

GRADE

11

3

CLUSTER

History of Canada

Becoming a Sovereign Nation (1867–1931)



Cluster 3 Overview



Becoming a Sovereign Nation (1867–1931)

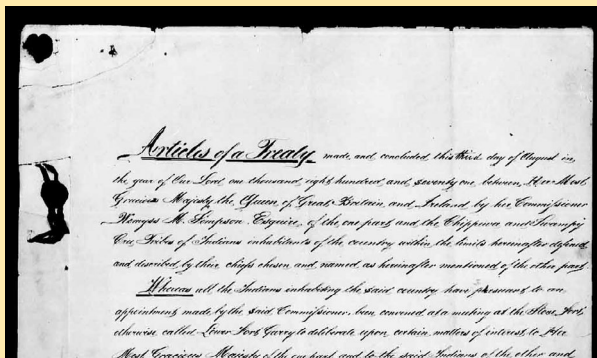


11.3.1

Why did the Métis resist the westward expansion of Canada, and what were the consequences?

11.3.2

How did territorial expansion, immigration, and industrialization change life for men and women in Canada?



11.3.3

How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?

11.3.4

How was Canada's identity as a nation shaped by the First World War and by its changing relationship to Great Britain and the world?



EQ 11.3.1



Essential Question 11.3.1

Why did the Métis resist the westward expansion of Canada, and what were the consequences?

Historical Thinking Concepts

- HS** Establish historical significance
- E** Use primary source evidence
- C&C** Identify continuity and change
- C→C** Analyze cause and consequence
- HP** Take historical perspectives
- ED** Understand the ethical dimensions of history



Description of the Learning Experience

Students focus on the transition of Rupert’s Land to Canadian rule, the Métis resistance at Red River, and Manitoba’s entry into Confederation. They explore ideas related to the Northwest resistance, the trial and execution of Louis Riel, and the political impact of these events on Central Canada. Students also develop an understanding of the building of the railway, European immigration and settlement, and the creation of the North West Mounted Police.

Learning and Assessment Focus

Students will apply historical thinking concepts and engage in inquiry on selected historical content as they focus on the following enduring understandings.

Enduring Understandings

- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.
- First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada, along with recognition and affirmation of their existing Aboriginal and treaty rights.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.
- Nouvelle-France, Acadia, Québec, and francophone communities across Canada play a defining role in Canadian history and identity.

EQ 11.3.1

**Historical Background**

With the creation of Canada as a self-governing Dominion in 1867, many of the challenges faced by the British North American colonies appeared to have been resolved—at least for the time being. The new Dominion could now turn its attention to those colonies reluctant to join Confederation, and to expanding its territory by consolidating control of Rupert’s Land. One of the first actions of the Dominion was to take possession of Western Canada.

Colonization of First Nations in the West occurred as the treaties that had been negotiated with Canada were largely ignored. The treaty promises were replaced by a policy of assimilation, implemented through various means such as the *Indian Act* of 1876 and the creation of Indian residential schools. These measures resulted in the loss of traditional lands, widespread poverty, and the social and political marginalization that continues to characterize many First Nations communities today. The Métis of Red River and the Saskatchewan lands to the northwest would endure similar suffering as a result of colonization.

As described in Essential Question (EQ) 11.1.3, the Métis played an important role in the fur trade era in Western Canada. However, when the Dominion of Canada bought Rupert’s Land from the Hudson’s Bay Company in 1869, the Métis in the region were not consulted. Not surprisingly, they wondered what their future would be in this newly created Canada.

In 1869, when government survey parties arrived in Red River to prepare for the transfer of Rupert’s Land to Canada and the construction of the railway, the Métis decided on a course of resistance. Under the leadership of Louis Riel, they created a Provisional Government and presented a List of Rights to Ottawa, offering terms under which Manitoba would enter Confederation. The *Manitoba Act* of 1870, which brought Manitoba into Confederation as a province, was a result of the Métis resistance. The Act ensured language, religious, and land rights for the “old settlers,” including the Métis who lived in Manitoba prior to 1870.

With the arrival in August 1870 of the Red River Expeditionary Force, made up of regular and militia units from Ontario and Québec, the Métis were subject to a campaign of brutality in reprisal for the perceived crimes of the Provisional Government. The scrip process, by which Canada attempted to extinguish Métis land title, was characterized by irregularities, fraudulence, and delays. These events led to the dispersion of the Métis—with many leaving Red River to settle in various regions of Manitoba and what is now Saskatchewan.

Similar events unfolded in the Northwest in 1885 when the Métis—again under Riel’s leadership and supported by some First Nations—once more took up arms in resistance to the Canadian government’s disregard for their rights. Despite initial successes, this resistance was defeated by Canadian troops, who had been transported

Becoming a Sovereign Nation (1867–1931)

EQ 11.3.1



on the newly constructed railway. Riel surrendered, was found guilty of high treason by an all-European jury, and was sentenced to hang. These events had major political ramifications in Québec and Ontario, but governments at all levels largely ignored the question of Métis rights. The West was now securely in the hands of the Canadian government, Manitoba had become a province, and the lands to the north and west became known as the Northwest Territories.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:


1. Red River Resistance and Manitoba's entry into Confederation (1869–70)

- Canada acquires Rupert's Land (1869) and expands westward
- Métis grievances and demands
- Tensions at Red River between Métis and Canadians, execution of Thomas Scott, consequences, and government response
- Louis Riel and provisional government, Métis Bill of Rights
- McDougall's proclamation
- *Manitoba Act* (1870)
- Retribution and violence against Métis
- Scrip and Métis land loss
- Dispersion of the Métis

2. Northwest Resistance (1884–85)

- Problems facing Métis and First Nations in the West
- Return of Louis Riel
- Policies of Canadian government
- The North West Mounted Police and the Canadian Pacific Railway
- Escalation of conflict (Batôche, Fish Creek)
- Government response and impact on Métis and First Nations
- Trial and execution of Riel and political consequences in the West, in Ontario, and in Québec
- Changing views of Riel and Métis resistance over time

(Note: Refer to EQ 11.3.3 on page III-72 for subsequent Métis-Canada relations.)

EQ 11.3.1

**NOTE**

See “Planning for Teaching and Learning” on page II-46

**Learning Resources**

- *Manitoba Government: A History of the Legislative Assembly of Assiniboia*
This site links directly to a PDF of the document *A History of the Legislative Assembly of Assiniboia* by Norma Hall, Clifford P. Hall, and Erin Verrier.
www.gov.mb.ca/ana/pdf/mbmetispolicy/laa_en.pdf
- *John A. MacDonald and Sir Wilfred Laurier Speeches*
“The Historical-Dominion Institute has launched this new interactive website dedicated to informing Canadians of the accomplishments and legacy of Canada’s two great nation-builders, John A. Macdonald and Wilfred Laurier.”
www.macdonald-laurier.ca/en/home
- *MacDonald-Laurier Political Cartoons*
www.macdonald-laurier.ca/en/macdonald/macdonald-cartoons
- *Manitoba Education: St. Laurent: A Métis Community (Teacher’s Guide to DVD)*
This is a direct link to a PDF of the teacher’s guide for the Manitoba Education and Advanced Learning DVD *St. Laurent: A Métis Community* (2006).
www.edu.gov.mb.ca/k12/cur/socstud/st_laurent/teachers_guide.pdf

11.3.1

Essential Question

- Why did the Métis resist the westward expansion of Canada, and what were the consequences?

Enduring Understandings

- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from autonomous co-existence to colonialism to the present stage of renegotiation and renewal.
- First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada, along with recognition and affirmation of their existing Aboriginal and treaty rights.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.
- Nouvelle-France, Acadia, Québec, and francophone communities across Canada play a defining role in Canadian history and identity.

**Core Concept:
Citizenship**

Historical Thinking Concepts and Skills

Historical Content Focus

Student Tasks to Demonstrate Learning

Assessment of learning

Assessment as, for learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Manitoba Government: A History of the Legislative Assembly of Assiniboia*
- *John A. MacDonald and Sir Wilfred Laurier Speeches*
- *MacDonald-Laurier Political Cartoons*
- *Manitoba Education: St. Laurent: A Métis Community (Teacher's Guide to DVD)*

EQ 11.3.2



Essential Question 11.3.2

How did territorial expansion, immigration, and industrialization change life for men and women in Canada?

Historical Thinking Concepts

- HS** Establish historical significance
- E** Use primary source evidence
- C&C** Identify continuity and change
- C→C** Analyze cause and consequence
- HP** Take historical perspectives
- ED** Understand the ethical dimensions of history



Description of the Learning Experience

Students examine the territorial expansion of Canada following Confederation, construction of the Canadian Pacific Railway, immigration, and settlement. Students investigate social issues related to cultural diversity, industrialization, the labour movement, urbanization, and the rights of women. Students also examine the changing role of government, emerging federal-provincial relations including western discontent over agricultural and trade issues, and the rise of reform movements.

Learning and Assessment Focus

Students will apply historical thinking concepts and engage in inquiry on selected historical content as they focus on the following enduring understandings.

Enduring Understandings

- Immigration has helped shape Canada’s history and continues to shape Canadian society and identity.
- The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.
- The role of government and the division of powers and responsibilities in Canada’s federal system are subjects of ongoing negotiation.
- Canada’s history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.

EQ 11.3.2

**Historical Background**

The creation and expansion of the Dominion of Canada brought together separate colonies, each with its own history and identity. Successive governments of the new Dominion faced the challenge of taking Canada from a name on a map to a united and prosperous country that merited the support of its citizens. Addressing this challenge required political, economic, social, and cultural development.

From a political perspective, Canada encompassed most of the colonies that had initially stayed out of Confederation, assumed its present national borders (except for Newfoundland), created new provinces, claimed sovereignty over the Arctic, and strengthened its democratic institutions. Canada also began to take a role in international affairs, including the Boer War, the First World War, and membership in the League of Nations. In 1931, with the *Statute of Westminster*, Canada achieved full control over its foreign policy.

Economically speaking, Canada promoted the development of agriculture, forestry, mining, and industry, and created national communications and transportation systems, including the Canadian Pacific Railway.

From a social perspective, Canada encouraged large-scale immigration and created a foundation for a multi-ethnic, multicultural Canada. At the same time, in the West, the francophone population became a minority. Questions relating to the role of women and the right to vote, labour unions, and regional differences further challenged the new Dominion.

Culturally, successive Canadian governments set out to create a shared sense of Canadian identity so that people would see themselves as both Canadians and as British subjects.

Although these policies were somewhat successful, they had negative consequences for the First Nations, Métis and Inuit people in Canada. As the demographic profile of the country changed, federal government policies did not always equally benefit all regions and groups. As a result, governments assumed increased responsibilities in areas such as education, public health, policing, and taxation, and new demands arose for social and political reform. Throughout the period from 1867 to 1931, Canadians debated the kind of country they wanted Canada to be and what it meant to be Canadian. Unfortunately, many groups were excluded from the debate, including First Nations, Métis, and Inuit.

EQ 11.3.2

**Historical Content**

Select topics from the following list of suggested historical content to guide student inquiry:

1. Canadian expansion sea to sea

- Canada's vision for nation-building: CPR, settlement, agricultural and industrial development, dispossession of First Nations lands, and displacement of Métis (for more detail on the Métis and First Nations, see EQs 11.3.1 and 11.3.3)
- *Dominion Lands Act* (1872) (homesteading)
- Macdonald's National Policy (1879)
- Expanding Confederation: British Columbia (1871); Prince Edward Island (1873); Northwest Territories (1875); Saskatchewan and Alberta (1905)

2. Immigration and settlement

- Clifford Sifton's immigration policies and other immigration policies, racial immigration restrictions (e.g., Chinese Head Tax, restrictions on Asian immigration such as the Continuous Passage Regulation that resulted in the Komagata Maru incident)
- Arrival in the West of Ukrainian, Mennonites, Doukhobors, Icelanders, Ontario settlers...
- Impact of immigration on Canada, social and demographic change, challenges of integration
- Manitoba schools question
- Debate about Canadian identity, emerging pluralism, emerging nationalism in Québec

3. Growth and industrialization

- Exploitation of natural resources (e.g., agriculture, mining [gold rushes, coal, metallic minerals]; logging, fisheries...)
- Impact of growth in transportation and communication
- Effects of industrialization and urbanization: growth of cities, trade unions, Winnipeg General Strike (1919)

4. Social reform

- The role of women: women in the workforce (including during the First World War), Nellie McClung and suffrage in Manitoba (1916); Persons Case (1929); prohibition and temperance
- Western discontent: tariffs and freight rates; agrarian reform (grain growers association, start of cooperatives, and emergence of United Farmers movement)

EQ 11.3.2

**5. Political change**

- Federal-provincial relations; Oliver Mowat and provincial rights, changing and expanding role of government, social programs, education, public health, labour, public services
- Defining political institutions (e.g., external affairs, free trade, Laurier liberalism, King-Byng affair [1926])

(Note: The social impact of the First World War may be studied in this EQ or in EQ 11.3.4. on page III-78)

Alternate Approaches To Organizing Content for this Learning Experience

1. The Prime Ministers of Canada (1867–1931)

- John A. Macdonald (Conservative) (1867–1873; 1878–1891)
- Alexander Mackenzie (Liberal) (1873–1878)
- Wilfrid Laurier (Liberal) (1896–1911)
- Robert Borden (Conservative) (1911–1920)
- Arthur Meighen (Conservative) (1920–1921; 1926)
- William Lyon Mackenzie King (Liberal) (1921–1926; 1926–1930)

2. Challenges facing Canadian government

- Creating/strengthening national unity/identity
- Economic growth
- Federal-provincial relations
- Relationship with Britain (Note: Refer to EQ 11.3.4. on page III-78)
- Relationship with the United States (Note: Refer to EQ 11.3.4. on page III-78)
- Social security
- Language and cultural issues
- Relationship with First Peoples (Note: Refer to EQ 11.3.4. on page III-78)

(Note: Students should understand that the policies governments adopted to deal with these challenges were not necessarily effective or defensible, and that they often gave rise to controversy and disagreement.)

EQ 11.3.2

**NOTE**

See “Planning for Teaching and Learning” on page II-46

**Learning Resources**

- *Manitoba: Digital Resources on Manitoba History*
This site includes a variety of digital resources about Manitoba history, including maps, photographs, books, and newspaper articles.
www.manitoba.ca/content/en
- *Library and Archives Canada: The Canadian West*
This site includes a variety of examples of posters that the federal Department of the Interior and travel companies produced to promote western immigration in Canada.
www.collectionscanada.gc.ca/canadian-west/052920/05292052_e.html
- *Statistics Canada: 100 Years of Immigration in Canada*
This site links to a PDF of an article that looks at changes in Canadian immigration during the 20th century.
<http://www5.statcan.gc.ca/bsolc/olc-cel/olc-cel?lang=eng&catno=11-008-X20000025164>
- *Manitoba Education Library*
Teachers can access this site to borrow a copy of *1919: The Winnipeg General Strike Educational Kit* (Manitoba Education Library call number K 331.892971 S87).
www.edu.gov.mb.ca/k12/iru
- *Government of Canada: Citizenship and Immigration: Clifford Sifton*
This site links to an archived copy of *Forging Our Legacy: Canadian Citizenship and Immigration, 1900–1977*, which includes an overview of Clifford Sifton and his policies on immigration.
www.cic.gc.ca/english/resources/publications/legacy/chap-2.asp
- *Komagata Maru: Continuing the Journey*: This website tells the story of the Komagata Maru incident of May 23, 1914, when a crowded ship from Hong Kong carrying 376 passengers from India arrived in Vancouver. The ship was not allowed to dock, and, even though they were British subjects, the passengers were sent back to India because Canada had established a “Continuous Passage” regulation that was designed to prevent people from India from immigrating to Canada.
<http://komagatamarujourney.ca/incident>

NOTES

Planning Template

11.3.2

**Core Concept:
Citizenship**

Essential Question

- *How did territorial expansion, immigration, and industrialization change life for men and women in Canada?*

Enduring Understandings

- *Immigration has helped shape Canada's history and continues to shape Canadian society and identity.*
- *The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.*
- *The role of government and the division of powers and responsibilities in Canada's federal system are subjects of ongoing negotiation.*
- *Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.*

Historical Thinking Concepts and Skills

Historical Content Focus

Student Tasks to Demonstrate Learning

Assessment of learning

Assessment as, for learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Manitoba: Digital Resources on Manitoba History*
- *Library and Archives Canada: The Canadian West*
- *Statistics Canada: 100 Years of Immigration in Canada*
- *Manitoba Education Library*
- *Government of Canada: Citizenship and Immigration: Clifford Sifton*
- *Komagata Maru 1914-2014: Generations, Geographies and Echoes Project*

EQ 11.3.3



Essential Question 11.3.3

How did Canada’s relationship with First Nations, Métis, and Inuit peoples change after Confederation?

Historical Thinking Concepts

- HS** Establish historical significance
- E** Use primary source evidence
- C&C** Identify continuity and change
- C↔C** Analyze cause and consequence
- HP** Take historical perspectives
- ED** Understand the ethical dimensions of history



Description of the Learning Experience

Students explore changes in First Nations and Métis life brought about by the decline of the fur trade and buffalo hunt and by the arrival of settlers in the West. They acquire knowledge of the numbered treaties and the different understandings of the treaties held by the First Nations and the Canadian government. Students also examine the *Indian Act* and issues related to the creation of reserves and residential schools, as well as the resultant marginalization and attempts at assimilation of First Nations.

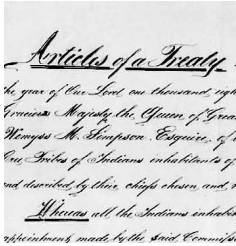
Learning and Assessment Focus

Students will apply historical thinking concepts and engage in inquiry on selected historical content as they focus on the following enduring understandings.

Enduring Understandings

- First Nations, Inuit, and Métis peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions.
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.
- First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada, along with recognition and affirmation of their existing Aboriginal and treaty rights.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.

EQ 11.3.3



Historical Background

The decline of the fur trade in the 19th century, along with increasing European settlement, fundamentally changed the relationship between First Nations, Métis, and Inuit peoples and Europeans. As a result of new settlement and colonial policies, First Nations in post-Confederation Canada became increasingly marginalized and were no longer treated as equals and allies, but as inferiors, dependents, and impediments to civilization.

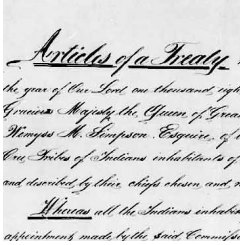
First Nations in Western Canada lived as autonomous and self-governing peoples prior to and during the early years of European arrival and settlement. First Nations were the majority population and participated in the fur trade on their own terms. European and Canadian fur traders knew their success depended on the cooperation of First Nations, and they cultivated relationships based on partnership and equality.

This relationship changed in the 1870s. The Dominion of Canada was anxious to open up the West to Canadian and European settlement, and negotiated the numbered treaties with First Nations. Although these treaties recognized certain rights, they extinguished Aboriginal title to First Nations lands and relegated First Nations to reserves. In addition, the Canadian government pursued a policy of assimilation, most notably through the passage of the *Indian Act* and the creation of Indian residential schools—both of which were specifically intended to eliminate Aboriginal traditions and cultures. In spite of the fact that treaties were nation-to-nation agreements that implicitly acknowledged First Nations autonomy, the Canadian government did not honour the terms of these treaties. This led to the increasing social, economic, and political marginalization of First Nations.

After Confederation, events in the West also had profound effects on the Métis. As discussed in EQ 11.3.1, Métis resistance to the Canadian government and negotiation of Métis rights led to Manitoba's entry into Confederation in 1870. Despite the seminal role of the Métis in bringing Manitoba into Confederation, their defeat at Batôche in 1885 and the subsequent massive influx of immigrants led to the political, economic, and social marginalization of the Métis. They would become known as Canada's "forgotten people."

The creation of the Northwest Territories in 1870 began a process of change for the Inuit in the far North. This time period saw the arrival of explorers, missionaries, fur traders, fishers, and whalers, as well as the North West Mounted Police, all contributing to rapid social, economic, and cultural change. As was the case with First Nations, the Inuit were ravaged by European diseases. The long-term effects brought about by increasing contact with non-Inuit cultures are still evident today, including the introduction of non-traditional goods such as liquor, the imposition of an alien legal system, and the transition from a traditional to a wage-based economy.

EQ 11.3.3



The continuing challenge for First Nations, Métis, and Inuit peoples was how to establish a relationship with Canada that would guarantee justice and equality and allow them to retain the benefits of their traditional cultures.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. From allies to subordinates

- Colonialism and eurocentrism: *Gradual Civilization Act* (1857)
- Transition from Peace and Friendship treaties to extinguishment of Aboriginal title to the land
- The numbered treaties (1870s and beyond)
- Negotiating the treaties, role of the Crown, terms of the treaties; Aboriginal rights; government promises; creation of reserves; relevance of the treaties today (e.g., fishing and hunting rights)
- Differing understandings of the treaties: oral versus written tradition; treaty as a sacred covenant; treaty as a nation-to-nation agreement

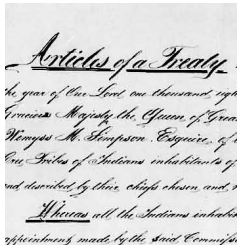
2. The Indian Act (1876)

- Intent of the *Indian Act*: assimilation and control, main provisions
- Impact of the *Indian Act* on First Nations (e.g., identity and registration, gender distinctions, band council, pass system, role of Indian commissioner and agent, economic and political marginalization of reserves)

3. Assimilationist policies

- Residential schools (1870s–1960s) aims and consequences, role of churches, government
- Suppression of First Nations languages and cultural practices (e.g., potlatch, sun dance)
- Issues of citizenship (e.g., right to vote)
- First Nations participation in the First World War; enfranchisement

EQ 11.3.3

**NOTE**

See “Planning for Teaching and Learning” on page II-46

**Learning Resources**

- *Aboriginal Affairs and Northern Development Canada: Treaty Texts*
On this site, “read transcripts of the treaties dating from the mid 1700s to the early 1900s. The treaty texts have been formatted and clearly typed, instead of their original format, for easy reading and printing.”
www.aadnc-aandc.gc.ca/eng/1370373165583/1370373202340
- *Library and Archives Canada: Prohibition of the Potlatch Ceremony*
“On July 7, 1883, Governor General Lorne approved an order-in-council recommending the suppression of the potlatch custom practiced by the Native peoples of the northwest coast of British Columbia. Two years later, the potlatch was declared illegal, and the prohibition remained in force until 1951.” This webpage provides information about this ceremony and its suppression.
www.collectionscanada.gc.ca/decret-executif/023004-3062-e.html
- *Treaty Relations Commission of Manitoba*
This site provides information on the Treaty Relations Commission of Manitoba and its efforts to “enhance and maintain positive intergovernmental relations and cooperation, conduct independent research that advances discussion on Treaty related issues, and facilitate public understanding of the importance and role of Treaty making in building a stronger and healthier nation.”
www.trcm.ca

Planning Template

11.3.3

Essential Question

- How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?

**Core Concept:
Citizenship**

Enduring Understandings

- First Nations, Inuit, and Métis peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions.
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from autonomous co-existence to colonialism to the present stage of renegotiation and renewal.
- First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada, along with recognition and affirmation of their existing Aboriginal and treaty rights.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.

Historical Thinking Concepts and Skills

Historical Content Focus

Student Tasks to Demonstrate Learning

Assessment of learning

Assessment as, for learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Aboriginal Affairs and Northern Development Canada: Treaty Texts*
- *Library and Archives Canada: Prohibition of the Potlatch Ceremony*
- *Treaty Relations Commission of Manitoba*

EQ 11.3.4



Essential Question 11.3.4

How was Canada’s identity as a nation shaped by the First World War and by its changing relationship to Great Britain and the world?

Historical Thinking Concepts

- HS** Establish historical significance
- E** Use primary source evidence
- C&C** Identify continuity and change
- C↔C** Analyze cause and consequence
- HP** Take historical perspectives
- ED** Understand the ethical dimensions of history



Description of the Learning Experience

Students explore Canada’s subordinate status in international affairs as a member of the British Empire in the years following Confederation, and they investigate Canada’s involvement in the First World War, including military contributions and events on the home front. Students develop an understanding of Canada’s increasing independence in foreign affairs in the post-war period leading up to the *Statute of Westminster*, which granted Canada full control over its foreign policy.

Learning and Assessment Focus

Students will apply historical thinking concepts and engage in inquiry on selected historical content as they focus on the following enduring understandings.

Enduring Understandings

- British cultural traditions and political institutions have played a role in shaping Canadian history and identity.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French-British colonial rule to a self-governing confederation of provinces and territories.
- Canada continues to be influenced by issues of war and peace, international relations, and global interactions.
- Since the beginning of the 20th century, Canada has played an increasingly active role in world affairs through trade and development, military engagement, and participation in international organizations.

EQ 11.3.4



Historical Background

In 1867, Canada was a self-governing dominion with respect to domestic affairs. However, Britain still made decisions for its colonies regarding international affairs. Canada was a member of the British Empire and, until the post-First World War period, had its external affairs largely controlled by Great Britain. Canada's head of state was a Governor General who was appointed by Britain and who served as representative of the British monarch. Canada was expected to support the mother country and was automatically involved when Britain entered the First World War in 1914 (although free to decide just what part it would play).

Canada made important military contributions to the Western Front, as well as to the war at sea and in the air. Canada's reputation was enhanced in 1917 with membership in the Imperial War Cabinet, giving it an important voice in war planning. Mobilization in support of the war effort at home resulted in significant economic growth and a new sense of pride and independence among Canadians. This was in spite of serious disagreements about conscription, in particular between anglophones and francophones.

At the end of the Great War, Canada became a member of the League of Nations in its own right, thereby winning recognition that it was more than simply a colony of Great Britain. The passage of the *Statute of Westminster* in 1931 gave Canada and other British colonies the right to make their own foreign policy decisions without seeking British approval. Even before this, Canadian governments had begun to have a voice in decisions that affected Canada. This was usually the case in decisions involving the United States that also affected Canada, as in the *Treaty of Washington* of 1871, the Alaska boundary dispute settlement of 1903, or the *Boundary Waters Treaty* of 1909. The first international treaty that Canada signed on its own behalf, without having to seek British approval, was the *Halibut Treaty* of 1923, which regulated fishing in Canadian-American coastal border waters. The transition from colonial status (1867) to control over foreign policy (1931) and finally to full constitutional independence (1982) is an important theme in Canadian history.

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Emerging Canadian sovereignty (1867–1914)

- Affirming Canada's presence as an independent nation: Treaty of Washington (1871); Imperial (Colonial) Conferences (1887–1914); Borden and the Imperial War Cabinet (Resolution IX, 1918)

Becoming a Sovereign Nation (1867–1931)

EQ 11.3.4



- Canada-U.S. relations: fishing rights on Pacific coast; Alaska Boundary issue (1903); International Joint Commission (1909)
- Laurier and Canadian autonomy (e.g., Boer War [1899–1902], Department of External Affairs [1909], and Naval Service Bill [1910])

2. Canada and the First World War (1914–1918)

- Origins of the war; brief overview of rising European nationalism and militarism
- Canada supports Britain and enters the war; Imperial War Cabinet
- Canada's military contribution: the Western Front and trench warfare; major battles (e.g., Ypres [1915], Somme [1916], Vimy Ridge [1917], Passchendaele [1917], 100 Days [1918])
- Significant involvement of Aboriginal peoples
- Conscription crisis (1917)
- The home front: war industries; popular support for war effort; role of women; propaganda; enemy aliens (e.g., Ukrainian internment) (Note: Refer to social change in EQ 11.3.2.)
- Armistice (1918)

3. Canada and the world (1918–1931)

- Treaty of Versailles (1919), Canada signs independently
- Canada joins League of Nations (1920)
- Mackenzie King (1921–1930) and increasing assertion of Canadian independence from Britain (e.g., Chanak Affair [1922], Halibut Treaty [1923], Balfour Declaration [1926], establishment of Canadian diplomatic offices abroad)
- *Statute of Westminster* (1931)

EQ 11.3.4

**NOTE**

See “Planning for Teaching and Learning” on page II-46

**Learning Resources**

- *John A. MacDonal and Sir Wilfred Laurier Speeches*
“The Historica-Dominion Institute has launched this new interactive website dedicated to informing Canadians of the accomplishments and legacy of Canada’s two great nation-builders, John A. Macdonald and Wilfred Laurier.”
www.macdonald-laurier.ca/en/home
- *MacDonald-Laurier Political Cartoons*
www.macdonald-laurier.ca/en/macdonald/macdonald-cartoons
- *Manitobia: Winnipeg General Strike*
This website includes a variety of resources regarding the 1919 Winnipeg General Strike, including photos, newspaper articles, diaries, and records.
http://manitobia.ca/content/en/search_result.xml?query=winnipeg+general+strike
- *Statute of Westminster, 1931 (text)*
This site includes selected text from the 1931 Statute of Westminster.
<http://thecanadianencyclopedia.com/articles/statute-of-westminster-1931-document>
- *Parliament of Canada: Bill C-331: Ukrainian Canadian Restitution Act*
This Parliament of Canada site includes the text of Bill C-331: The Ukrainian Canadian Restitution Act of 2001.
www.parl.gc.ca/HousePublications/Publication.aspx?DocId=2331189&File=16

11.3.4

**Core Concept:
Citizenship**

Essential Question

- *How was Canada's identity as a nation shaped by the First World War and by its changing relationship to Great Britain and the world?*

Enduring Understandings

- *British cultural traditions and political institutions have played a role in shaping Canadian history and identity.*
- *The history of governance in Canada is characterized by a transition from Indigenous self-government through French-British colonial rule to a self-governing confederation of provinces and territories.*
- *Canada continues to be influenced by issues of war and peace, international relations, and global interactions.*
- *Since the beginning of the 20th century, Canada has played an increasingly active role in world affairs through trade and development, military engagement, and participation in international organizations.*

Historical Thinking Concepts and Skills

Historical Content Focus

Student Tasks to Demonstrate Learning

Assessment of learning

Assessment as, for learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *John A. MacDonald and Sir Wilfred Laurier Speeches*
- *MacDonald-Laurier Political Cartoons*
- *Manitoba: Winnipeg General Strike*
- *Statute of Westminster, 1931 (text)*
- *Parliament of Canada: Bill C-331: Ukrainian Canadian Restitution Act*

