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# CHAPTER 5

## THE NORTHWEST CHANGES

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### CHAPTER 5 OVERVIEW

**Chapter Focus**

Students will

- explore changes occurring in the Northwest during the nineteenth century
- investigate the causes and consequences of the expansion of the fur trade
- examine the rise of the Métis Nation and the Métis way of life
- investigate the rivalry between the Hudson's Bay Company (HBC) and the North West Company (NWC), including the competition that existed between the two companies for First Nations and Métis support
- explore the creation of the Selkirk colony

**Essential Question**

How did the fur trade, European settlement, and the rise of the Métis Nation transform life for the peoples of the Northwest?

**Enduring Understandings**

1. First Nations, Métis, and Inuit peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions.
2. The relationship between First Nations, Inuit, and Métis peoples and non-Aboriginal peoples moved from autonomous coexistence to colonialism to the present stage of renegotiation and renewal.
3. Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.

**TEACHING AND LEARNING STRATEGIES**

Collaborate with students to choose which activities from the Teaching and Learning Strategies that you have the appropriate resources for, are best suited for the class, and will meet the expectations of this curriculum. *Shaping Canada* provides more questions and activities than possibly can be completed in the time allotted for this course. The Quick Lesson Planners at the beginning of each cluster in this Teacher's Resource may help you and your class choose relevant lessons and activities and ensure the Enduring Understandings of each chapter are met.

**APPENDIX: SKILLS TO SUPPORT HISTORICAL THINKING**

You are encouraged to refer students to the Skills to Support Historical Thinking Appendix (pp. 548–559 in *Shaping Canada*) as they progress through the questions and activities in the lessons. The Skills to Support Historical Thinking Appendix provides assistance to students as they develop their historical thinking skills during this course.

**CHAPTER QUESTIONS AND POSSIBLE RESPONSES**

Possible answers to all Chapter 5 questions can be found following the last lesson for this chapter on page 176.

**HISTORICAL BACKGROUND**

(This section is taken from: Manitoba Education. *Grade 11 History of Canada: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, 2010.)

During the period of the existence of British North America (1763 -1867), the Northwest was largely the preserve of First Nations and Métis in the West, and Inuit in the far North. Until 1869, when the Hudson's Bay Company sold Rupert's Land to Canada, Britain was largely content to allow the HBC to govern western Canada. The company's main interest was the fur trade, and the only settlements of any note were those created by Lord Selkirk and the Métis after 1812. The Métis and First Nations lived as independent peoples running their own affairs, although during this period the population of the First Nations declined drastically due to their vulnerability to European diseases. Events elsewhere in North America and the impact of the fur trade also led to some shifts of territory among various First Nations.

Hudson's Bay Company and the Northwest Company struggled for control of the fur trade until their merger in 1821. This competition, along with the establishment of the Selkirk settlement at Red River and the threat of American expansion, combined to give the British government a more direct interest in the West. The Hind and Palliser expeditions reported that parts of the West --in particular the Red River and North Saskatchewan River valleys --were suitable for agriculture, thereby increasing outside interest in the region. The gold rush brought attention to the Pacific Northwest when in 1846, following an agreement between Britain and the United States, the international border along the 49th parallel was extended to the Pacific Ocean. Vancouver Island and British Columbia were united into a single British colony in 1866. When Canada was created as a self-governing Dominion in 1867, one of its first actions was to take possession of the West, which was regarded as a valuable source of raw materials and agriculture, a potential market for its goods, a place for immigrants to settle, and a means of creating a larger Canada stretching from the Atlantic to the Pacific.

The Canadian government viewed the Indigenous inhabitants of the West as impediments to Canadian expansion. First Nations were aware of the Robinson Superior and Huron Treaties negotiated in 1850, and demanded similar agreements with Canada. The Métis—perhaps due to the agitations of the Canadian Party whose members had been active in Red River for a decade—viewed Canadian expansion with mounting apprehension. Both the Métis and First Nations would attempt to ensure their survival in the face of an uncertain future: the Métis through organized resistance, and First Nations through the negotiations of the numbered treaties.

## LESSON 1

### FUR TRADE AND SETTLEMENT RIVALRIES

In this lesson students will investigate the causes and consequences of the expansion of the fur trade with focus upon the rivalry between the HBC (Hudson's Bay Company) and the NWC (North West Company).

**ESTIMATED TIME:** 70 minutes

### GETTING READY

Photocopy blackline master.

- BLM 5.1.1, Fur Trade and Settlement Rivalries

Create a transparency or slide of:

- BLM 5.1.1, Fur Trade and Settlement Rivalries

Book a projector if necessary.

### RESOURCES

*Shaping Canada*, pages 142–147

### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.hbc.com/hbcheritage/learning/>

Hudson's Bay Company Learning—This is an online exhibition that houses a collection of teaching-related resources including videos, images, eBooks, maps and publications. Many of the resources are free of charge. The web site encourages the free ordering of class sets of print documents and downloading of web-based reference materials.

<http://www.hbc.com/hbcheritage/learning/ebooks/>

Hudson's Bay Company Learning E-Books - This online collection encourages teachers to download and print copies of educational resources for the enrichment of students studying the HBC. The collection varies in content and reading level. The collection includes a variety of reading types from expository and narrative text, to primary and secondary source material, to comic-book formatted historical information.

### ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 5.1.1, Fur Trade and Settlement Rivalries
- Participating in class discussions and activities

## PRIOR LEARNING

Students should draw on their understanding of First Nations ways of life, the fur trade, the European quest for the Northwest Passage and the reasons for exploration.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Display on the projector or board the words *motivation*, *cooperation* and *conflict*. Ask students to offer definitions for these words. For clarification ask for an example to represent each word. Assist in guiding the process as needed to determine valid definitions and examples.
2. Explain to students that groups in the past have often conducted themselves due to various motivations (political, social, and economic). Present students with a question to start them thinking about motivations. Ask, “From what you have learned so far in this course, what were some of the motivating factors for the exploration of what is now Canada?” Student answers will vary, but will likely include: the desire to find the Northwest Passage, the fur trade, and wars between empires for territory and riches.
3. Following the discussion explain to students that in Chapter 5 they will be exploring how these motivating factors continued to push European exploration into the Northwest and the changes that this exploration would bring for the First Nations peoples and Métis who lived there.
4. Draw students’ attention to the chapter opener on pages 142–143. On page 142, instruct students to examine Figure 5–1 and Figure 5–2.
5. Read aloud the Essential Question for the chapter on page 143 and the bulleted points beneath it. Read the Enduring Understandings for Chapter 5 located at the bottom of this page.
6. Point out the Key Terms located on the same page. Make this a classroom activity in vocabulary building by continuing to build upon the word wall (see page 31). You may also wish to ask students to continue compiling the point-form glossary of definitions in their notebooks, or you may wish to note the glossary on page 560 of the student book.
7. As a class, read the “Getting Started” section on page 143 and answer the questions related to Figures 5-1 and 5-2.
8. To introduce students to the chapter, ask a volunteer to read the section “The Fur Trade: A Review” on page 144. As a class, discuss the HTC Cause and Consequence question at the end of the section.
9. Ask, “From what you have just read, what are some examples of motivation, cooperation, and conflict?” Motivations may include: desire for the HBC and NWC to become larger, fueling the need for more furs. Cooperation ideas may include: HBC relied heavily on the Ininew (Cree) as partners and the French relied on the Wendat (Huron). Conflict ideas may include: the rivalry between the HBC and the NWC.
10. Distribute BLM 5.1.1, Fur Trade and Settlement Rivalries, to students. Instruct students that as they read through pages 145–147, they will be examining different groups that were involved in the fur trade and in the first European settlement of the Northwest. Have students work in pairs, reading, discussing, and recording the motivations of each group, and examples of the cooperation within or between groups. Also have students draw upon and discuss the conflicts that occurred between groups as well.

11. When pairs have finished completing BLM 5.1.1, Fur Trade and Settlement Rivalries, ask for student volunteers to read their responses for each section of the chart. Record these on the board to ensure that all students have a chance to write down anything they may have missed.
12. Once finished, ask students why it is important to understand the interplay of motivations, cooperation, and conflict between groups of people when studying history.
13. For homework, assign the “Recall...Reflect...Respond” questions on page 147. Remind students to be prepared to discuss their responses in the next class.

### **DIFFERENTIATING INSTRUCTION**

1. For students who struggle with reading or comprehension, a variation of this activity could be done by creating a partially completed chart of BLM 5.1.1, Fur Trade and Settlement Rivalries.
2. A class trip to Fort Gibraltar would allow students to see a recreation of the NWC fort and experience life in 1815. Other fur-trade related sites include the Fort Dauphin Museum (Dauphin, MB) and the Crow Wing Camp (St. Malo, MB). You may wish to reference the *Social Studies Field-Based Experience Guidebook* (Manitoba Education, Citizenship, and Youth, 2008) online at [http://www.edu.gov.mb.ca/k12/cur/socstud/fbe\\_guidebook](http://www.edu.gov.mb.ca/k12/cur/socstud/fbe_guidebook).

## LESSON 2

### THE MÉTIS AT RED RIVER

In this lesson students will investigate the rise of the Métis Nation in the Red River region.

**ESTIMATED TIME:** 140 minutes

#### GETTING READY

Photocopy blackline master.

- BLM 5.2.1, The Métis: Growth of a Culture and a Nation

Create a transparency or slide of:

- BLM 5.2.1, The Métis: Growth of a Culture and a Nation
- BLM 5.2.2, Map of the Seven Oaks Incident

Book a projector if necessary.

Review process for a four-corners debate (see page 24) and create five signs: Strongly Disagree, Disagree, Agree, Strongly Agree, and Undecided.

You may wish to consider inviting a Métis guest speaker to your class to discuss Métis culture. Be sure to follow all school and district protocols regarding guest speakers.

#### RESOURCES

*Shaping Canada*, pages 148–157

#### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.metisresourcecentre.mb.ca/>

The Métis Cultural Resource Centre is located in Winnipeg, Manitoba. Its web site offers online historical maps, Michif language lessons, and a variety of articles and photos about Métis culture and traditions.

<http://www.metismuseum.ca/>

The Virtual Museum of Métis History and Culture, from the Gabriel Dumont Institute of Native Studies and Applied Research.

#### ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 5.2.1, The Métis: Growth of a Culture and a Nation
- Participating in class discussions and activities

## PRIOR LEARNING

Students should draw on introductory knowledge of the Métis from Chapter 3. Students will also draw on knowledge from Chapter 2, including the European quest for the Northwest Passage, the growing fur trade, and the reasons for exploration.

## SUGGESTED TEACHING AND LEARNING STRATEGIES

### Part I

1. On the board or projector, write the word *culture*. Ask students to provide a definition of culture, or provide one for them. (Culture is a system of shared beliefs, values, customs, behaviours, and artifacts that members of a society use to deal with their world and with one another. This culture is transmitted from generation to generation through learning.)
2. Have students form groups of four or five. In their notebooks, ask groups to brainstorm on the culture of high school students. This list will reflect themselves and their place within society. Ask them to consider what values, customs, behaviours, and artifacts make up their culture.
3. After five minutes, debrief and build a concept map around the word *culture* on the board, using responses from volunteers about high school student culture.
4. When you are finished, explain to students that they are going to be looking at the development of Métis culture. Remind students that the Métis are one of three groups that are recognized as Canada's Indigenous peoples (First Nations, Métis, and Inuit peoples).
5. Ask the class for any ideas about what they know about Métis culture. Write these on the board.
6. Have students turn to page 148 in *Shaping Canada* and as a class, read the page. Be sure to clarify any misunderstandings about the use of the term *Métis*.
7. Distribute BLM 5.2.1, The Métis: Growth of a Culture and a Nation, to the class.
8. Working in pairs, direct students to read pages 149–151 in the book. As they read, they should make point-form notes on BLM 5.2.1, The Métis: Growth of a Culture and a Nation.
9. When they are finished, have student volunteers present their findings and record answers on the projector or board.
10. At this point in time, it would be useful to have a discussion on the history of the term *buffalo*. As you can see in the book, *buffalo* is used only in historic terms such as the *buffalo hunt*, *buffalo robe*, or *buffalo jump*. However, the term *bison* is used to refer to the animal in non-historical references.

When European fur traders and explorers saw bison for the first time, the only animal they had to compare it to was the African or Asian buffalo, and so it became known as the *American buffalo*. Although related to the buffalo, as they are both part of the Bovidae family, the bison has many differences from a true buffalo. In *Shaping Canada*, the term *buffalo* is used to correctly reflect the language used during the time period. However, students should be encouraged to use the proper term, *bison*, when referring to the animal itself or when using a non-historical reference.

11. In discussing aspects of Métis government, ask students to spend time reading over Figure 5–13, “The Laws of the Prairie,” on page 151. Explain to students that although the Laws of the Prairie were initially developed for the buffalo hunt, they became a form of rule for the

Métis. The Laws of the Prairie brought the Red River Métis (and later the Métis at Batoche) a solidifying process of government that was separate from that of Hudson's Bay Company rule and later Dominion of Canadian rule. Ask students how the individual laws from the Laws of the Prairie could be used to help govern the Métis Nation in general.

## Part II

12. Explain to students that they are going to continue to learn about the Métis at Red River, but now they will be examining events that happened with the Métis in relation to the fur and bison trade and with European immigrants.
13. Remind students that as the Métis Nation was developing, the Selkirk colonists were also moving into the Red River area. Ask the class, "What consequences might happen as a result of European colonists moving into traditional First Nations and Métis peoples' lands?" Allow students to share their responses with a partner before asking students to volunteer answers. Students may offer responses such as: possible struggles for land, more people using the same resources, a mixing or sharing of cultural traditions, and Europeans needing Métis and First Nations help to survive in a foreign environment. Record student responses on the board.
14. Instruct students to turn to page 152 in *Shaping Canada*. As a class, read the section "The Pemmican Proclamation."
15. Draw students' attention to the HTC Ethical Dimensions question from page 152. Tell students that they are going to have a small discussion about this question. Allow students five minutes to form a position on whether Governor Macdonnell's actions were justifiable in issuing the Pemmican Proclamation. They may wish to write down a few points to support their answer.
16. On the board, write the following statement, "Governor Macdonnell's actions in issuing the Pemmican Proclamation were completely justified."
17. Tell students that they will be having a four-corners debate (see page 24). Describe the steps of a four-corners debate to the class.
18. After you have taped up a sign in each corner of the classroom (Strongly Disagree, Disagree, Agree, and Strongly Agree (and Undecided if you choose)), ask students to move to the corner or location that best represents their position in relation to the statement on the board.
19. Give groups a few minutes to discuss their justifications for their position, and then ask one member from each location to share the group's arguments with the class.
20. Encourage students who have been swayed by another group's arguments to change position. When all the groups have finished presenting, discuss which reasons seem to have held the most power in terms of persuading students to change position.
21. Have students return to their seats. Explain to students that the Métis did not just face challenges with the Selkirk colonists, but they also were involved in the continuing conflict between the HBC and the NWC, as many Métis worked for the NWC.
22. Instruct students to turn to page 153 in the book. As a class, read the sections "The Battle of Seven Oaks" and "After Seven Oaks". While reading, display a copy of BLM 5.2.2, Map of the Seven Oaks Incident, on the projector. As the class reads the description of the events of the Seven Oaks Incident, show the locations on the map.



23. Have students individually read the Taking a Historical Perspective feature “Seven Oaks: Massacre? Battle? Incident?” on page 154. When students have finished reading, have them form groups of four or five and answer the Explorations questions. Ask groups to volunteer their answers and discuss as a class.
24. For homework, assign reading pages 155–157. Ask students to answer the “Recall...Reflect...Respond” questions on page 156 and the Ethical Dimension questions on page 157. Remind students to be prepared to discuss their responses in the next class.

### **DIFFERENTIATING INSTRUCTION**

1. Instead of completing BLM 5.2.1, The Métis: Growth of a Culture and a Nation, in pairs, this could be done as a whole class activity.
2. For added research experience, individual research could be done on one aspect of Métis culture and their findings can be presented to the class.
3. You may wish to complete the four-corners debate as a writing exercise instead of an actual debate. Ask students to write a persuasive paragraph outlining their position and giving supporting reasons.

## LESSON 3

### TOWARD THE PACIFIC COAST

In this lesson students will explore the reasons for exploration toward the Pacific Coast and the impact this exploration had on First Nations and Métis peoples.

**ESTIMATED TIME:** 140 minutes

### GETTING READY

Photocopy blackline master.

- BLM 5.3.1, Toward the Pacific Coast

Create a transparency or slide of:

- BLM 5.3.1, Toward the Pacific Coast

Book a projector if necessary.

### RESOURCES

*Shaping Canada*, pages 158–169

### ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit [www.shapingcanada.ca](http://www.shapingcanada.ca) for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

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### ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 5.3.1, Toward the Pacific Coast
- Participating in class discussions and activities

### PRIOR LEARNING

Students should draw on their understanding of westward expansion from previous lessons in this chapter.

### SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Explain to students that in this learning experience they will examine various events that took place in the exploration of the Northwest Pacific Coast. In doing so they will also explore the implications that such events had for First Nations peoples at that time.

2. Distribute BLM 5.3.1, *Toward the Pacific Coast*, to students.
3. Instruct students to turn to page 158 of *Shaping Canada*. Have volunteers read the paragraphs aloud and then check for understanding by asking content-related questions. Discuss the HTC Historical Perspective question at the bottom of the page 158.
4. As a class, discuss what information from page 158 should be placed in the *Details* box beside *Spanish*, *Russian*, and *British Imperialism*. Record this on the projector or board.
5. Have students silently read the Profile feature “Alexander Mackenzie” on page 159. When students are finished reading, lead a discussion of the Explorations questions on the same page. After the discussion is complete, ask students what details from this feature should be included on BLM 5.3.1. Record the answers on the projector or board.
6. Instruct students to continue reading pages 160–167. As they read, they should fill in the corresponding *Details* sections on BLM 5.3.1, *Toward the Pacific Coast*.
7. After students have had time to record the details of each topic or event, place them into groups of four or five for informal discussions. Assign each group one of the topics from BLM 5.3.1, *Toward the Pacific Coast*. Groups are responsible for discussing the impact and consequences for that topic or event. Groups should look at WHO or WHAT was impacted.
8. Following the discussion, ask for representatives of each group to present their findings. Record their responses on a projector or the board. Allowing the class to add to or discuss after each group has presented may shed even greater insight in relation to the events and their implications.
9. Assign the “Recall...Reflect...Respond” questions on page 167 for homework. Remind students to be prepared to discuss their responses in the next class.

## DIFFERENTIATING INSTRUCTION

1. The impact/consequences part of BLM 5.3.1 could be completed as a whole class instead of the small discussion groups.
2. Individual topics or events from BLM 5.3.1 could be turned into a research-based assignment. Book library and computer lab time for research into the historic topics. Students could present their research in class, or you may conduct a gallery walk of finished projects. Students could also team together to create interactive, actor-based displays to present historic events and learnings.

## CHAPTER 5 QUESTIONS AND ACTIVITIES (PAGES 168 AND 169)

The Chapter Review questions and activities are intended to ensure student focus is placed on demonstrating responses to the Chapter Essential Question and Enduring Understandings of this course.

With students, review the Chapter Review questions and activities and collaborate on which questions the class wishes to explore. You may wish to take into consideration what lessons have been completed for this chapter when choosing the questions. Some of the questions and activities require research and go beyond the scope of *Shaping Canada*. Student abilities and course allotment time will need to be considered when choosing the questions and activities.

### STEPS TO YOUR CHALLENGE (page 169)

Direct students' attention back to the Cluster Two Challenge they were introduced to on page 107 of *Shaping Canada* as a reminder on the details of the Cluster Challenge project. In the Challenge, groups of four to five students were arranged when they were introduced to the Cluster Challenge; have each Challenge group read the Steps To Your Challenge on page 169, and complete the necessary work to fulfill this stage of the challenge.

## POSSIBLE RESPONSES TO CHAPTER 5 QUESTIONS

### Page 144

#### HTC Cause and Consequence

Students responses will vary, but environmental factors could include: British North America is the premier habitat for the beaver; the lakes and river systems in British North America enabled the expansion of the fur trade into the interior. Human factors could include: the fashion demands of the time (beaver hats); the fight for control by the French and British empires; and the economic benefits of the fur trade to both Europeans and First Nations and Métis peoples.

### Page 147

#### Recall...Reflect...Respond

1. The NWC's response to the challenge of the presence and monopoly of the HBC was to build more forts, to press further into the Northwest, and to build relationships with the French voyageurs and First Nations people. These things led to the greater capacity of the NWC to collect furs. It also intensified the competition between the NWC and HBC as trading methods became unlawful and violent as boats and forts were destroyed, bribes and deals were made between traders and First Nations groups, and the trading ratios called for more European-supplied goods in exchange for furs. This rivalry forced the HBC to adopt some of the techniques used by the NWC so it could continue to compete in the fur trade.
2. The newcomers to the Selkirk colony were directly affected by the rivalry between the HBC and the NWC. The NWC perceived the colony as an HBC ploy to secure their monopoly in the Assiniboia region. The settlers were viewed with distrust and anger and it placed them in a precarious situation with the NWC.
3. Students might suggest that the Selkirk immigrants may have held the perspective that the presence of their colony was a positive development for the settlement, growth, and prosperity of British North America. The rest of the population at Red River, however, may have held the perspective that the Selkirk colony meant added strain on the land and resources.

**Page 152****HTC Ethical Dimensions**

Student answers will vary depending upon which historic perspective they choose to represent. If they choose the perspective of the Selkirk immigrants they may speak of the famine conditions for the immigrants and that it was important to secure a supply of food. They may also refer to the angst of the Métis and Nor'Westers who depended upon the pemmican trade and the fur trade as a means for income and sustenance. Without the flow of pemmican, many aspects of their economies was brought to a halt. This question is also addressed using a horseshoe debate in Lesson 2.

**Page 154****Taking a Historical Perspective: Seven Oaks: Massacre? Battle? Incident?**

1.

Source of Historic Information	Description of the Event According to the Historic Source	The Reasoning for the Nature of the Description
Métis fur trader in 1816	The event would be viewed as a battle, and possibly portrayed as a victory against aggressors and in defense of livelihood, family, and community.	The NWC and its allies would have felt that the Pemmican Proclamation carried social and political injustice with its mandate calling for the end of exports of pemmican outside of the colonial area.
HBC Employee in 1816	The event would be viewed as a massacre and an act of aggression against the Selkirk settlers and the HBC.	The loss of twenty fellow HBC men would frame their viewpoint as a massacre.
Newspaper Article from the <i>Winnipeg Free Press</i> in 2005	This event would be considered to be an incident.	A news report made 189 years after the event would have the luxury of time and research to represent a more objective portrayal of the history.

2. In his investigative report, Coltman challenged what had been previously recorded about the event in that he condemned all the protagonists involved, did not sympathize with the Hudson's Bay Company, proclaimed that the Métis were not the aggressors in the battle, and it was unlikely that the Métis fired the first shot.

Students may suggest that the "massacre" interpretation may have persisted through history due to biased written resources that did not reflect accurate details. As for purposes served for use of the terms *massacre*, *battle*, and *incident*, students may suggest that the term *massacre* would be used by those sympathetic to the HBC. The use of the term *battle* may have evolved as understandings of the event attempted to be more equitable to all parties involved. The use of the term *incident* is a modern framing of the event, as many historians look at Seven Oaks as an accidental meeting between rivals.

3. Answers may vary, but the use of any of the three terms might be justified. Students may be swayed toward the *battle* perspective as both sides are shown fighting. Others may choose *massacre* as Cuthbert Grant's men (on the left) take up more of the painting and are higher and seem to be more forceful, as opposed to Semple's side where men have fallen, there are fewer of them in the painting, and some are unarmed.

**Page 155****HTC Continuity and Change**

Student answers will vary, but may include that as environmental issues continue to grow in importance to the average citizen, industries are coming under pressure to find environmentally-friendly processes for extracting resources from the land. Students may offer examples such as open-pit mining in Manitoba, Alberta's oil sands, and the deforestation of many of Canada's forested areas as proof of how industries are being watched by environmentally-concerned citizens.

**Page 156****Recall...Reflect...Respond**

1. The Métis culture was a consequence of the influences (social, political, geographic and economic) of Red River. The Métis social and political identity was a blend of specific, adapted cultural influences of the First Nations and European groups from which they descended. Métis culture also adapted to their geography, allowing certain patterns of living to develop (such as the buffalo hunt and the Red River cart). The Métis also adapted their culture to the influences of the fur trade and buffalo trade economies of the Red River region.
2. Answers may vary according to the historical significance attached to either Lord Selkirk or the immigrants. If the immigrants were selected as most significant then emphasis would be drawn upon their personal contribution to making a viable existence and presence in the Red River region. If Lord Selkirk were named as the most significant then his monetary, political and eventual military influences would be demonstrated as the important factors related to this significance.
3. The increase in demand for buffalo robes had both positive and negative consequences for the Métis economy. Because buffalo robes were in high demand there was an immediate economic benefit to Métis hunters who worked to provide them. The negative aspect relates to the idea that the population of bison was pressured so that it was not sustainable as a resource. The demise of the herd led to repercussions to the Métis who depended upon the bison for food and their livelihood.

**Page 157****Establishing Historical Significance: The Trial of Guillaume Sayer**

1. Sayer's trial was historically significant for the HBC as it spelled the end of the HBC's monopoly over the fur trade, and the HBC could no longer use the courts to reinforce its monopoly on the people of Red River.
2. Students may respond that the Sayer trial was historically significant for the Métis people at Red River because it signalled the end of the HBC being able to dictate who they could trade with. The Sayer trial altered the balance of power between the HBC and the Métis people, and may have encouraged the Métis to continue to fight for their rights against British colonial rule.

**Page 158****HTC Historical Perspective**

The dispute between the Spanish and British for the territory of the Pacific Northwest demonstrates that European empires did not consider the rights of First Nation peoples to the land. You may want to remind students of the doctrine of *terra nullius* (Chapter 2) and ask students to reflect on how much had actually changed over 150 years.

**Page 159****Profile: Alexander Mackenzie**

1. Mackenzie learned the following about the Fraser River: its direction, locations of falls and rapids, where it was impassable, where populations of people were along the river, where other rivers flowed into it, where portages were necessary, and what wildlife was near the river.
2. Historians using such primary source materials as Mackenzie's journals must be aware of the possibility of errors and omissions. They should know that in some cases the details might be misrepresented or inaccurate. The explorers' journals are also written from the perspective of the explorer and might contain biases.

**Page 162****Identifying Continuity and Change: The Palliser Triangle**

1. Continuity and change of the Palliser Triangle:

<b>Expedition</b>	<b>Agriculture</b>	<b>Land Use</b>	<b>Settlement</b>
John Palliser (1851–1859)	Claimed ill-suited for agriculture (desert / semi-desert)	Limited	Ill-suited
Henry Hind (1857–1858)	Suitable along North Saskatchewan River Valley / enough rainfall to sustain agriculture	Possibility of successful farming within Saskatchewan River Valley region	Settling possible, but lack of markets for produce
John Macoun (1872)	Agriculture possible	Absence of forest did not hinder soil use	Settlement possible—the flat clear lands would be of benefit to farmers
North West Mounted Police (1874)	Cattle thrived in the Southwest on native grasses	British supported policies of large scale ranching	Settlement encouraged
Present day	Ranching	Ranching, wind turbine farms and resource extraction	Towns and cities

2. Answers will vary, but may include some of the following ideas: isolation, harsh winters, drought, but most importantly expansionists were not taking into account that this land was the home of many First Nations groups. Today, as towns, cities, and industries expand, more care is usually taken to consider Indigenous rights and environmental issues before expansion takes place.

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#### **HTC Continuity and Change**

Answers may vary, but should include the idea that the HBC moved from a fur trading company with a predominant role in economic-driven interests to an organisation concerned with population building and sovereignty patrol.

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#### **Viewpoints on History: The Fraser Canyon War**

1. Answers may vary slightly, but should include some of the following elements: Douglas' viewpoint shows concern for the fact that he did not want the miners abusing First Nations people or trying to settle on their land; Stout's viewpoint shows concern for the violence between First Nations people and the miners.
2. As Europeans descended on the lands of the Nlaka'pamux Nation, their lives were changed for several reasons. The influx of Europeans and Americans meant that the natural resources they traditionally used for their survival and culture were exhausted by the newcomers. Also, the newcomers inflicted violence on their community members, and forced them to retaliate by also using violence, which was not a part of their traditional way of life.

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#### **Recall...Reflect...Respond**

1. Answers should include:
  - sea otter skins were of increasing value and sea otter populations were large on the Pacific Coast
  - Spain and Russia were both trying to move in to claim territory
  - HBC was interested in expanding the fur trade to the West coast
2. The expeditions, especially the Hind expedition, began to document that settlement in the West was possible and could be useful for agriculture and ranching. Their expeditions allowed the Province of Canada to start promoting the West to immigrants.
3. The First Nations people in the Northwest were exposed to European diseases that devastated their populations. Also, trading practices that introduced alcohol eroded traditional ways of life. The influx of immigrants into the Northwest challenged First Nations to struggle to protect their territory and resources.



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## Chapter 5 Questions and Activities

1. The First Nations people of the Northwest were transformed by:

Fur Trade	Gold Rush	European Settlement	Rise of the Métis Nation
<ul style="list-style-type: none"> <li>• The fur trade created a competition that promoted the development of alliances</li> <li>• Need for furs pushed exploration of the interior</li> <li>• Promoted sharing of resources and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Pressure upon First Nations peoples and their traditional ways of life</li> <li>• Tensions between First Nations peoples and the new, and often rowdy, miners</li> </ul>	<ul style="list-style-type: none"> <li>• Pressure and devastation for First Nation populations that were sickened, or forced to relocate as a result of European encroachment</li> </ul>	<ul style="list-style-type: none"> <li>• Competition between differing groups for land and resources</li> <li>• Alliances between the Métis and other groups with whom they fraternized</li> </ul>

2. a) French influence: *tance* and *ikpooy laport*
- b) The words for *chief* and *Almighty* both contain the term *tyhee*. The word for *Almighty* has the addition of a word *sockally* in front of *tyhee* which may denote extra significance.
- c) The entire list of words could be used in trade, but there may be some emphasis on words such as *lum*, *huy-huy*, *king chautsh*, and *Patlach*.
- d) The word *potlatch* is the name given to a giving ceremony done by some Pacific Northwest First Nation peoples. One benefit of this ceremony is the redistribution of wealth. The Chinook Jargon word *Patlach* means *give* and is directly tied to the word for the giving aspect of the ceremony.
3. Student responses will vary depending upon the research they conduct.
4. There are different explanations for the meaning behind the Métis flag, but a possible answer is that the blue background represented an alliance with the NWC (whose main colour was blue), and the infinity sign means a joining of two cultures and a culture that will survive forever.

