train to a homestead in western Canada.</p> <p>TIP: Caution students to avoid cultural stereotyping, and to instead focus on the various challenges faced by new immigrants, including weather, scarcity of amenities they would have had in their home countries, and the (possible) unwelcoming reception by Canadians who may have been opposed to this influx of immigrants who did not speak English and did not know the customs of the land.</p> |
| Teacher Reflections | | |



Learning Experience: 6.1.6 Farming the Land

- KI-011 Describe daily life on a prairie homestead between 1890 and 1914.
Examples: survey system, role of women, challenges facing early settlers, education...
- KE-055 Explain the importance of agriculture in the development of Canada from 1867 to 1914.
- VE-018 Appreciate the importance of agriculture in the development of Canada.
- VL-010 Appreciate the efforts of people in early Canada to overcome environmental hardships.

Description of the Learning Experience

Agriculture has played an important role in Canadian history and has defined the experiences and ways of life of many Canadians.




Students research prairie homesteads and the role of agriculture in Canada, using a variety of primary and secondary sources including images and literature. Through role-plays, creative writing, and the creation of simulations and models, they share their learning with each other.

Vocabulary: homestead









6.1.6 Farming the Land

| Assessment | Outcomes | Strategies |
|-----------------------------------|----------|---|
| | KI-011 | <p>Activate</p> <p>Students watch the <i>Heritage Minute</i> “Soddie,” about the construction of sod houses in the Prairies by the pioneers. Students respond to the video, discussing whether they believe that the Canadian government’s representation of the West in their campaign to attract immigrants was realistic or false. They generate questions about the lives of rural pioneers in the Canadian West.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: right;"><i>(continued)</i></p> |
| | KE-055 | |
| VE-018 | | |
| VL-010 | | |
| <p>Teacher Reflections</p> | | |








6.1.6 Farming the Land

| Assessment | Outcomes | Strategies |
|---|--------------------------------------|---|
| Activate <i>(continued)</i> | | |
| or | | |
|  | KI-011 KE-055 VE-018 VL-010 | <p>Students brainstorm ideas related to early agricultural settlement on the Prairies, and the difficulties settlers encountered as they tried to survive in an area previously used only for the fur trade and buffalo hunting.</p> <p>TIP: In Grade 5, students studied the Red River Colony under Lord Selkirk and the Hudson’s Bay Company (first arrival in 1812). Encourage students in their brainstorming, to compare the voyage and daily life of Selkirk settlers to that of the settlers in the 1880s and later.</p> <p>Note: Selkirk settlers</p> <ul style="list-style-type: none"> • were mostly Scottish • arrived by ship via Hudson Bay • travelled by York boat and by cart to the Red River Valley • had some assistance from the HBC trading posts and from First Nations <p>1880s settlers</p> <ul style="list-style-type: none"> • were often central European • did not speak English • arrived on ships at the port of Montréal • travelled by train and by cart to their land in the West • had some assistance from the Canadian government • had access to the train stations for supplies |
| or | | |
|  | KI-011 KE-055 VE-018 VL-010 | <p>Collaborative groups of students read a short expository text about homesteading in the prairie West and create a Mind Map to illustrate what homesteading was, some characteristics of daily life on a homestead, and environmental hardships encountered by the settlers.</p> <p>TIP: Students may revisit their Mind Map at the end of this learning experience to refine and add to it. See the entry on homesteading in the online Canadian Encyclopedia and pages 59–62 of <i>My Country, Our History</i>.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

6.1.6 Farming the Land

| Assessment | Outcomes | Strategies |
|---|--------------------------------------|--|
| Activate <i>(continued)</i> | | |
| or | | |
|  | KI-011 KE-055 VE-018 VL-010 | Collaborative groups of students observe electronic images of pioneer life in Canada. Students select two or three images to create an electronic portfolio about life on a prairie homestead. Using the provided note-taking frame, they analyze what the images tell them, explain why they selected each image, and record the source of the images.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >  BLM: Note-Taking Frame: Observing Historical Images |
| Acquire | | |
|  | KI-011 KE-055 VE-018 VL-010 | Students read an informational text regarding the Dominion Lands Act, describing how lands were surveyed and distributed in western Canada in the late 19th century–early 20th century. Students draw a diagram illustrating how the land was surveyed, and discuss/record possible negative and positive consequences of this policy for new immigrants in western Canada (i.e., land was cheap, but access to water and fertile land was sometimes a matter of chance; large areas were set aside for the railway, the government, and various “colonization companies;” immigrants had to report their progress to the government and their future often depended on this report...).  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >  BLM: Dominion Lands Surveying (2 pages) |
| or | | |
|  | KI-011 VL-010 | Using print and electronic resources, students research the construction of sod houses on prairie homesteads and prepare a chart describing how these were built, and the challenges involved in building and developing the homestead.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

6.1.6 Farming the Land

| Assessment | Outcomes | Strategies |
|---|--------------------------------------|---|
| Acquire <i>(continued)</i> | | |
| or | | |
|  | KI-011 VL-010 | Students view and respond to a video segment from the <i>Pioneer Quest</i> television series (History Television). After the viewing, students discuss the environmental hardships and daily life of pioneers in the West, and write their observations and reflections in their journals.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > |
| or | | |
|  | KI-011 VL-010 | Collaborative groups of students collect and share print or electronic historical images of life on a prairie homestead. Students present the images they have selected (without providing the date or the title), and ask peers to generate hypotheses about what is depicted by the picture, and when and where it originated. Students then share the details they have recorded about the image and discuss what the images tell about homestead life at the turn of the 20th century.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > |
|  6.1.6 a BLM: Observing Historical Images | | |
| or | | |
|  | KI-011 KE-055 VE-018 VL-010 | Pairs of students consult the Manitoba Agricultural Hall of Fame website and select a historical figure to research. Students present their findings in the form of an informal interview, with one partner taking on the role of the interviewer and the other the historical figure. Interviews focus on the efforts made by people in the past to overcome environmental hardships and to build the West into the important food-producing region that it has become.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

6.1.6 Farming the Land

Assessment

Outcomes

Strategies

Acquire *(continued)*

or

KI-011
VL-010

Collaborative groups of students read aloud a poem or a literary extract about daily life on a prairie homestead. They highlight the words in the poem that describe daily life and the hardships encountered by homesteaders.

SUGGESTED POEMS:

- See BLM 6.1.6c: Prairie Verses for an early prairie poem.
- “The Alberta Homesteader,” as recorded on page 115 of the Teachers’ Resource Book *My Country, Our History*.
- Students may also read a selection from Nellie McClung’s autobiography (1873–1951) *Clearing in the West: My Own Story*. McClung was born in Ontario, and her family moved to Manitou, Manitoba as pioneer homesteaders in 1880. She worked as a teacher in Manitoba before becoming involved in the suffrage movement and political life.
- Students may also select a passage from one of the books of Laura Ingalls Wilder’s *Little House on the Prairie* series. Although the author was American, the time frame and natural environment (i.e., the Midwestern prairie) are fitting, and the historical details are considered to be very authentic.

6.1.6
c BLM: Prairie Verses (2 pages)

or

KI-011
KE-055
VE-018
VL-010








Collaborative groups of students research and prepare a hands-on display in which they demonstrate a selected aspect of daily life on a prairie homestead between 1890 and 1914. In a Gallery Walk, students observe and discuss positive and negative aspects of life in that time period, and the roles of the men, women, and children on the homestead.

TIP: Suggested topics for displays include a one-room schoolhouse; clearing the land; building a sod house; household chores (e.g., weaving, candle making, preserving, soap making, butter and cheese making, grinding flour); natural remedies; toys (e.g., rag dolls, corn husk dolls, wooden horses...); livestock care; barn raising; tilling, seeding, and harvesting crops; hunting and trapping.





Supporting websites can be found at <<http://www3.edu.gov.mb.ca/cn/links/ss>>*(continued)*

Teacher Reflections

6.1.6 Farming the Land







| Assessment | Outcomes | Strategies |
|--|--------------------------------------|--|
| Acquire <i>(continued)</i> | | |
| or | | |
|   | KI-011 KE-055 VE-018 VL-010 | <p>Students take a field trip or a community walk to identify and observe the oldest buildings in their community. Students record their observations in notes or photographs and compile a summary of their observations when they return to the classroom.</p> <p>TIP: This field trip may also involve a visit to a local museum (e.g., one-room schoolhouses, homesteads, churches...), where community artifacts and archives may be stored. Although many community museums are open only from late May to September, in some cases appointments may be booked off-season.</p> <p>Encourage students to find and present to the class artifacts that their families may have, or to inquire into community records and history to help them develop an awareness of the important role of agriculture in the development of Canada.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| or | | |
|   | KE-055 VE-018 | <p>Using print and electronic resources and the provided note-taking frame, students locate and select two separate pieces of information (e.g., citations, statistics, historical interpretations...) that assert the importance of agriculture in Canadian history. Students share their information with each other, discussing their view of the role of agriculture in Canada today.</p> <p>TIP: Students may also choose to supplement this search with anecdotal evidence of their own (e.g., interviews with family members who live or lived on a farm; a survey of how many students in the class or school have family members involved [or who were involved] in agriculture...).</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Importance of Agriculture (2 pages)</p> |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

6.1.6 Farming the Land

| Assessment | Outcomes | Strategies |
|---|--------------------------------------|--|
| Acquire <i>(continued)</i> | | |
| or | | |
|  | KI-011 VL-010 | Students view and respond to a video segment about daily life on a prairie homestead, focusing on the respective roles of the men, women, and children, and on the role of the community in supporting families as they developed their farms. SUGGESTED VIDEO: “Homesteading on the Prairies” from <i>Early Life in Canada</i> , National Film Board, 1997. |
| Apply | | |
|  | KI-011 KE-055 | Students read a short informational text on the characteristics of education on the Prairies at the turn of the 20th century. Students create a sample archive or record of education (e.g., daily schedule, class attendance list, sample lesson, student notebook, list of class rules...). Students discuss ways in which education has changed, and not changed, in Canada over time. TIP: Encourage students to focus on the concept of educating young people to become Canadian citizens in a Canada of largely British character, and to reflect on how this overall goal of education would affect class routines, subjects taught, discipline, et cetera. |
|  BLM: Educating New Citizens in the West | | |
| or | | |
|  | KI-011 KE-055 VE-018 VL-010 | Students create a model or reproduction of an artifact from prairie homestead life (e.g., model of a sod house or log house, agricultural implement, household tool...). Students design an annotated museum display, providing historical details about their artifact reproductions. Students circulate and discuss the artifacts in a Gallery Walk. |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

Building a Nation (1867 to 1914)

6.1.6 Farming the Land

| Assessment | Outcomes | Strategies |
|--|--------------------------------------|---|
| Apply <i>(continued)</i> | | |
| or | | |
|  | KI-011 KE-055 VE-018 VL-010 | Students invite family and community members to a “Gather round the Wood Stove” reception. Students decorate the classroom in the style of a prairie homestead (e.g., wood stove, brown craft paper on walls painted to look like the interior of a cabin, wooden tables and chairs...), and dress in period costumes and present items they have written about life on a prairie homestead (e.g., poem, letter, journal entry, short story...). TIP: Consider serving simple foods representative of the time period. Even if the items are not truly authentic, they may be labelled to represent what homesteaders might have had in their prairie homes (e.g., homemade bread, strawberry preserves, well water, fresh cow’s milk...). |
| or | | |
|   | KI-011 KE-055 VE-018 VL-010 | Collaborative groups of students select and dramatize an important event in the lives of prairie homesteaders (e.g., arrival at the new homestead, first breaking of the sod, harvesting the first crop, delivering the crop to the rail station, receiving clear title to the land, organizing a barn raising in the community, learning English at school...). Students prepare and present a short skit depicting the selected event. Students discuss what they consider to be the most important events in the lives of the homesteaders, and assess the historical authenticity of the presentations. |
| or | | |
|   | KI-011 KE-055 VE-018 VL-010 | Students read a selected text describing the importance of agriculture in Canadian history and how it has changed over time. They write a journal response reflecting on what they have learned on this topic.  BLM: Feeding the Nation |
| Teacher Reflections | | |

Cluster 1—Connecting and Reflecting

Using their “Building a Nation” portfolio, students reflect on the events and changes that took place in the lives of Canadians from 1867 to 1914, and describe their thoughts and feelings about the process of building our Canadian nation.



6.1.6 BLM: Cluster 1—Connecting and Reflecting
g

Teacher Reflections