

Canada: A Country of Change (1867 to Present)

Building a Nation (1867 to 1914)

1
CLUSTER

GRADE
6





Cluster 1

Learning Experiences: Overview

6.1.1 A New Nation

KC-001 Explain the significance of the British North America Act.

Examples: federal system of government, constitutional monarchy, British-style parliament...

KC-002 Compare responsibilities and rights of citizens of Canada at the time of Confederation to those of today.

Include: Aboriginal peoples, francophones, women.

KL-022 Locate on a map of Canada the major landforms and bodies of water.

KL-023 Locate on a map the major settlements of Rupert's Land and the original provinces of Canada in 1867.

VC-001 Appreciate the rights afforded by Canadian citizenship.

6.1.2 Manitoba Enters Confederation

KH-027 Identify individuals and events connected with Manitoba's entry into Confederation.

Include: Louis Riel, Red River Resistance, Métis Bill of Rights, provisional government.

KH-027F Identify the roles of Father Noël-Joseph Ritchot and Archbishop Alexandre-Antonin Taché in Manitoba's entry into Confederation.

KH-033 Identify factors leading to the entry into Confederation of Manitoba, Northwest Territories, British Columbia, Prince Edward Island, Yukon, Saskatchewan, Alberta, Newfoundland and Labrador, and Nunavut, and specify the year of entry.

VH-012 Value the diverse stories and perspectives that comprise the history of Canada.

6.1.3 “A mari usque ad mare” [From Sea to Sea]

KH-029 Describe the role of the North West Mounted Police.

KH-030 Relate stories about the gold rushes and describe the impact of the gold rushes on individuals and communities.

Examples: Fraser River, Cariboo, Klondike...

KH-031 Identify events and issues related to the construction of the Canadian Pacific Railway.

Examples: workers and working conditions, Chinese labourers, construction difficulties, mapping Canada...

KH-033 Identify factors leading to the entry into Confederation of Manitoba, Northwest Territories, British Columbia, Prince Edward Island, Yukon, Saskatchewan, Alberta, Newfoundland and Labrador, and Nunavut, and specify the year of entry.

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

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 Resistance.

KH-032 Identify contributions of Aboriginal leaders from 1867 to 1914.

Examples: Gabriel Dumont, Mistahimaskwa (Big Bear), Pitikwahanapiwiwin (Poundmaker), Isapomuxika (Crowfoot)...

6.1.5 Immigration

KI-008 Identify various groups that immigrated to Canada in the late nineteenth and early twentieth 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.

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.

VL-010 Appreciate the efforts of people in early Canada to overcome environmental hardships.

VE-018 Appreciate the importance of agriculture in the development of Canada.

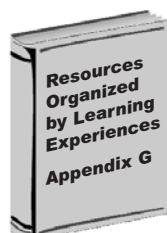
Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.
-  **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** the end-of-cluster summative assessment activity.

Cluster Description



Students examine life in post-Confederation Canada. They explore the expansion of Canada through the addition of new provinces and territories, including the influence of individuals and events of this time. Students focus on the entry of Manitoba into Confederation, establishment of treaties and reserves, building of railroads, role of the North West Mounted Police, the 1885 Resistance, and the gold rushes. Students consider the impact of immigration and hardships faced by new settlers. They also study cultural diversity, including the evolving relationships between First Nations, Inuit, and Métis peoples and the Canadian government, and relationships between anglophones and francophones.



Engaging Students in the Cluster

- Create a mapping centre showing what Canada looked like in 1867, 1914, and the present.
- Post a timeline on one wall of the classroom that will be completed as the cluster (and year) progresses.
- Create a bulletin board Word Splash with words and/or pictures of ideas that will be studied in this cluster (e.g., gold rush, North West Mounted Police, First Nations treaties...).
- Create a book display with stories and information about Confederation.
- View videos that depict the time of Confederation, the 1885 Resistance, the gold rush, and other important events.
- Simulate a treasure hunt or “Gold Rush Expedition” to stimulate student thinking about the life and times of people in the gold rush.
- Designate a day for students to dress in pioneer clothing.
- Students listen to or read stories of hardships faced by the immigrants.
- Invite an Aboriginal Elder or a new immigrant to the class to share his or her stories.
- Create a bulletin board display with samples of treaties, as well as maps of the areas that the treaties covered.
- Create a visual display of images of First Nations, Inuit, and Métis people alongside a display of images of European immigrants to show diversity of the different cultural groups.

Learning Experiences Summary

6.1.1 A New Nation

**6.1.4 Aboriginal Peoples and
the Growing Nation of Canada**

6.1.2 Manitoba Enters Confederation

6.1.5 Immigration

**6.1.3 “A mari usque ad mare”
[From Sea to Sea]**

6.1.6 Farming the Land



Learning Experience: 6.1.1 A New Nation

- | | |
|--------|---|
| KC-001 | Explain the significance of the British North America Act.
<i>Examples: federal system of government, constitutional monarchy, British-style parliament...</i> |
| KC-002 | Compare responsibilities and rights of citizens of Canada at the time of Confederation to those of today.
<i>Include: Aboriginal peoples, francophones, women.</i> |
| KL-022 | Locate on a map of Canada the major landforms and bodies of water. |
| KL-023 | Locate on a map the major settlements of Rupert's Land and the original provinces of Canada in 1867. |
| VC-001 | Appreciate the rights afforded by Canadian citizenship. |

Description of the Learning Experience








Students review the 1867 map of Canada and consider what government and citizenship were like in the new nation as compared to today. This is a transitional learning experience that reviews Canadian geography, the history of Confederation, and citizenship concepts that were studied in Grade 5.

Vocabulary: constitutional monarchy, federal system, parliament, BNA Act, responsibilities and rights, citizenship, geography (See Appendix D for Vocabulary Strategies.)






Note: In this document, the expression “rights and responsibilities” has deliberately been reordered to read “responsibilities and rights.” This has been done for several reasons:

- Firstly, to emphasize that human rights within a particular society or polity can only be meaningful and powerful if there is a social contract that promotes an understanding of the principles of reciprocity and inclusion, and if there is a willingness for all individuals to comply with both the spirit and intent of human rights legislation. Human rights legislation and protections become powerful when all members of a society collectively accept the responsibility to implement rights, and behave in ways that are informed by an awareness of the universality of human rights.
- Secondly, the application of human rights to everyday life, within organizations and the political/legal system, is a complex process that often requires a balancing of the rights of different groups. Often, there is a need to balance the rights of one individual with those of other individuals, or to balance individual rights with group rights, or to balance the rights of a particular group with other groups. It is important, therefore, to consider the rights of an individual or a particular group with the countervailing rights of other individuals and/or groups. For example, an individual's right to free speech and freedom of expression may need to be restrained when the speech or expression impinges on the rights of other individuals to be protected from racial discrimination and harassment.
- Lastly, the change in word order is intended to place more emphasis on the idea of human rights as an essential part of responsible citizenship. Every member of a democratic society has an individual and a collective responsibility to interact and behave towards others in ways that demonstrate understanding and commitment to the protection of human rights for every member of that society. All too often there is a tendency, particularly in adolescents living in a litigious society, to consider human rights from an egocentric or self-centred perspective (that is, as a personal entitlement rather than a concern for the well-being of all citizens). Numerous examples exist in everyday life and in the courts where individuals demand that their rights be recognized and yet fail to respect and protect the rights of other individuals or groups. Human rights exist to protect individual rights; however, they exist within a social context and have the attendant responsibility of considering and protecting the rights of others.






6.1.1 A New Nation

Assessment	Outcomes	Strategies
	KC-001 KC-002 VC-001	<p>Activate</p> <p>Using a Word Sort, collaborative groups of students review the structure of government following Confederation. Students use arrows, symbols, descriptions, and links to describe relationships between the key features of government under the British North America (BNA) Act (e.g., British parliamentary model, federal system, constitutional monarchy...). Students share completed Word Sorts with peers.</p> <p>NOTE: Students were introduced to the concept of federal government and the parliamentary system at the end of Grade 5. Students may revisit their Word Sorts throughout this learning experience to clarify misconceptions and add detail.</p> <p> BLM: Government in 1867</p>
		<p>or</p>
	KC-001 KL-022 KL-023	<p>Students view a series of maps of the Canadian territory from 1791 to 1999. Students record their observations of changes in the territory and discuss factors that influenced these changes over time.</p> <p>TIP: It may be useful to review what the students recall about Confederation, which they studied in Grade 5. Encourage them to view Confederation as an ongoing process of union rather than as a one-time event in history. The Library and Archives Canada website “Confederation for Kids” has 14 maps of Canada that span the time period from 1791 to 1999.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		<p>or</p>
	KC-001 KC-002 KL-022 KL-023 VC-001	<p>Students listen to the song “Canadian Railroad Trilogy” by Gordon Lightfoot, and record references to the land and the challenges of building the railroad. Students discuss the influence of the land on the dream of a nation extending from sea to sea.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Canadian Railroad Trilogy (2 pages)</p>
		<p>(continued)</p>
<p>Teacher Reflections</p>		

6.1.1 A New Nation

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-022 KL-023	Using a large outline map of Canada and a list of important landforms and bodies of water, collaborative groups of students identify the location of each landform and body of water. Students check their work using an atlas or map of Canada. TIP: Students may complete this review in timed stages (e.g., locate places without maps or atlases, locate previously unidentified places using maps and atlases).  BLM: Reviewing Canadian Geography
or		
	KC-001 KC-002 VC-001	Collaborative groups of students brainstorm a list of the responsibilities and rights of Canadian citizens today, and the responsibilities and rights of citizens in 1867. Students compare their lists with peers and update their own lists based on the exchange of new information. TIP: In Grade 5, students were introduced to the responsibilities and rights of citizenship at the time of Confederation, and compared them to those of modern day. They examined the concept of citizenship as full participation in society, as well as the concept of being a subject in a monarchy, owing allegiance to a king or queen. Note the deliberate order of the terms “responsibilities and rights.” This is intended to place more emphasis on the idea of responsibility within an increasingly individual-rights-oriented environment. (See page 60 for a more complete explanation.)
or		
	KC-001 KC-002 KL-023 VC-001	Collaborative groups of students complete the first two columns of a KWL Chart on the key concepts related to the BNA Act and its implications. Students share ideas and discuss their questions within their grouping.  BLM: KWL: Importance of the BNA Act of 1867 (2 pages)
<p>Teacher Reflections</p>		









6.1.1 A New Nation

Assessment	Outcomes	Strategies
	KC-001 KL-023	<p>Acquire</p> <p>Collaborative groups of students sort and predict the names of principal settlements in British North America in 1867 according to their province or territory. Students verify their predictions using an atlas or a wall map of Canada, discuss what they know about these principal historical settlements, and compare them to the major cities of Canada today.</p> <p>NOTE: Encourage students to generate explanations as to the significance and influence of the BNA Act on the growth of some of these cities.</p> <p> BLM: Main Settlements in British North America, 1867</p> <p> BLM: Main Settlements in British North America, 1867—Key</p> <hr/> <p style="text-align: center;">or</p>
	KC-001 KC-002 VC-001	<p>Collaborative groups of students read a short text on the BNA Act and create a Mind Map explaining what the Act established as the basic structure of government for Canada. Students post their Mind Maps and circulate to view them. In a class discussion, the meanings of key concepts of Canadian government as established by the BNA Act are clarified (e.g., royal assent, constitutional monarchy, federal and provincial powers and responsibilities, British model of parliament based on one Upper House and an elected House of Commons...). Students add these key expressions to their Mind Maps to help explain the significance of the BNA Act.</p> <p>NOTE: Some of the provisions of the BNA Act were studied in Grade 5, but the term “constitutional monarchy” will be new to students.</p> <p> BLM: Key Provisions of the BNA Act</p>







(continued)

Teacher Reflections









6.1.1 A New Nation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-001 KC-002 VC-001	<p>Using print and electronic resources, collaborative groups of students research the importance of the BNA Act and its principal characteristics (e.g., federal system, constitutional monarchy, British parliamentary model of two houses, federal and provincial responsibilities...). Students share their information with their peers, discussing what they think are the most important and lasting elements of the BNA Act for citizens of Canada today.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Note-Taking Frame: BNA Act (2 pages)</p> <p> Primary and Secondary Sources (Teacher Background Notes)</p>
or		
	KC-001 KC-002 VC-001	<p>Collaborative groups of students sort various government responsibilities designated by the BNA Act of 1867 according to whether they are responsibilities of the British government, the Government of Canada, or the provinces of Canada. Students compare and revise their lists, and then use the answer key to verify their sorting. Students discuss what the implications may have been for diverse groups of citizens living in Canada at that time.</p> <p>TIP: Post the final list on a classroom wall for student reference. Students will be revisiting this idea in greater depth in Cluster 4 when they study the contemporary structures and responsibilities of government in Canada.</p> <p> BLM: Responsibilities of Government in Canada, 1867</p> <p> BLM: Responsibilities of Government in Canada, 1867—Key</p>
<i>(continued)</i>		
Teacher Reflections		

6.1.1 A New Nation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KC-001 KC-002 VC-001	<p>Using print and electronic resources and the attached BLM, students research the responsibilities and rights of citizenship in 1867 as compared to Canada today. Students consider how, at the time of Confederation, certain groups were excluded from the full rights of citizenship (e.g., Métis people in the Red River Settlement, Aboriginal peoples in the provinces of Canada, women, francophones in Nova Scotia or Ontario, people who were poor or did not own property...). Students discuss changes in responsibilities and rights of citizenship, and record significant milestones of inclusiveness.</p> <p>NOTE: Students studied the following milestones in Grade 5:</p> <ul style="list-style-type: none"> • Women obtain the right to vote in Canada (1918) • Canadians become officially recognized as Canadian citizens rather than British subjects (1947) • Aboriginal people obtain unrestricted right to vote (1960) • Racial discrimination removed from immigration policies (1962) <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 6.1.1 BLM: Citizenship in Canada Today (2 pages)</p>
— or —		
 	KC-001 KC-002 KL-022 KL-023 VC-001	<p>Collaborative groups of students create an outline map of Canada, illustrating changes in political divisions over time. Students identify and locate the major landforms, bodies of water, and settlements of 1867. As the study progresses, students add successive provinces or territories to the map, indicating their extent with colours and symbols, and recording the date of each province's entry into Confederation.</p> <p>TIP: Large outline maps of Canada are available from Parks Canada. Alternatively, students may use the overhead projector to trace an enlarged map of Canada onto poster paper. Students may also add images to the map to depict the geographic features of the land (e.g., mountains, forests...), and the themes explored in this cluster (e.g., the route of the CPR, the arrival and settlement of the West by immigrants, establishment of new towns and cities, treaty areas and reserves...). Tasks may be divided among students by region, by time period, or by theme, with careful collective planning in advance so that the map is a clear visual representation of the expansion of the country.</p>
<p>Teacher Reflections</p>		




6.1.1 A New Nation

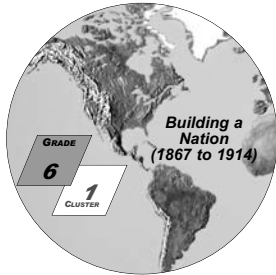
Assessment	Outcomes	Strategies
 	KC-001 KC-002 KL-022 KL-023 VC-001	<p>Apply</p> <p>Students read quotations referring to Canadian expansion and the diversity of its citizens since Confederation in 1867. Using Think-Pair-Share, students discuss the ideas presented in the quotations and write a short reflection on the subject. TIP: Guide students to include in their reflection references to the land, the central federal government, citizenship, and diverse cultural groups.</p> <p> BLM: Thinking about the New Nation</p> <p style="text-align: center;">or</p>
	KC-001 KC-002 KL-022 KL-023 VC-001	<p>Collaborative groups of students research and prepare a team deliberation on the following question:</p> <p><i>Many people have said throughout Canadian history that it is impossible to govern a country as large and as diverse as Canada through one central federal government. Using what you have learned about Canada so far, and consulting primary and secondary sources, prepare a short one-minute argument either for or against the expansion of Canada from sea to sea to sea.</i></p> <p> Team Deliberation (Teacher Background Notes) (2 pages)</p> <p style="text-align: center;">or</p>
 	KC-001 KC-002 VC-001	<p>Students create a poster illustrating what the term “citizenship” means within a constitutional monarchy. Students may include quotations by famous Canadians, historical facts, images, symbols, and representations of diverse perspectives. Students share their posters and discuss ways in which Canadian citizenship has and has not changed since the BNA Act of 1867.</p> <p> BLM: Citizens in a Constitutional Monarchy</p>

(continued)

Teacher Reflections

6.1.1 A New Nation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KC-001 KC-002 VC-001	<p>Students prepare and present a persuasive speech expressing appreciation for the greater inclusiveness of Canadian citizenship today. Students explain the democratic advantages of extending the full rights of citizenship to greater numbers of people.</p> <p>TIP: Encourage students to compare citizenship today to citizenship responsibilities and rights in the past, and to make reference to today’s greater consideration of the voices of minorities and previously excluded groups.</p>
— or —		
	KC-001 KC-002 KL-022 KL-023 VC-001	<p>Students assume the role of a Member of the House of Commons in 1867, and prepare and present a speech arguing in favour of the expansion of Canada from sea to sea. Students provide arguments that are based on the land and that reflect an awareness of all the groups of people living in Canada at that time (e.g., First Nations, Métis, francophones inside and outside Québec, recent immigrants, women...).</p> <p>TIP: Suggest a prompt to the students such as “My Canada includes...”, and remind them that Members of Parliament at that time often made use of very strong and poetic oratorical skills (refer to the primary sources they have explored in this learning experience). Encourage students to refer to the map and the geographical diversity of Canada as they make their speeches. Students may evaluate each other by voting on whether or not they have been convinced by the speech to support the expansion west and north of Canada.</p>
— or —		
	KC-001 KC-002 KL-022 KL-023 VC-001	<p>Collaborative groups of students create a brochure or poster that explains the significance of the BNA Act of 1867 and elements of it that are still an important part of government in Canada today. Students include examples of the responsibilities and rights of citizens of Canada at the time of Confederation and those of citizens today. Students include images and maps to illustrate the changing nature of Canada.</p>
<p>Teacher Reflections</p>		



Learning Experience: 6.1.2 Manitoba Enters Confederation

- KH-027 Identify individuals and events connected with Manitoba's entry into Confederation.
Include: Louis Riel, Red River Resistance, Métis Bill of Rights, provisional government.

- KH-027F Identify the roles of Father Noël-Joseph Ritchot and Archbishop Alexandre-Antonin Taché in Manitoba's entry into Confederation.

- KH-033 Identify factors leading to the entry into Confederation of Manitoba, Northwest Territories, British Columbia, Prince Edward Island, Yukon, Saskatchewan, Alberta, Newfoundland and Labrador, and Nunavut, and specify the year of entry.

- VH-012 Value the diverse stories and perspectives that comprise the history of Canada.
Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the overview).

Description of the Learning Experience

Manitoba, initially formed as a provisional government of the people in the Red River Settlement under Louis Riel, negotiated to enter Confederation as a province in 1870.

Students research and discuss events leading to Manitoba's entry into Confederation, considering diverse points of view about Canadian expansion and its effects on the people living in the Northwest.






Vocabulary: resistance, provisional government, Bill of Rights, amnesty, Confederation (See Appendix D for Vocabulary Strategies.)

6.1.2 Manitoba Enters Confederation











Assessment	Outcomes	Strategies
	KH-027	<p>Activate</p> <p>Students brainstorm individuals, events, and factors connected with Manitoba's entry into Confederation. Students discuss additional questions they have and record these on chart paper.</p> <p>NOTE: Students were introduced to the history of Manitoba in Grade 4, Cluster 4 (Louis Riel, Selkirk settlers). In Grade 5 they explored the fur trade, the rise of the Métis nation, and conflict between agricultural settlers and fur traders. This activity will help make connections to what they already know, and offers an opportunity to clear up misconceptions.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KH-033	
VH-012		
Teacher Reflections		

Building a Nation (1867 to 1914)






6.1.2 Manitoba Enters Confederation

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KH-027 KH-033 VH-012	<p>Collaborative groups of students read the Métis Bill of Rights of 1870. Students discuss its key points and speculate why they were important to the Métis people, and what the bill tells us about the population and life in the Red River Settlement at the time of Confederation.</p> <p>NOTE: In the course of the negotiations to enter Confederation, there were four different drafts prepared of this list of rights. The version cited here is the initial draft. The main purposes of each draft were similar: responsible government; representation in Ottawa; protection of language, religion, and culture; and security of Métis land rights and river lots. A later version also included a request for amnesty for all participants in the Resistance, but this pardon was not granted.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Métis Bill of Rights</p>
— or —		
	KH-027 KH-033 VH-012	<p>Students view a map of Canada in 1867 and in 1870, after Manitoba’s entry into Confederation, and share their observations (e.g., the size and location of the territory, who lived there at that time, what happened to Rupert’s Land...). Students discuss why Manitoba entered Confederation at that time and why the map of Manitoba looked different than our present-day map.</p> <p>TIP: Encourage students to recall some of the factors that motivated Confederation in 1867 (i.e., fear of American expansion into the Northwest, a vision of a railway connecting the east and west coasts...). Students should also bring to mind their knowledge of the issues being faced by the Métis nation in the West (i.e., changes to traditional lifestyle due to the depletion of the buffalo, increased reliance on agriculture and permanent settlement, and fear of loss of culture and language due to the influx of English-speaking immigrants).</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
<i>(continued)</i>		
Teacher Reflections		








6.1.2 Manitoba Enters Confederation

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KH-027 KH-033 VH-012	Using Think-Pair-Share, students read an informational text about the purchase of Rupert’s Land from the Hudson’s Bay Company. Students discuss the potential implications of the purchase on descendants of a Selkirk settler or a Métis person in the Red River Settlement.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
Acquire		
 	KH-027 KH-033 VH-012	Using print and electronic resources, students research the events leading up to Manitoba’s entry into Confederation in 1869 (i.e., provisional government of Louis Riel, Métis Bill of Rights, Red River Resistance [also known as Red River Rebellion] and its consequences...). Students record information, including a chronology of the events and an explanation of how these events had an impact on Manitoba’s entry into Confederation. TIP: The Hudson’s Bay Archives in Winnipeg may be contacted for a variety of historical references related to the Red River Settlement.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
		 6.1.2 b Citing Sources (Teacher Background Notes) (2 pages)
		 6.1.2 c Recording Research Notes (Teacher Background Notes) (2 pages)
or		
 	KH-027 KH-033 VH-012	Students read primary sources and reflect in their journals on life in this time period.  6.1.2 d BLM: Famous Letters in Canadian History—Riel
		<i>(continued)</i>
Teacher Reflections		




6.1.2 Manitoba Enters Confederation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KH-027 KH-033 VH-012	Collaborative groups of students research a series of events leading to Manitoba’s entry into Confederation and sort them into chronological order. Using consensus decision making, students choose the five most important events in the history of Canada and Manitoba. Students present their “Top Five” to peers and justify their choices.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >  BLM: Events: Manitoba Becomes a Province (2 pages)
or		
	KH-027 KH-033 VH-012	Students view segments from Episode 9 of <i>Canada: A People’s History</i> : “From Sea to Sea 1867-1873”; “If We Are Rebels” (Riel takes Fort Garry); “War Is Upon Us” (provisional government); “A Single Act of Severity” (execution of Thomas Scott). Students record key events and people involved in the creation of Manitoba as a province, and discuss the main points. NOTE: See Appendix A, Skill 6g: Viewing Visual Media, for suggested guidelines for viewing media.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
<i>(continued)</i>		
Teacher Reflections		

6.1.2 Manitoba Enters Confederation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KH-027 KH-033 VH-012	<p>Using print and electronic resources, students research a selected individual or group involved in Manitoba’s entry into Confederation. Using the provided note-taking frame, students record background information related to the individual or group, values and beliefs held, decisions made and actions taken, and the impact of the group or individual on Manitoba’s entry into Confederation.</p> <p>TIP: Possible individuals or groups to research include: Louis Riel, John Bruce, Noël-Joseph Ritchot, Alexandre-Antonin Taché, Thomas Scott, John Christian Schulz, William McDougall, Donald Smith, John Black, Alfred H. Scott, Colonel Wolseley, Sir John A. Macdonald, Sir Georges-Étienne Cartier, members of the provisional government, members of the Canada First Party, the Métis, English-speaking Red River settlers, Orangemen.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 6.1.2 BLM: People: Manitoba Becomes a Province f</p>
— or —		
 	KH-027 KH-033 VH-012	<p>Students participate in a field trip or a virtual tour of Riel House National Historical Site, or another historical site in their local community. Students record information about the life and culture of the Métis people in the late 1800s (e.g., Métis river lot system for land, Catholic religion, French language, responsible government, isolation from Canadian capital, ways of life, including hunting and farming...). Students discuss the threats to this lifestyle that were caused by Canadian westward expansion, increased immigration, and the building of a railroad.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
<p>Teacher Reflections</p>		






6.1.2 Manitoba Enters Confederation

Assessment	Outcomes	Strategies
 	KH-027 KH-033 VH-012	<p>Apply</p> <p>Students define the terms <i>rebellion</i> and <i>resistance</i> and, using facts to support their opinions, prepare and present an argument to prove that the actions of Louis Riel and the Métis in Manitoba were either a <i>rebellion</i> or a <i>resistance</i>.</p> <p>TIP: Explain to students that part of the historical debate about this question focuses on the fact that these events transpired at a point in time when there was a transition of power from the Hudson’s Bay Company to the Government of Canada; there is some question about whether there was in fact any government in power in Red River. In this case, the actions of Riel’s provisional government could not be considered to be rebellion against an existing authority. On the other hand, the execution of Thomas Scott may be seen as an act that did not reflect principles of peace, order, and good government.</p> <p> BLM: Resistance and Rebellion</p>
		or
		<p>KH-027 KH-033 VH-012</p> <p>Collaborative groups of students prepare and present a role-play depicting the final negotiations between the Métis representatives and the federal government, resulting in the creation of the province of Manitoba on May 12, 1870 (and taking effect on July 15, 1870). Students assume the roles of Prime Minister John A. Macdonald, Honourable George-Étienne Cartier, Father Noël-Joseph Ritchot, Judge John Black, and Alfred Scott, and portray the points of view of each in reaching the final terms of the agreement.</p>
or		<p>KH-027 KH-033 VH-012</p> <p>Students consider the diverse perspectives of the many groups of people living in Canada. Taking the point of view of one of the groups (e.g., residents of the provinces of Canada in the East, residents of British Columbia, Métis, or First Nations in the Northwest, descendants of Selkirk settlers...), students write a journal entry describing the positive and negative effects of Canadian expansion into the Northwest. Students share their points with each other and discuss differing perspectives.</p>




(continued)

Teacher Reflections

6.1.2 Manitoba Enters Confederation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KH-027 KH-033 VH-012	<p>Students view a <i>Heritage Minute</i> about Louis Riel on the gallows and write a journal response to the video describing Riel's values and beliefs and how he helped Manitoba enter the Canadian Confederation.</p> <p>NOTE: In a later learning experience, students will be studying in greater detail Riel's involvement in the Northwest Resistance at Batoche and his trial.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
— or —		
	KH-027 KH-033 VH-012	<p>Students assume the role of an individual connected with Manitoba's entry into Confederation (e.g., Louis Riel, John A. Macdonald, Honourable George-Étienne Cartier, Father Noël-Joseph Ritchot, Selkirk settler...), and prepare and present a persuasive speech presenting their point of view. Students include details related to the actions of the Métis, the Government of Canada, and immigrants living in the Selkirk settlement, and describe, from their chosen perspective, how they feel about Manitoba's entry into Confederation.</p>
— or —		
	KH-027 KH-033 VH-012	<p>Students create annotated illustrations to post on the class timeline, illustrating significant individuals and events from this period in Canadian history (e.g., Confederation, Sir John A. Macdonald becomes Prime Minister, sale of Rupert's Land to Canada, provisional government in Manitoba, Manitoba becomes a province...). Students may add maps to the timeline illustrating the addition of new provinces and territories to the Canadian Confederation.</p> <p>TIP: Timelines help students imagine and visualize events of the past, and to better understand abstract concepts related to history and chronology. Consider devoting one section of a full wall to the creation of a class timeline, which will continue to grow throughout the year as students add annotated illustrations of the events as they are studied (or at the end of each cluster). Mount a strip of large roll paper and mark off increments of 10 years from 1876 to the present. Design a template or model (which may be developed by the class) to use throughout the year for illustrating key events. The class timeline should be used as a continuous visual reference to which all students should contribute. Encourage students to be creative but emphasize the need to plan before posting events so that the display remains clear and easy to use.</p>
<i>(continued)</i>		
Teacher Reflections		

6.1.2 Manitoba Enters Confederation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KH-027 KH-033 VH-012	<p>Collaborative groups of students carry out a team deliberation to consider whether or not the Government of Canada should have granted amnesty to Louis Riel for his actions during the 1869–1870 Red River Resistance in Manitoba. Students include information related to the historical status of Riel, the impact that amnesty may have had on Riel’s subsequent involvement in the 1885 Northwest Resistance (also known as the Northwest Rebellion), and pressure from Ontario on the federal government to respond to Riel’s actions.</p> <p>NOTE: The deliberation may be postponed until after the study of the Northwest Resistance. It is considered here because Riel’s role in Manitoba’s entry into Confederation is often considered to be his chief accomplishment.</p> <p style="text-align: center;">  BLM: Historical Status of Riel (2 pages) </p>
— or —		
	KH-027 KH-033 VH-012	<p>Collaborative groups of students create a multimedia presentation illustrating factors leading to the entry into Confederation of provinces and territories after 1870. Students include images and descriptions of key individuals, stories, and events, and the specific years of entry into Confederation. Compile group presentations in a class presentation.</p>
Teacher Reflections		



Learning Experience: 6.1.3 “A mari usque ad mare” [From Sea to Sea]

- KH-029 Describe the role of the North West Mounted Police.

- KH-030 Relate stories about the gold rushes and describe the impact of the gold rushes on individuals and communities.
Examples: Fraser River, Cariboo, Klondike...

- KH-031 Identify events and issues related to the construction of the Canadian Pacific Railway.
Examples: workers and working conditions, Chinese labourers, construction difficulties, mapping Canada...

- KH-033 Identify factors leading to the entry into Confederation of Manitoba, Northwest Territories, British Columbia, Prince Edward Island, Yukon, Saskatchewan, Alberta, Newfoundland and Labrador, and Nunavut, and specify the year of entry.

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

Description of the Learning Experience

John A. Macdonald’s dream of a country extending from sea to sea, joined by a railway, shaped Canada’s expansion and continues to influence our vision of Canada.









Students gather and share information about the gold rushes, the building of the Canadian Pacific Railway, and the establishment of Canadian authority in the provinces of northwestern Canada in the late 1800s. They reflect on the factors that shaped national expansion and examine the successive phases of Confederation.

Vocabulary: tariffs, annexation, national policy, NWMP/RCMP (See Appendix D for Vocabulary Strategies.)








6.1.3 “A mari usque ad mare” [From Sea to Sea]

Assessment	Outcomes	Strategies
	KH-031 KH-033 KH-034	<p>Activate</p> <p>Students view images of early trains and railways built by the Canadian Pacific Railroad in the Northwest, and discuss the difficulties that this project may have encountered.</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> <hr/> <p>Teacher Reflections</p>

6.1.3 “A mari usque ad mare” [From Sea to Sea]

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KH-029 KH-030 KH-031 KH-033 KH-034	<p>Students read and respond to quotations by historical figures regarding the building of the national railroad, and discuss what the quotations tell them about the importance of the railroad in the development of Canada.</p> <p>TIP: It can be challenging for students to understand historical quotations. It may be useful to analyze one of the quotes together as a class, focusing on who is speaking, when, why, and the main point of the excerpt.</p> <p> BLM: Dream of a Nation: Sea to Sea (3 pages)</p>
— or —		
	KH-029 KH-030 KH-031 KH-033 KH-034	<p>Students view images of the National Coat of Arms. They note the motto “<i>a mari usque ad mare</i>” (from sea to sea), and identify the symbols on the National Coat of Arms. Students consider the significance of both the motto and the symbols, and discuss what each tells them about the history and development of Canada at the time of Confederation.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
— or —		
	KH-029 KH-030 KH-031	<p>Collaborative groups of students brainstorm what they know about the Royal Canadian Mounted Police (e.g., role, reputation, uniforms, training, history, significance to Canadians...).</p> <p>TIP: The original North West Mounted Police force was created in 1873. Encourage students to share what they know about Canada at that time to generate theories for the creation of the NWMP.</p>
— or —		
 	KH-029 KH-030 KH-031 KH-033 KH-034	<p>Using a graphic organizer, collaborative groups of students explore the concept of “progress,” and relate their ideas to nation building and continental expansion, which dominated this period of history.</p> <p> BLM: What Is Progress? (2 pages)</p>
Teacher Reflections		










6.1.3 “A mari usque ad mare” [From Sea to Sea]

Assessment	Outcomes	Strategies
	KH-030 KH-031 KH-033 KH-034	<p>Acquire</p> <p>Students view an 1870 map of Canada (including the two new additions of Manitoba and Northwest Territories), and identify the provinces and territories that had not yet joined Confederation. Collaborative groups of students, using a Jigsaw approach, select one of the remaining provinces or territories (i.e., British Columbia [1871], Prince Edward Island [1873], Yukon [1898], Saskatchewan [1905], Alberta [1905], Newfoundland [1949], or Nunavut [1999]). Using print and electronic resources, students research and present to the class details related to the entry of their selected region into Confederation (i.e., map, year of entry, and main factors and events leading to its joining Confederation). Once all the presentations are complete, students complete a chart listing the original four provinces, the two that joined in 1870, and the provinces/territories, years of entry, and reasons for entry of the remaining regions.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 6.1.3 BLM: Chart: Joining Confederation</p> <p> 6.1.3 BLM: Chart: Joining Confederation—Key</p> <p style="text-align: center;">or</p>
	KH-029 KH-030 KH-031 KH-033 KH-034	<p>Students are provided with a series of word cards describing the sequence of events that occurred during the westward expansion of Canada after Confederation and during the building of the Canadian Pacific Railway. Collaborative groups of students place the events in chronological order. In a guided class discussion, and using a wall map of Canada to trace significant places and routes, students verify the order of their cards and discuss the significance of the westward expansion of Canada.</p> <p> 6.1.3 BLM: Western Expansion Timeline (2 pages)</p> <p> 6.1.3 BLM: Western Expansion Timeline—Key</p>










(continued)

Teacher Reflections






6.1.3 “A mari usque ad mare” [From Sea to Sea]

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KH-031 KH-033 KH-034	Students read primary sources and reflect in their journals on life in this time period.
		 BLM: Famous Letters in Canadian History—Macdonald
		 BLM: Famous Letters in Canadian History—Tupper
		 BLM: Famous Letters in Canadian History—Mackenzie
		 BLM: Famous Letters in Canadian History—Cartier
— or —		
 	KH-031 KH-033 KH-034	Using print and electronic resources, collaborative groups of students research selected events and issues related to the construction of the Canadian Pacific Railway (e.g., costs of building the railway, construction difficulties, hiring of Chinese immigrants, working conditions and dangers, surveying and mapping routes through the mountains, progress of the east and west lines, and the “Last Spike”). Students share information in class presentations.
		 Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
<i>(continued)</i>		
Teacher Reflections		

6.1.3 “A mari usque ad mare” [From Sea to Sea]

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KH-031 KH-033 KH-034	<p>Using print and electronic resources, students research selected Canadian prime ministers from Sir John A. Macdonald to Sir Wilfred Laurier. Students record their names, dates in office, accomplishments, and include any interesting facts about them. Students then share this information with peers.</p> <p>TIP: This activity is primarily a research project to retrieve specific information; its purpose is not for students to memorize names and dates. Encourage students to include an electronic image or photograph as part of their research and to note interesting facts they discover about the leaders.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: First Prime Ministers</p> <p> BLM: First Prime Ministers—Key</p>
or		
 	KH-029 KH-030 KH-031 KH-033 KH-034	<p>Using print and electronic resources, students create a short biography of “The Old Chieftain,” Sir John A. Macdonald, including his major accomplishments as prime minister.</p> <p>TIP: Help students understand the main facets of the National Policy (tariffs or taxes on imported American products, encouraging immigration, building a national railway and its associated promises and problems), and the reasons why Macdonald was defeated following the Pacific Scandal (i.e., the Conservative Party received money in return for contracts). Encourage students to discuss how Macdonald dealt with First Nations concerns, English-French relations, and provincial interests. This may offer an opportunity to discuss with students what they consider to be the characteristics of leadership.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: The Old Chieftain: Sir John A. Macdonald (2 pages)</p>
<i>(continued)</i>		
Teacher Reflections		

6.1.3 “A mari usque ad mare” [From Sea to Sea]

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KH-029 KH-030 KH-031 KH-033 KH-034	Students view a video segment about the building of the railway and the western expansion of Canada under Sir John A. Macdonald. Students discuss factors that led to westward expansion and their effects (e.g., vision of a nation sea to sea, National Policy, protection from U.S. annexation, gold rushes, railway...). SUGGESTED VIDEOS: <i>Canada: A People’s History</i> , Episode 9, “From Sea to Sea 1867–1873”: Segments: “Tie the Oceans Together” (British Columbia); “For the Good of the Dominion” (railways and politics) <i>Canada: A People’s History</i> , Episode 10, “Taking the West 1873–1896”: Segment: “Fancy Paper City” (Macdonald, tariffs and the railway, growth of Winnipeg)  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
— or —		
	KH-029 KH-030 KH-031 KH-033 KH-034	Collaborative groups of students use a Word Splash to formulate theories about the role and activities of the North West Mounted Police. Using print and electronic resources, students verify their theories and research the origins of the North West Mounted Police, including reasons for its creation and its role in establishing law and order under the control of Canada in the Northwest Territories. In a class discussion, students share their research and discuss the significance of the NWMP.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
 BLM: Role of the North West Mounted Police		
<i>(continued)</i>		
Teacher Reflections		

6.1.3 “A mari usque ad mare” [From Sea to Sea]

Assessment

Outcomes

Strategies

Acquire *(continued)*

or



KH-029
KH-030
KH-033

Students view a video about the North West Mounted Police and discuss the importance of the force, its role in encouraging the settling of the Northwest, and the maintenance of law and order during the period of the gold rushes.

SUGGESTED VIDEOS:

Heritage Minute: “Steele of the Mounties”:

<<http://www.histori.ca/minutes/minute.do?ID=10187>>

RCMP Educational Package video, *On Guard for Thee*: “The Origins of the RCMP: The Great March West” (call #1828 available at IRU Manitoba Education)



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

or



KH-029
KH-030
KH-033

Using print and electronic resources, students research the events and impact of the gold rushes in western Canada from 1858 to 1898 (e.g., Fraser River gold rush, Cariboo gold rush, Klondike gold rush...). Students record their research using a note-taking frame and share information with peers.



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










6.1.3
p BLM: GOLD!! (2 pages)

Teacher Reflections

Building a Nation (1867 to 1914)







6.1.3 “A mari usque ad mare” [From Sea to Sea]

Assessment	Outcomes	Strategies
 	KH-029 KH-030 KH-031 KH-033 KH-034	<p>Apply</p> <p>Students write a news article including a headline and subtitle on a major event in western expansion or Confederation. Students post their articles on a class timeline, and discuss which events they consider to be most significant to the history of Canada, giving reasons to support their choices.</p> <p>TIP: Encourage students to be creative in their newspaper style and layout, to include a primary source image, and to specify all the essential “who-what-when-where-why” details of the events.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		or
		 
or		
 	KH-031 KH-033 KH-034	








(continued)

Teacher Reflections





6.1.3 “A mari usque ad mare” [From Sea to Sea]

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KH-033 KH-044	<p>Students create a poster-sized Mind Map illustrating the leadership role and challenges of the early prime ministers studied, referring to the slogan “first among equals.” Students share their Mind Maps and discuss the major issues faced by prime ministers of Canada, relating them to contemporary federal issues they see reflected in newspapers today (e.g., powers of the provinces, francophone-anglophone relations, Aboriginal land rights, regional economic inequalities, fear of American domination of the economy).</p> <p>TIP: Students will study ongoing federal issues in more depth in a later cluster; however, it is useful to encourage them to make connections to contemporary events and issues throughout the entire year. Students may be asked to collect and share news clippings about federal government concerns in Canada on a regular basis, discussing the historical roots of many of these questions.</p>
— or —		
 	KH-031 KH-033	<p>Students listen to Gordon Lightfoot’s “Canadian Railroad Trilogy,” and discuss events and issues related to the construction of the Canadian Pacific Railway and its impact on the entry of additional provinces to Confederation. After discussion, students reflect in their journals in response to the prompt “<i>What were the benefits and hardships of building a railroad sea to sea?</i>”</p> <p>TIP: This song was introduced in Learning Experience 6.1.1. It is revisited at this point as students will have a deeper understanding of the issues and will be able to better engage in discussion and reflection.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Canadian Railroad Trilogy (2 pages)</p>
<i>(continued)</i>		
Teacher Reflections		






6.1.3 “A mari usque ad mare” [From Sea to Sea]

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KH-033 KH-044	Students create an advertisement (e.g., billboard, newspaper advertisement, poster...), profiling the accomplishments and challenges of a prime minister who served during the period of 1867 to 1914.
or		
 	KH-031 KH-033 KH-034	Students create an editorial cartoon depicting an aspect of the accomplishments or crises in the career of Sir John A. Macdonald. TIP: It would be useful to show students a caricature of Sir John A., and to analyze an example of a political cartoon from that era.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
or		
 	KH-029 KH-030 KH-031	Collaborative groups of students create a diorama of a gold rush camp, a North West Mounted Police camp on the ride west, or a CPR workers’ camp during the construction of the railway. Students share dioramas in a Gallery Walk. TIP: Encourage students to be as realistic as possible about the conditions of life in that time period. The class may develop a list of criteria in advance to be used for peer evaluation of the displays.
<i>(continued)</i>		
Teacher Reflections		

6.1.3 “A mari usque ad mare” [From Sea to Sea]

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KH-031 KH-033 KH-034	Students create posters illustrating the entry into Confederation of provinces and territories from 1870 to 1999. Students include the name and date of entry and symbols or flags representing each province or territory.
		
or		
	KH-029 KH-030 KH-031 KH-033 KH-034	Students create an Early Canadiana Scrapbook of the period from 1867 to 1885, including reproductions of sample archives or records of the main events of that era (e.g., newspaper headlines, passenger ticket stub for a seat on the CPR to Winnipeg, invoice for dynamite for a CPR crew, map of a proposed route for the rail line through the mountains, obituary for a CPR worker, election campaign slogan...). Students annotate their souvenirs and archives to indicate their historical significance. TIP: If this is selected as a culminating activity, it would be useful to present it to the students at the outset of the learning experience, encouraging class input to develop a list of criteria and essential historical elements to be included. Allow students time to share their scrapbooks with their peers, another class, or their parents.
		
<i>(continued)</i>		
Teacher Reflections		

6.1.3 “A mari usque ad mare” [From Sea to Sea]

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KH-031 KH-033 KH-034	<p>Students gather information (e.g., interview family and community members, oral histories, visits to historic sites and commemorative plaques...) regarding the ongoing influence of the railway on the growth (or decline) of their community. Students write a RAFT (Role, Audience, Format, Topic) describing ways in which railways have shaped the development of their community and western Canada.</p> <p>TIP: This would be a good opportunity for teachers in communities affected by changing transportation routes (i.e., changes to bus and airplane schedules/destinations) to raise issues related to the impact of transportation on communities.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
or		
 	KH-029 KH-031	<p>Students create period posters advertising the recruitment of people to work on the original CPR lines or to become members of the North West Mounted Police. Posters should include authentic historical details regarding qualifications, pay, working conditions, and equipment provided.</p>
Teacher Reflections		