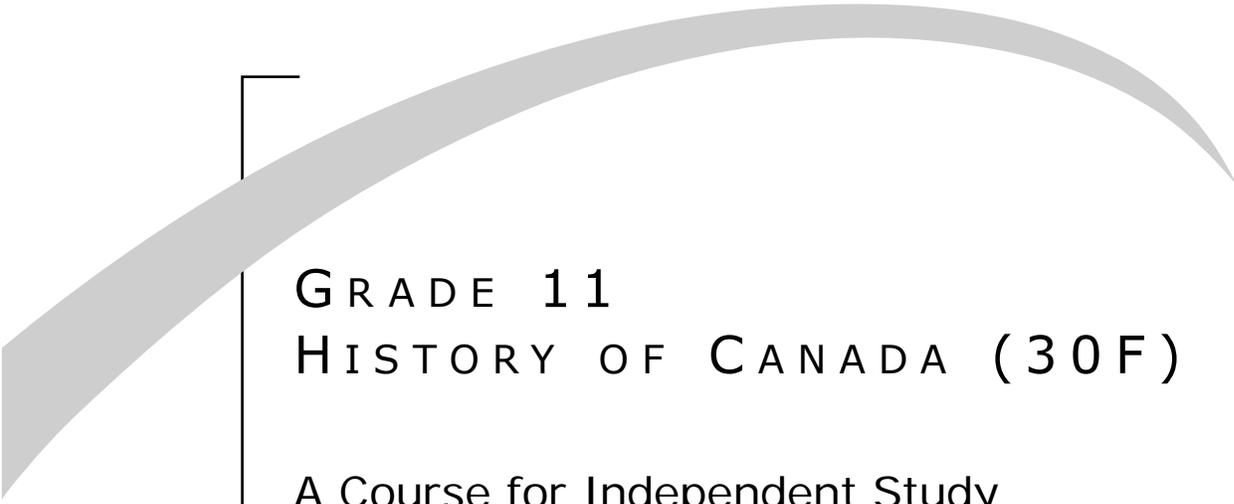


Grade 11 History of Canada (30F)

A Course for Independent Study

Field Validation Version



GRADE 11
HISTORY OF CANADA (30F)

A Course for Independent Study

Field Validation Version

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Available in alternate formats upon request.

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INTRODUCTION

Welcome

Welcome to Grade 11 History of Canada! Grade 11 History of Canada is organized around the following question for historical inquiry:

“How has Canada’s history shaped the Canada of today?”

You will investigate the history of Canada from pre-contact time to the present. It is important to keep the above question in mind as you work your way through the course. By the time you finish this course, you will be prepared to respond to that question. To help prepare you for this, the above question has been chunked into smaller questions with more focus. These are known as **Essential Questions**. Every chapter in *Shaping Canada*, your textbook for this course, will discuss one Essential Question. In order to make sense of these questions, you will develop **Historical Thinking Concepts** and acquire **Enduring Understandings**.

Enduring Understandings are related to five themes in History of Canada:

1. First Nations, Métis, and Inuit Peoples
2. French-English Duality
3. Identity, Diversity, and Citizenship
4. Governance and Economics
5. Canada and the World.

Historical Thinking Concepts are the skills you will need to develop for a successful historical inquiry, which include:

1. Establish historical significance
2. Use primary source evidence
3. Identify continuity and change
4. Analyze cause and consequence
5. Take historical perspectives
6. Understand ethical dimensions of history

As a student in a course for distance learning, you have taken on a dual role – that of a student and a teacher. As a student, you are responsible for mastering the chapters and completing the learning activities and assignments at the end of each chapter and cluster. As a teacher, you are responsible for checking your work carefully, noting your areas of weakness, and motivating yourself to succeed.

What Will You Need?

You are required to have the textbook for this course, as there is no actual course content in this package. The textbook is called *Shaping Canada: Our History: From Our Beginnings to the Present*, and can be purchased from the Manitoba Text Book Bureau (MTBB). You will also need a notebook where you can compile your completed learning activities and assignments.

This course does not require you to have access to the Internet, but it may be a useful tool for you to successfully complete the learning activities and assignments. It may also be useful to have access to a photocopier. This way you can make a copy of your work before you send it to your tutor/marker. Then you and your tutor/marker will both have a copy of your work, should you need to discuss it.

Textbook Order Information:

- *Shaping Canada: Our History: From Our Beginnings to the Present, Student Edition* (published by McGraw-Hill) (Print) Grade(s): 11 (MTBB stock number – student text #10391)

MTBB contact information

- Website: www.mtbb.mb.ca
- Toll-free: 1-866-771-6822

What Will You Learn?

The course is structured according to the clusters and chapters in *Shaping Canada*. There are five clusters in the textbook that consist of three to four chapters, which are based on the Essential Questions of this course. In each chapter, you will read the pages listed in the course package and then complete the **learning activity** related to the section you just read. At the end of every chapter is an **assignment** that you will need to complete and send in to your tutor/marker for assessment. The five clusters are as follows:

- Cluster 1: *First Peoples and Nouvelle-France* (before 1763)
- Cluster 2: *British North America* (1763 to 1867)
- Cluster 3: *Becoming a Sovereign Nation* (1867 to 1931)
- Cluster 4: *Achievements and Challenges* (1931 to 1982)
- Cluster 5: *Defining Contemporary Canada* (1982 to present)

Assessment: How Will You Know How Well You Are Learning?

You will know how well you are learning by your evaluation in the following:

Learning Activities



One of the easiest and fastest ways to find out how much you have learned is by completing the learning activities. These have been designed to let you assess yourself by comparing your answers with the answer keys at the end of the respective clusters. You will need a notebook to write down your answers. For the most part, there is a learning activity after every required reading section.

Besides giving you feedback, the learning activities will help you practise what you have learned and prepare you to successfully complete your assignments and examinations. Many of the questions on the examinations will be similar to the questions in the learning activities. Remember that you do not need to send your learning activities to your tutor/marker.

Assignments



At the end of every chapter is an assignment. Within these assignments are questions and tasks that relate to the Essential Question of the chapter. The assignment component of this course is worth 60 percent of your final mark. In order to do well on each assignment, you should complete all learning activities first and check your answers in the answer key provided. Remember to keep all assignments that have been marked and returned to you, as you will need to review them for the examinations.

Examinations



The midterm examination is based on Cluster 1 through 3 and is worth 20 percent of your final mark. The final examination is based on Clusters 4 and 5 and is also worth 20 percent of your final mark. In order to do well on these examinations, you should review all of the work that you have completed for each cluster, including all learning activities and assignments.

You are responsible for applying for your examinations and making arrangements to have them sent to your proctor from the Independent Study Option office. When you write your examinations, you will be supervised by a proctor.

- **If you are attending school**, ask your school's Independent Study Option (ISO) school facilitator to add your name to the ISO examination eligibility list. Do this at least three weeks prior to the next scheduled examination week.
- **If you are not attending school**, check the **Examination Request Form** for options available to you. The form was mailed to you with this course. Three weeks before you are ready to write the examination, fill in the Examination Request Form and mail or fax it to:

ISO Registration
 555 Main Street
 Winkler MB R6W 1C4
 Fax: 204-325-1719
 Telephone: 1-800-465-9915

Practice Examinations



To help you succeed in your examinations, we have created a Midterm Practice Examination and a Final Practice Examination. They, along with their answers, are found at www.edu.gov.mb.ca/k12/dl/downloads/index.html.

Chapters

Each cluster in this course is made up of several chapters, each related to *Shaping Canada*. Within each chapter are learning activities and an assignment at the end of the chapter. In general, the structure of each chapter is as follows:

- **Introduction:** Each chapter begins by describing what you will be learning. Topics for each chapter relate to that chapter's Essential Question.
- **Required Reading:** The content for this course can be found in *Shaping Canada*. The readings have been assigned according to the sections within each chapter of *Shaping Canada*. Follow the course package, as not every page of the textbook is essential for this course.
- **Summary:** Each chapter ends with a summary of the content you learned in that chapter.
- **Learning Activities:** After one or two required reading sections is a learning activity. These will help you learn about the chapter's Essential Question and prepare you for the assignments, the midterm examination, and the final examination. Once you have completed a learning activity, you should check your answers with the answer key found at the end of the applicable cluster.

- **Assignments:** Assignments are found at the end of each chapter. In total, assignments will be worth 60 percent of your final mark. You will mail or email all your completed assignments to your tutor/marker for assessment.

Assistance: Who Can Help You with this Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete a learning activity or assignment, you must tell yourself to be responsible for your learning and for meeting deadlines. There are, however, two people who can help you be successful in this course: your tutor/marker and your learning partner.

Your Tutor/Marker

Tutor/markers are experienced educators who tutor independent students and mark assignments and examinations. When you are having difficulty with something in this course, be sure to contact your tutor/marker, who is there to help you. Your tutor/marker's name and contact information was sent to you with this course. If you are not sure how to contact your tutor/marker, phone the ISO office at 1-800-465-9915.

Your Learning Partner



A learning partner is someone **you choose** who will help you learn. It may be someone who knows something about the history of Canada or history in general, but it doesn't have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable, and who will support you as you work through this course.

Your learning partner can help you keep a schedule with course work, help you make sense of assignments, read the course with you, or look at your learning activities and respond to them. He or she can also help you study for your midterm examination and your final examination.

A Very Brief Guide to Writing an Essay

From time to time in this course, you will be asked to write a response in essay format. If you are unclear on how to write an essay or wish to have further guidance about structuring essays, a guide to writing essays has been included in the Appendix section of this course. This guide is called "A Very Brief Guide to Writing an Essay." Even if you are a confident essay writer, it may be a good idea to refer to this guide before beginning an essay as it may provide you with some helpful tips.

Time: How Long Will it Take You to Complete this Course?

Learning through independent study has several advantages over learning in the classroom. You are in charge of how you learn and you decide how quickly you will complete the course. You do not have to wait for your teacher or classmates, and you can read as many lessons as you wish in a single session.

From the date of your registration, you have a maximum of 12 months to complete the course, but the pace at which you proceed is up to you. Read the next few pages to get a recommendation on how to pace yourself.

Sample Chart A: Semester 1

If you want to start the course in September and complete it in January, you can follow the timeline suggested below.

Cluster	Completion Date
Cluster 1	End of September
Cluster 2	End of October
Cluster 3	Middle of November
Midterm Examination	End of November
Cluster 4	End of December
Cluster 5	Middle of January
Final Examination	End of January

Sample Chart B: Semester 2

If you want to start the course in January and complete it in June, you can follow the timeline suggested below.

Cluster	Completion Date
Cluster 1	End of February
Cluster 2	End of March
Cluster 3	Middle of April
Midterm Examination	End of April
Cluster 4	Middle of May
Cluster 5	End of May
Final Examination	Beginning of June

Sample Chart C: Entire School Year

If you want to start the course in September and complete it in June, you can follow the timeline suggested below.

Cluster	Completion Date
Cluster 1	Middle of October
Cluster 2	Middle of December
Cluster 3	Beginning of February
Midterm Examination	End of February
Cluster 4	Middle of April
Cluster 5	Middle of May
Final Examination	Beginning of June

Note about Timelines

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it immediately. Remember, it may take over a week for your work to travel through the mail, so make sure you leave enough time for that. It may also take a few weeks for your tutor/marker to assess your work and return it to you or to your school.

If you need this course to graduate this school year, remember to schedule and complete your final examination by June 1.

Submission of Assignments: When and How Do You Submit Assignments to Your Tutor/Marker?

When to Submit Assignments

While working on this course, you will mail or email completed assignments to your tutor/marker five times. Each time you send assignments, you must include the applicable Cover Sheet, which you will find at the end of this Introduction. The following chart shows you exactly what assignments you will be mailing or emailing.

SUBMISSION OF ASSIGNMENTS

MAILING	CLUSTER	ASSIGNMENTS YOU WILL MAIL OR EMAIL
Mailing 1	Cluster 1 <i>First Peoples and Nouvelle-France (before 1763)</i>	<ul style="list-style-type: none"> ■ Cluster 1 Cover Sheet ■ Assignment 1.0: What is history, and why do we study it? ■ Assignment 1.1: Who were the First Peoples, and how did they structure their world? ■ Assignment 1.2: Why did the French and other Europeans come to North America, and how did they interact with the First Peoples? ■ Assignment 1.3: How did First Peoples and Europeans interact in the Northwest, and what were the results?
Mailing 2	Cluster 2 <i>British North America (1763 to 1867)</i>	<ul style="list-style-type: none"> ■ Cluster 2 Cover Sheet ■ Assignment 2.1: How did British colonial rule change during this period, and what was its impact on life in North America? ■ Assignment 2.2: How did the fur trade, European settlement, and the rise of the Métis Nation transform life for the peoples of the Northwest? ■ Assignment 2.3: Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?
Mailing 3	Cluster 3 <i>Becoming a Sovereign Nation (1867 to 1931)</i>	<ul style="list-style-type: none"> ■ Cluster 3 Cover Sheet ■ Assignment 3.1: Why did the Métis resist the westward expansion of Canada, and what were the consequences? ■ Assignment 3.2: How did territorial expansion, immigration, and industrialization change life for men and women in Canada? ■ Assignment 3.3: How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation? ■ Assignment 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?
Mailing 4	Cluster 4 <i>Achievements and Challenges (1931 to 1982)</i>	<ul style="list-style-type: none"> ■ Cluster 4 Cover Sheet ■ Assignment 4.1: How did Canada seek to establish economic security and social justice from the period of the Great Depression to the patriation of the Constitution? ■ Assignment 4.2: How did the establishment of national institutions contribute to defining Canadian identity? ■ Assignment 4.3: How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community? ■ Assignment 4.4: How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Québec?
Mailing 5	Cluster 5 <i>Defining Contemporary Canada (1982 to present)</i>	<ul style="list-style-type: none"> ■ Cluster 5 Cover Sheet ■ Assignment 5.1: How has Canada been shaped by the <i>Canadian Charter of Rights and Freedoms</i>, cultural diversity, and demographic and technological change? ■ Assignment 5.2: How has the question of national unity influenced federalism, constitutional debate, and political change? ■ Assignment 5.3: How are First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination? ■ Assignment 5.4: How have Canada's international relations changed since 1982, and what should its global commitments be for the future?

What are the Ways to Submit Assignments?

In this course, you have the choice of either mailing or emailing your assignments.

- Each time you **mail** something, you must include the print version of the Cover Sheet (found at the end of the Introduction).
- Each time you **email** something, you must include the electronic version of the Cover Sheet (found at <www.edu.gov.mb.ca/k12/dl/downloads/index.html>).

Complete the information at the top of the Cover Sheet before mailing or emailing it along with your assignments.

Mailing Your Assignments



If you choose to mail your completed assignments, please photocopy all of the materials first so that you will have a copy of your work in case your package goes missing. You will need to place the applicable cluster Cover Sheet and assignments in an envelope, and address it to:

ISO Tutor/Marker
555 Main Street
Winkler MB R6W 1C4

Your tutor/marker will mark your work and return it to you by mail.

Emailing Your Assignments



If you choose to email your assignments, make sure you have saved copies of them before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker.

To email your completed assignments, you will first need to do one of the following:

- **If you are attending school**, please ask your ISO school facilitator (the person who signed your ISO Registration/Admission Form) for permission to email your assignments and to determine your school's procedure for emailing assignments/unsupervised tests. Contact your tutor/marker to confirm that the course material can be marked electronically.

- **If you are not attending school**, please obtain permission directly from your tutor/marker to submit your assignments electronically. Also, please confirm that the course material can be marked electronically.

How to Submit Your Work with Email

Please submit your work in the file types shown below (files must not exceed 5 MB):

- **Written Work:** Microsoft Word files (doc) or RTF files
- **Pictures and graphics:** JPEG or GIF files
- **Scanned file:** PDF files (save multiple pages in one file)

How to Send Your Email

1. Use the following format to compose your email.

To: distance.learning@gov.mb.ca
cc: [your ISO school facilitators' email address, if you attend school]
Subject: [Your Name] Grade 11 History of Canada
Attachment: Assignment 1.0; Assignment 1.1; Assignment 1.2; Assignment 1.3
Message: Assignments 1.0, 1.1, 1.2, and 1.3
Tutor/Marker: [your tutor/marker's name]
School: [your school's name if you attending school]

2. Attach your files (files must not exceed 5 MB).
3. Email your assignments to <distance.learning@gov.mb.ca>. **Do not email your assignments directly to your tutor/marker.** Email sent directly to the tutor/marker will be returned unread.

Your tutor/marker will mark your work and return it to you by email.

Guide Graphics: What Are They For?

Guide graphics are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.



Learning Activity: Complete a learning activity. This will help you review or practise what you have learned and to prepare for an assignment or an examination. You will not send learning activities to your tutor/marker. Instead, you will compare your responses to the Learning Activity Answer Key, found at the end of the applicable cluster.



Check Your Work: Check your answers in the Learning Activity Answer Key, found at the end of the applicable cluster.



Assignment: Complete an assignment. You will mail or email your completed assignments for each cluster to your tutor/marker for assessment (when instructed to do so).



Submit Assignments: It is now time to mail or email your completed assignments.



Examination: It is time to write your midterm or final examination.



Contact Your Tutor/Marker: It may be a good idea to contact your tutor/marker at this point.



Learning Partner: Ask your learning partner to help you with this task.



Note: Take note of and remember this important information.

Notes

GRADE 11 HISTORY OF CANADA

Cluster 1 Cover Sheet

Please place on top of your assignments to assist in proper recording of your work.

Send to:
ISO Tutor/Marker
555 Main Street
Winkler, MB R6W 1C4

Name: _____ Phone: _____

Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes Email: _____

School Name: _____

For Office Use Only

Cluster 1: The First Peoples and Nouvelle-France (before 1763)

Date Received: _____ Date Returned: _____

	Marks
<input type="checkbox"/> Assignment 1.0: What is history, and why do we study it?	____ /15
<input type="checkbox"/> Assignment 1.1: Who were the First Peoples, and how did they structure their world?	____ /15
<input type="checkbox"/> Assignment 1.2: Why did the French and other Europeans come to North America, and how did they interact with First Peoples?	____ /15
<input type="checkbox"/> Assignment 1.3: How did First Peoples and Europeans interact in the Northwest, and what were the results?	____ /15
Total:	____ /60

Remarks:

GRADE 11 HISTORY OF CANADA

Cluster 2 Cover Sheet

Please place on top of your assignments to assist in proper recording of your work.

Send to:
ISO Tutor/Marker
555 Main Street
Winkler, MB R6W 1C4

Name: _____ Phone: _____

Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes Email: _____

School Name: _____

For Office Use Only

Cluster 2: British North America (1763 to 1867)

Date Received: _____ Date Returned: _____

	Marks
<input type="checkbox"/> Assignment 2.1: How did British colonial rule change during this period, and what was its impact on life in North America?	____ /15
<input type="checkbox"/> Assignment 2.2: How did the fur trade, European settlement, and the rise of the Métis Nation affect the lives of the peoples of the Northwest?	____ /15
<input type="checkbox"/> Assignment 2.3: Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?	____ /15
Total:	____ /45

Remarks:

Category	Criteria		
Introduction to the Essay (2 marks)	(2 marks) <ul style="list-style-type: none"> Attracts the reader's attention Presents all of the main points in the essay Explains clearly the purpose of the essay 	(1.5 marks) <ul style="list-style-type: none"> Presents most of the main points in the essay Explains the purpose of the essay 	(1 mark) <ul style="list-style-type: none"> Presents some of the main points in the essay Explains vaguely the purpose of the essay
Organization of Ideas in the Essay (3 marks)	(3 marks) <ul style="list-style-type: none"> Presents all ideas in paragraph form and in logical order Includes strong transitions between all paragraphs and ideas 	(2 marks) <ul style="list-style-type: none"> Presents some ideas in paragraph form and may be in logical order Includes some transitions between paragraphs and ideas 	(1 mark) <ul style="list-style-type: none"> Presents few ideas in paragraph form and the order of ideas may be illogical Includes few or unclear transitions between paragraphs and/or ideas
Information in the Essay (6 marks)	(5 – 6 marks) <ul style="list-style-type: none"> Explains thoroughly why Canada was established from the perspective of the British Government and the perspective of the people who lived in the four colonies Explains thoroughly how the four colonies united to form the Dominion of Canada Demonstrates a strong understanding of the complexities of the ideas presented 	(3 – 4 marks) <ul style="list-style-type: none"> Explains somewhat clearly why Canada was established from the perspective of the British Government and the perspective of the people who lived in the four colonies Explains somewhat clearly how the four colonies united to form the Dominion of Canada Demonstrates some understanding of the complexities of the ideas presented 	(1 – 2 marks) <ul style="list-style-type: none"> Explains to a limited degree why Canada was established from the perspective of the British Government and the perspective of the people who lived in the four colonies Explains to a limited degree how the four colonies united to form the Dominion of Canada Demonstrates to a limited degree an understanding of the complexities of the ideas presented
Writing Style (2 marks)	(2 marks) <ul style="list-style-type: none"> Uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history Contains few spelling and grammar errors Contains complex terms, which are used in context and defined 	(1.5 marks) <ul style="list-style-type: none"> Uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history Contains spelling and grammar errors that distract from the essay Contains some complex terms that are used out of context or undefined 	(1 mark) <ul style="list-style-type: none"> Uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history Contains spelling and grammar errors that make the essay hard to read Does not contain any complex terms, or else they are not clearly defined
Conclusion to the Essay (2 marks)	(2 marks) <ul style="list-style-type: none"> Summarizes thoroughly the content of the essay 	(1.5 marks) <ul style="list-style-type: none"> Summarizes somewhat clearly the content of the essay 	(1 mark) <ul style="list-style-type: none"> Summarizes to a limited degree the content of the essay
Total:		/15	

GRADE 11 HISTORY OF CANADA

Cluster 3 Cover Sheet

Please place on top of your assignments to assist in proper recording of your work.

Send to:
ISO Tutor/Marker
555 Main Street
Winkler, MB R6W 1C4

Name: _____ Phone: _____

Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes Email: _____

School Name: _____

For Office Use Only

Cluster 3: Becoming a Sovereign Nation (1867 to 1931)

Date Received: _____ Date Returned: _____

	Marks
<input type="checkbox"/> Assignment 3.1: Why did the Métis resist the westward expansion of Canada, and what were the consequences?	____ /15
<input type="checkbox"/> Assignment 3.2: How did territorial expansion, immigration, and industrialization change life for men and women in Canada?	____ /15
<input type="checkbox"/> Assignment 3.3: How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?	____ /15
<input type="checkbox"/> Assignment 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?	____ /15
Total:	____ /60

Remarks:

Category	Criteria		
Information in the Essay (Possible 10 marks)	<p style="text-align: center;">(8 – 10 marks)</p> <ul style="list-style-type: none"> ■ Takes a clear position on whether Louis Riel was a hero, traitor, or insane. ■ Provides a clear definition of those terms (<i>hero, traitor, treason, insane</i>) that are discussed in the essay. ■ Provides a detailed description of Louis Riel's actions that could be described as heroic, treasonous, or insane. ■ Provides a detailed explanation of whether Louis Riel's actions were heroic, treasonous, or insane, based on the definitions of those terms and the descriptions of the actions. 	<p style="text-align: center;">(5 – 7 marks)</p> <ul style="list-style-type: none"> ■ Takes a vague position on whether Louis Riel was a hero, traitor, or insane. ■ Provides a vague definition of those terms (<i>hero, traitor, treason, insane</i>) that are discussed in the essay. ■ Provides a vague description of Louis Riel's actions that could be described as heroic, treasonous, or insane. ■ Provides a vague explanation of whether Louis Riel's actions were heroic, treasonous, or insane, based on the definitions of those terms and the descriptions of the actions. 	<p style="text-align: center;">(1 – 4 marks)</p> <ul style="list-style-type: none"> ■ Does not take position on whether Louis Riel was a hero, traitor, or insane. ■ Does not provide a definition of those terms (<i>hero, traitor, treason, insane</i>) that are discussed in the essay. ■ Does not provide a description of Louis Riel's actions that could be described as heroic, treasonous, or insane. ■ Does not provide an explanation of whether Louis Riel's actions were heroic, treasonous, or insane, based on the definitions of those terms and the descriptions of the actions.
Essay Format (Possible 5 marks)	<p style="text-align: center;">(4 – 5 marks)</p> <p><i>Introduction:</i></p> <ul style="list-style-type: none"> ■ Attracts the reader's attention. ■ Presents all of the main points in the essay. ■ Explains clearly the purpose of the essay. <p><i>Organization:</i></p> <ul style="list-style-type: none"> ■ Presents all ideas in paragraph form and in logical order. ■ Includes strong transitions between all paragraphs and ideas. <p><i>Writing Style:</i></p> <ul style="list-style-type: none"> ■ Uses language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history. ■ Contains few spelling and grammar errors that do not distract from the essay. ■ Contains complex terms, which are used in context and defined. <p><i>Conclusion:</i></p> <ul style="list-style-type: none"> ■ Summarizes thoroughly the content of the essay. 	<p style="text-align: center;">(2 – 3 marks)</p> <p><i>Introduction:</i></p> <ul style="list-style-type: none"> ■ Presents most of the main points in the essay. ■ Explains the purpose of the essay. <p><i>Organization:</i></p> <ul style="list-style-type: none"> ■ Presents some ideas in paragraph form and may be in logical order. ■ Includes some transitions between paragraphs and ideas. <p><i>Writing Style:</i></p> <ul style="list-style-type: none"> ■ Uses some language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history. ■ Contains spelling and grammar errors that distract from the essay. ■ Contains some complex terms that are used out of context or undefined. <p><i>Conclusion:</i></p> <ul style="list-style-type: none"> ■ Summarizes somewhat clearly the content of the essay. 	<p style="text-align: center;">(1 mark)</p> <p><i>Introduction:</i></p> <ul style="list-style-type: none"> ■ Presents some of the main points in the essay. ■ Provides a vague explanation of the purpose of the essay. <p><i>Organization:</i></p> <ul style="list-style-type: none"> ■ Presents few ideas in paragraph form and the order of ideas may be illogical. ■ Includes few or unclear transitions between paragraphs and/or ideas. <p><i>Writing Style:</i></p> <ul style="list-style-type: none"> ■ Uses limited language, word choice, sentence structure, and vocabulary for an academic audience of Grade 11 students studying Canadian history. ■ Contains spelling and grammar errors that make the essay hard to read. ■ Does not contain any complex terms or else they are not clearly defined. <p><i>Conclusion:</i></p> <ul style="list-style-type: none"> ■ Summarizes to a limited degree the content of the essay.
Total:		/15	

GRADE 11 HISTORY OF CANADA

Cluster 4 Cover Sheet

Please place on top of your assignments to assist in proper recording of your work.

Send to:
ISO Tutor/Marker
555 Main Street
Winkler, MB R6W 1C4

Name: _____ Phone: _____

Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes Email: _____

School Name: _____

For Office Use Only

Cluster 4: Achievements and Challenges (1931 to 1982)

Date Received: _____ Date Returned: _____

	Marks
<input type="checkbox"/> Assignment 4.1: How did Canada seek to establish economic security and social justice from the period of the Great Depression to the patriation of the Constitution?	____ /15
<input type="checkbox"/> Assignment 4.2: How did the establishment of national institutions contribute to defining Canadian identity?	____ /15
<input type="checkbox"/> Assignment 4.3: How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?	____ /15
<input type="checkbox"/> Assignment 4.4: How was Canadian federalism challenged by federal-provincial tensions and the debate over the status of Quebec?	____ /15
Total:	____ /60

Remarks:

GRADE 11 HISTORY OF CANADA

Cluster 5 Cover Sheet

Please place on top of your assignments to assist in proper recording of your work.

Send to:
ISO Tutor/Marker
555 Main Street
Winkler, MB R6W 1C4

Name: _____ Phone: _____

Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes Email: _____

School Name: _____

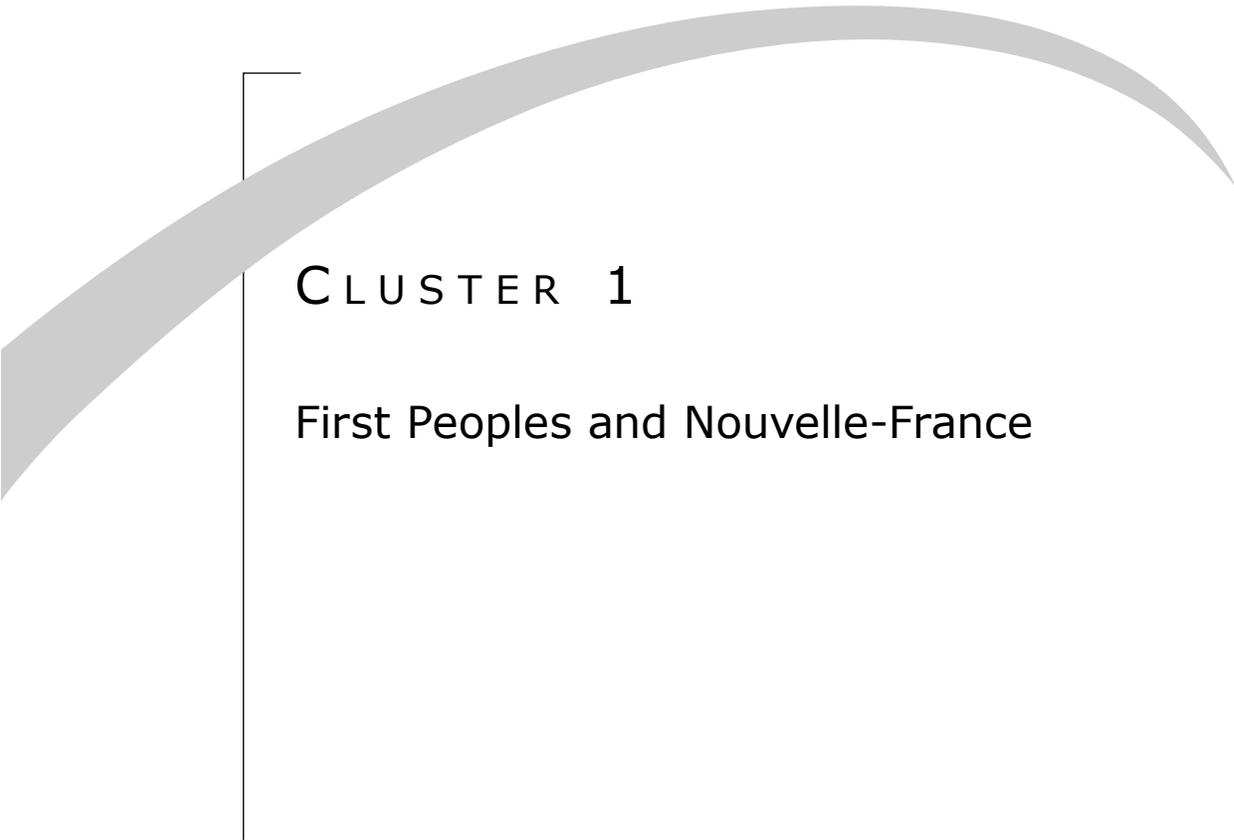
For Office Use Only

Cluster 5: Defining Contemporary Canada (1982 to present)

Date Received: _____ Date Returned: _____

	Marks
<input type="checkbox"/> Assignment 5.1: How has Canada been shaped by the <i>Canadian Charter of Rights and Freedoms</i> , cultural diversity, and demographic and technological change?	____ /15
<input type="checkbox"/> Assignment 5.2: How has the question of national unity influenced federalism, constitutional debate, and political change?	____ /15
<input type="checkbox"/> Assignment 5.3: How are First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?	____ /15
<input type="checkbox"/> Assignment 5.4: How have Canada's international relations changed since 1982, and what should its global commitments be for the future?	____ /15
Total:	____ /60

Remarks:



CLUSTER 1

First Peoples and Nouvelle-France

CLUSTER 1: FIRST PEOPLES AND NOUVELLE-FRANCE

Introduction

Welcome to Cluster 1 and the beginning of Grade 11 Canadian History. This cluster will help you gain an understanding of the role and purpose of history. It will also help you to explore the First Nations, French, and European contributions to early Canadian history. The time frame for the cluster is prehistory until 1763.

Note: Prehistory is the period of human history before written records were kept.

You will explore the following:

- What is history, and why do we study it?
- Who were the First Peoples, and how did they structure their world?
- Why did the French and other Europeans come to North America, and how did they interact with First Peoples?
- How did First Peoples and Europeans interact in the Northwest, and what were the results?



Cluster 1 consists of four chapters. Each chapter has some learning activities that you must complete. These will help you practise and review what you have learned. At the end of the cluster, you will find the answer keys to the learning activities, which you can use to check your answers. Each chapter within this course is directly related to the chapters in your textbook, *Shaping Canada*.

Assessment

Your tutor/marker will assess each of the assignments you will complete at the end of each chapter. When you have completed this cluster, you will mail or email your completed assignments to the Independent Study Office in Winkler, Manitoba. The staff there will then forward your work to your tutor/marker.

Assessment Checklist

- Prologue Chapter:**
Assignment 1.0: What is history, and why do we study it?
- Chapter 1:**
Assignment 1.1: Who were the First Peoples, and how did they structure their world?
- Chapter 2:**
Assignment 1.2: Why did the French and other Europeans come to North America, and how did they interact with First Peoples?
- Chapter 3:**
Assignment 1.3: How did First Peoples and Europeans interact in the Northwest, and what were the results?

Prologue Chapter: What is History?

Essential Question: What is history, and why do we study it?



Remember: Essential Questions target the most important understanding or knowledge of a topic. They are designed to help you get to the heart of the topic.

Introduction

In this chapter, you will study several important questions in the study of history, including the following:

- What is history?
- Why does history matter?

You will also be introduced to the following concepts of historical literacy:

- historical significance
- evidence
- continuity and change
- cause and consequence
- historical perspective
- ethical judgment

These concepts are highlighted throughout the textbook *Shaping Canada*, and will provide a framework for this course.

Getting Familiar with the Textbook

Read pages xi to xvii in *Shaping Canada*.





Remember:

- Do NOT send the learning activities to your tutor/marker.
- Learning activities are meant to help you understand the content and prepare for the midterm and final exams.
- Once you have completed a learning activity, you can check your answers in the answer key at the end of the cluster.
 - If you answered most of the questions correctly, then you should continue on in the course.
 - If you did not answer most of the questions correctly, then you most likely did not fully understand that part of the chapter. You will need to go back and look through that part of the chapter again. If you need to, have your learning partner help with the parts of the chapter you did not understand.
- Make sure that you understand the answers in the answer key, and that your answer includes those important points.
- Some learning activity questions do not have simple, straightforward answers. The answer key for these questions will contain elements of a good answer.



Note: This may be a good time to ask your learning partner for help. Remember, your learning partner is anybody you choose to help you with your course.



Learning Activity 1.1

Textbook Tour

Using your textbook *Shaping Canada*, answer the following questions:

1. On what pages would you find information about the Front de libération du Québec (FLQ)?
2. What is the figure number of the Manitoba Metis Federation?
3. Who is featured on page 380 and what did he do?
4. What does the “Getting Started” section at the beginning of each chapter provide?
5. What is the definition of “pluralistic”?

What is History and Why Do We Study It?

Read pages 2 to 4 in *Shaping Canada*.



Learning Activity 1.2

History, History Everywhere

Background:



It seems that study after study, poll after poll, are indicating that Canadians (and Americans) know little about their past. This is surprising considering history is referenced and interpreted in many aspects of our daily lives. Obvious places to find elements of history are street names, monuments, the names of our schools and airports, in museums, or in the origin of our statutory holidays. If you look closer, historical elements can be found in songs, TV, video games, fashion, and online. Thanks to advances in technology and media, history is now, more than ever, present and accessible in our everyday lives.

Think about the community in which you live. What type of community do you live in: a small town, a First Nation, a rural area, a municipality, or a city? Now, think about the name of your community. Where did the name come from? Is it named after a person? Read the following overviews of several place names in Manitoba. Answer the questions that follow.

I. Peguis First Nation

The Peguis First Nation was named after an Ojibwe Chief named Peguis. Peguis and his people made it possible for the first European settlers in Manitoba, known as the Selkirk Settlers, to survive during the initial years of their settlement. Located just south of modern-day Lockport, Manitoba, Chief Peguis established an Ojibwe agricultural settlement. For 30 years, Chief Peguis was the spokesman for his people against the misuse of Indian lands and was a defender of Aboriginal rights until his death in 1864.

II. Dauphin

The city of Dauphin got its name from nearby Dauphin Lake. The lake was named by an early French Canadian explorer, who claimed the areas for France and named the lake after the Dauphin of France. The word *dauphin* is French for “the eldest son of the King of France,” who was next in line to the French throne. Dauphin is now a centre of Ukrainian culture and home to Canada’s Ukrainian National Festival.

III. Thompson

Thompson was completely pre-planned and developed in 1956. The city was named for the president of the International Nickel Company, John F. Thompson, who was opening a mine two miles away.

IV. Selkirk

Selkirk is named for Thomas Douglas, 5th Earl of Selkirk (1771–1820), who established the Red River Settlement (1812) at the fork of the Red and the Assiniboine rivers. In recognition of the Earl’s importance in bringing settlers to the region, the town was named Selkirk and incorporated in 1882.

V. Alexander

Alexander is located 22 kilometres west of Brandon along the Trans-Canada Highway. There are several suggestions as to the origin of the name. Some say it was named after a CPR contractor, Prime Minister Sir John Alexander MacDonald, or a local pioneer, Alexander Spiers.

VI. Ethelbert

Ethelbert is a town 60 kilometres north of Dauphin. The name of the community is a boy-girl combination. A railway official supposedly named the village after his niece (Ethel) and his nephew (Bert).

VII. Morris

The community of Morris is situated about 50 kilometres south of Winnipeg and 50 kilometres north of the Canada-US border. It was named after Alexander Morris, the second Lieutenant-Governor of Manitoba. Morris had also served as the first Chief Justice of Manitoba and was instrumental in founding the University of Manitoba.

Questions:

1. All of the above Manitoba communities have one thing in common: they were named after people. Identify at least two people from the above communities that you think are the most historically important. Explain why you think each person you chose is historically important.
2. Who, in your view, has had the most long-term significance in Canadian history? Provide a reason for your choice.
3. List the names of the people who are “everyday” people. In what ways is the history of everyday people significant to historians?
4. If several historians were given the above questions, do you think they would all come up with the same answers? In other words, would they all think the same people are important and the same people are “everyday” people? Provide reasoning for your answer.

What is history and why do we study it? (*Continued*)

Read pages 5 to 13 in *Shaping Canada*.



Remember: Learning activities are there to help you understand the content. It is very important to understand the following Essential Questions and Historical Thinking Concepts. These will not only be integrated into your assignments but also into your exams. Pay close attention and make sure you understand them.



Learning Activity 1.3

Essential Questions and Historical Thinking Concepts

1. What is the goal of Essential Questions in the study of history? In other words, how can Essential Questions help you understand history?
2. Identify the six Historical Thinking Concepts and briefly summarize each.
3. Look at the five images on pages 2 and 3 of your textbook (Figures P-2 to P-6). Choose one image. Describe how at least three of the six Historical Thinking Concepts apply to the image you chose. Some background information is provided for each image. This information will help you with your responses. (Figure P-1 is done for you as an example. All six Historical Thinking Concepts are done for your benefit, but you only need to complete three of them for your chosen image.)

Historical Thinking Concepts: Figure P-1

The parfleche is not a significant feature in history. It is significant to those who are studying the daily life of the Dakota people.

The parfleche is a perfect example of a primary source. It was created and used by people of pre-contact North America.

The cause of the parfleche can be assumed. The creators of the container needed to store things easily. The consequence would be the development of the parfleche.

The parfleche can be considered a minor historical feature in the big scheme of things. It is a testament, however, to the innovation and evolution of technology within the culture. The process of constructing and decorating the container eventually became more advanced and complex as technology improved within the culture.

By interacting with actual objects used by people from the past, it is easier to put yourself in the shoes of those people. It helps to “bring them to life.”

The parfleche was created and used long before Europeans learned of the existence of North America. This object provides an insight into the development of communities in North America before contact. Previous views of history have not considered North American history before contact.



Learning Activity 1.4

Tutor/Marker Conversation



It is important to be able to communicate with your teacher (in a regular classroom) or your tutor/marker (in an ISO course) to successfully complete your course. Like a teacher, your tutor/marker is available to answer your questions and encourage you. In order to help you as much as possible, the tutor/marker has to get to know you.

In this part of the learning activity, you will make a phone call to your tutor/marker. Your tutor/marker is expecting your call.



Note: You can find your tutor/marker's phone number on the Record of Progress that came with this course. If you cannot find it, contact the ISO office at 1-800-465-9915.

Here is a list of steps you should follow to complete this section of the learning activity:

1. Contact your tutor/marker to make an appointment for the conversation. It may take up to 20 minutes on the phone, so you need to make sure that both of you are available for this time.
2. Before you make your conversation appointment, make sure you
 - have a copy of our course in front of you
 - jot down any questions that you might have about anything in the course
 - review the following tutor/marker questions to prepare for your conversation. (Your tutor/marker may not ask each of them, but review them anyway so that you will have something to say. The more your tutor/marker knows about you, the more he or she will be able to help you, so don't answer with just a "yes" or "no." Give as much information as you can.)
3. At the arranged appointment time, call your tutor/marker and have the conversation.

Tutor/Marker Questions:

1. Why are you taking this ISO course? (Is it to get a credit? ...to graduate? ...to be admitted into a post-secondary institution?)
2. Are you currently in school? (This may sound like a silly question, but many independent learners do not attend school.)
3. Are you taking other courses? If so, which ones?
4. Do you have a job? Is it full-time or part-time?
5. When is the best time for you and your tutor/marker to speak to each other on the phone for any future questions/concerns you or they may have?
6. When do you plan on working on the course—that is, what are the best times for you to study (time of day, weekday, weekend, etc.)?
7. When do you plan to finish this course?
8. What are your long- and short-term goals (jobs, careers, further study, etc.)?
9. Do you plan on emailing or mailing your assignments to your tutor/marker?
10. Have you selected a learning partner for this course? If so, who is this person?
11. Do you have any concerns about this course? If so, what are they? Would your tutor/marker be able to help you with them? How?



Assignment 1.0

What Is History, and Why Do We Study It? (15 marks)

1. In one sentence, clearly and concisely describe why it is important to study history. (1 mark)
2. Historians have to develop thorough and informed responses to Essential Questions. They do this through critical thinking. What are the three qualities of an effective critical thinker? (3 marks)
3. In general, history is a record and understanding of the past. This gets more complicated when you incorporate your experiences and view of the world into the definition of history. (2 marks each for 4 marks)
 - a. Looking at the six quotations on page 2 of your textbook, choose at least one and describe what the author's view of history might be based on his or her quotation. (2 marks) Note: To help you interpret the quotation's meaning, consider the following questions (These do NOT need to be answered; they are just to help you develop a response):
Do they think history is an accurate account of the past?
Do they think history tells the whole story of the past?

Do they think history is a list of facts?

Do they think history is a story of past events?

Would they focus on important people and dates or “everyday” people or both?

- b. What is your view of history? Provide a clear, concise reason for your opinion. Consider your background, previous history courses, and the quotations on page 2 of your textbook to help you develop an answer. (2 marks)
4. Historical Thinking Skills are vital to gain a proper understanding of history. (1 mark for part ‘a’ and 6 marks for part ‘b’ for a total of 7 marks)
- a. What is historical thinking? (1 mark)
- b. Imagine that you are a historian faced with each of the following scenarios. Using the six Historical Thinking Concepts, apply one to each scenario. Only one Historical Thinking Concept can be applied to each scenario and each concept is only used once. Write the abbreviation in the space provided in the left-hand column. (6 marks)
- Historical Significance: HS
 - Evidence: E
 - Continuity and Change: C&C
 - Causes & Consequence: C-C
 - Historical Perspective: HP
 - Ethical Dimension: ED

Historical Thinking Concept	Scenarios
	You come upon a diary written by a witness to the execution of Louis Riel in 1885.
	You are writing a research paper centred on the fur trade in Canada with emphasis on the practice of trading liquor with the First Nations in exchange for fur.
	You are collecting information concerning the Underground Railroad—the secret network that from 1810 to 1850 brought African-American slaves to Canada for freedom—and you have decided that one previously unknown slave is of particular importance.
	You are examining the passage of the <i>Rebellion Losses Bill</i> of 1849 and the connections to the Montreal Riots and the burning of the Canadian Parliament buildings.
	You are writing a section of a Grade 8 history book concerning the immigration of Irish people to Canada in the 1840s. To make it important to the students, you must imagine what it must have been like to make a 3,000 mile, six- or seven-week voyage from Ireland crammed into steerage in a “coffin ship,” which were so named because they were a breeding ground for diseases.
	You have a photograph of a city street, with its buildings, modes of transportation, people bustling about, and the names of many businesses evident. The photo is 100 years old. The street still exists in the same city today. You use the photo and the scene it depicts and a comparative measure to life in the present. What has changed? What has stayed the same?

Prologue Chapter Summary

History is the study of the past. Historians attempt to account for and make meaning of the past so that it can help us understand the present and make reasoned decisions about the future. Historical Thinking Concepts provide a structure from which we can study the past.

Now you that you have completed the prologue, you should be able to answer the Essential Question, "*What is history, and why do we study it?*"



Remember: A question similar to the above Essential Question may be on your exam.

Notes

CHAPTER 1: THE FIRST PEOPLES

Essential Question: Who were the First Peoples, and how did they structure their world?

Introduction

The history of the land that is present-day Canada stretches back thousands of years. Science and oral tradition provide us with differing explanations of when and how the First Peoples came to live in what is now called Canada. The First Peoples formed many self-governing nations and created a wide variety of cultures. An important element of Canada's history is the story of how the First Peoples related to each other, understood and explained their world, and organized their lives. As we shall see throughout this course, the First Peoples have played and continue to play an important part in Canadian history.

The Diversity and Origins of First Peoples in Canada

Read pages 19 to 22 in *Shaping Canada*.



Learning Activity 1.5

Diversity of First Peoples



1. Read the “Voices” sidebar on page 20 of your textbook. Levinia Nuqaalaaq Brown, an Inuk Elder from Rankin Inlet, Nunavut, calls the Inuit people “engineers and architects.” How can this description be applied to all First Peoples?
2. The textbook makes a comparison between the lives of First Nations on the northwest coast and the First Nations of the Great Plains. How did food source have a direct impact on the development of these First Nations cultures?



Remember: Learning activities are meant to help you understand the content you just read and practise the Historical Thinking Concepts. Also, some questions in the learning activities may be on your exam, so it is a good idea to do all of the questions in each learning activity.

The Diversity and Origins of First Peoples in Canada Traditional Worldviews of First Peoples in North America

Read pages 23 to 25, 27 to 28, and 31 to 35 in *Shaping Canada*.



Learning Activity 1.6

First Peoples Origins and World Views



1. Consider the term *oral tradition*:
 - a. What does this term mean?
 - b. Which cultures practise this tradition?
2. Look back to the creation story on pages 24 and 25 of your textbook. If you were a young Anishinaabe before Europeans landed in North America,
 - a. what are some values that you would come to understand through the story? Identify at least two values present in the story that are important to your culture.
 - b. in what ways would these values influence the way you lived your life?
3. An enduring archaeological theory that explains the origins of First Peoples in North America is the Land Bridge Theory.
 - a. How does the Land Bridge Theory describe the origin of the First Peoples? Provide an outline of the Land Bridge Theory.
 - b. There has been archaeological evidence found in Monte Verde, Chile, that predates archaeological findings in North America. These findings suggest that people arrived in Chile before they arrived in North America. This discovery contradicts the Land Bridge Theory. Suggest an explanation for this contradiction. In other words, what situation would provide the evidence of people settling in South America before North America?

4. Refer back to pages 32, 34, and 35 of your textbook. Each topic from those pages occupies a row in the chart below. Except for “Spirituality,” which is done for you as an example, all topics have one summary point completed and are missing two more summary points. You will need to review each topic in the textbook and finish the topic summary by writing down two distinct, clear summarizing points. Keep in mind that a person should be able to read the three summary points for each topic and have a general idea of what the topic is about.

Traditional World Views of First Peoples in North America	
Spirituality	<ul style="list-style-type: none"> ■ relationship to the universe ■ interconnection of all parts of the universe ■ balance and harmony
Caretakers of the Land	<ul style="list-style-type: none"> ■ do not have a sense of land ownership ■ _____ ■ _____
Languages and Oral Traditions	<ul style="list-style-type: none"> ■ world is experienced and described ■ _____ ■ _____
Values	<ul style="list-style-type: none"> ■ cooperation, autonomy, sharing, and diversity ■ _____ ■ _____

Traditional Methods of Social Organization
Governance and Relations between Nations

Read pages 36 to 41, and 42 to 43 in *Shaping Canada*.





Learning Activity 1.7

First Peoples' Social Organization



1. Look at the picture and caption in Figure 1-19 on page 37 and Figure 1-20 on page 38 of your textbook. Figure 1-19 is a picture of a large farming community (up to 1500 people) completing daily activities. Figure 1-20 is a picture of a small hunting community.
 - a. Describe at least two activities depicted in each of the figures.
 - Figure 1-19:
 - Figure 1-20:
 - b. How does the division of labour differ in these two pictures? In other words, explain how community size is a factor in division of labour, and provide at least one example of a difference between the two pictures.
-



Assignment 1.1

Who were the First Peoples, and how did they structure their world? (15 marks)

1. Look at the images of artifacts (Figure 1-27 to Figure 1-30) on page 46 of your textbook. Using the “evidence” Historical Thinking Concept, what can you interpret (1 mark) and therefore assume (1 mark) about the role of the environment in First Peoples’ lives from these artifacts?
2. Choose **one** of the following two statements, and write a paragraph in support of that statement based on the materials you read in this chapter. You could also use material that you learned outside this chapter. Make sure to use your own words. Write with clarity, providing concrete examples and explanations. Each paragraph is worth a maximum of five marks. To receive the five marks, you need to write at least five important, distinct, and relevant points. (5 marks)

Statements:

- I. First Nations, Métis, and Inuit peoples have diverse and complex cultures and a long history in North America.
 - II. The oral traditions of First Nations peoples teach the importance of living in harmony with one’s social and physical environment in a universe governed by natural laws.
3. Refer to page 39 of your textbook, including the profile of Elder Gladys Taylor Cook. (3 marks)
 - a. What role do Elders hold in First Peoples communities? (1 mark)
 - b. Elder Gladys Taylor Cook is an example of the role Elders play in First Nations communities today, whereas the section “The Wisdom of Elders” provides insight into the role of Elders in the past. Provide at least one concrete example demonstrating how the role of Elders has stayed the same (1 mark) and at least one concrete example demonstrating how the role of Elders has changed (1 mark) in First Nations communities. (2 marks)
 4. Referring back to page 33 of your textbook and other information found in this chapter, summarize First Peoples’ world view into one overarching theme. In other words, how could you describe the First Peoples’ relationship with the plants, animals, people, and the environment in one concise and distinct statement? (1 mark)

5. Choose a topic from the list of five topics in part 'a'. Choose another topic from the list of two topics in part 'b'. For each chosen topic, you will need to provide at least two summary points in your own words. The summary points should be distinct and concise so that someone could read those points and have a general understanding of the topic. (4 marks)
- a. Choose one of the following topics and summarize (2 marks):
- I. Kinship Communities including Extended Families and Clans (page 36)
 - II. Community Size (page 37)
 - III. Roles and Contributions, including Different but Equal: Gender Equality and The Wisdom of Elders (pages 38 to 39)
 - IV. Traditional Education (page 40)
 - V. Justice and Conflict Resolution (page 41)
- b. Choose one of the following topics (2 marks):
- I. Community Governance = Discussion and Consensus including Community Leadership (page 42)
 - II. Relations between Nations including Trade and Peace and Conflict (page 43)
-

Chapter 1 Summary

First Peoples have lived in the land that we now call Canada for millennia. There are differing views as to how they arrived here: science and oral tradition offer explanations. First Nations people structured their world according to the physical environment that surrounded them. Their culture—spirituality, arts, languages, social organization, dwellings, as well forms of transportation, food, tools, and clothing—reflected this. First Peoples had a unique world view based on this relationship with Mother Earth.

Despite the multicultural nature of First Nations groups in Canada, the varied histories of the First Nations peoples are fundamentally connected to the physical identity of Canada. You will be learning about the ongoing and changing role of the First Peoples in every module in this course.

Now you that you have completed Chapter 1, you should be able to answer the Essential Question,
"Who were the First Peoples, and how did they structure their world?"

Notes