

INTRODUCING CLUSTER THREE

BECOMING A SOVEREIGN NATION (1867–1931)

CLUSTER THREE AT A GLANCE

Cluster three focuses on: the westward expansion of Canada; the Métis resistances of 1870 and 1885 that were initiated to respond to the Canadian government’s actions regarding Métis rights; the negotiation of the Numbered Treaties and the impact on First Nations and Métis peoples; the long term impact of the *Indian Act* and residential schools; the development and diversification of Canada’s economy; Canada’s participation in the First World War; the impact of the First World War on the home front in Canada; and the growing autonomy from Britain in international affairs.

Students’ exploration, analysis, and evaluation of *Becoming a Sovereign Nation (1867–1931)* will touch on a variety of issues, and will approach many topics using the Historical Thinking Concepts of historical significance, using primary-source evidence, continuity and change, cause and consequence, taking a historical perspective, and considering the ethical dimensions of history.

As students develop the skills, knowledge, and understandings necessary to think critically about and respond to the essential chapter questions, they will also be working toward developing their own response to the overall course question: How has Canada’s history shaped the Canada of today?

At the end of the cluster, you may wish to help students pull together the information they have learned by asking them to relate their learning back to the title of the student resource, *Shaping Canada*. This will help students to focus on the importance of history and how knowledge of history informs our understanding of the world today.

Ask the question, “This book is titled *Shaping Canada*. What knowledge did you gain from this cluster that helps you to understand how events from the past have shaped Canada today?” Collaborate with students to decide on what format they will respond to this question, or you may wish to complete this as a whole class activity at the end of each cluster.

QUICK LESSON PLANNER – CLUSTER THREE

Notes:

1. The time designated for each lesson is an estimate only. You will need to adapt the lessons to match timetables at your school and the needs, interests, abilities, and learning styles of the students in your class.
2. The overall Enduring Understandings emphasized in each chapter are listed in the curriculum congruence chart (pp. 13–15).
3. Strategies for differentiating instruction are listed at the end of each lesson.

Introducing Cluster Three and Cluster Three Challenge		
Lesson	Lesson Focus	Estimated Time
1. Cluster Three Challenge	Introduces students to Cluster Three and the Cluster Three Challenge.	45 minutes

Chapter 7: Métis Resistance		
Essential Question: Why did the Métis resist the westward expansion of Canada, and what were the consequences?		
Lesson	Lesson Focus	Estimated Time
1. The Confederation of Manitoba	This lesson introduces students to the causes and consequences of the Métis Resistance of 1869–1870.	140 minutes
2. Dispersal and New Challenges	This lesson focuses on the dispersal of the Métis people following the period after the Confederation of Manitoba, 1870-1885.	70 minutes
3. The North-West Resistance	Students will explore the events of the North-West Resistance in 1885 and the significance of those events.	70 minutes
4. The Trial of Louis Riel	Students will examine and discuss the causes and consequences of Louis Riel's execution, and the differing views of Riel that are still debated today.	140 minutes
5. Métis Life after 1885	Students will examine the challenges Métis people faced after the North-West Resistance.	70 minutes

Chapter 8: Post-Confederation Life		
Essential Question: How did territorial expansion, immigration, and industrialization change life for men and women in Canada?		
Lesson	Lesson Focus	Estimated Time
1. Canada From Sea to Sea	Students will be introduced to the factors that led to the expanding control of the West, the various manifestations of that control, and the emerging tension between federal and provincial powers.	140 minutes
2. Immigration and Settlement	Students will explore the changing face of immigration to Canada, looking at the different causes and consequences of this period of population growth.	70 minutes
3. Economic Development and Industrialization	Students will examine the shift in Canada's economy from one based largely on natural resources to one in which manufactured goods are exported.	70 minutes

Chapter 9: Aboriginal Peoples After Confederation		
Essential Question: How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?		
Lesson	Lesson Focus	Estimated Time
1. From Allies to Subordinates	Students will focus on the transition and changing nature of the relationship between First Nations people and Europeans through the development of the Numbered Treaties.	140 minutes
2. The <i>Indian Act</i> , 1876	Students will examine the effect of the <i>Indian Act</i> on First Nations peoples.	140 minutes
3. Policies of Assimilation	Students will explore the objectives and methods of assimilation used by the Canadian government and the implications these methods had for First Nations people.	70 minutes
4. Inuit and Métis People in the Early Twentieth Century	Students will explore instances of Eurocentric decisions made in conjunction with Inuit people as Canada's political focus directed toward northern regions. Students will also explore the development of greater political assertiveness by the Métis people in the twentieth century.	70 minutes

Chapter 10: The First World War and Beyond		
Essential Question: How was Canada's identity as a nation shaped by the First World War, and by its changing relationship to Great Britain and the world?		
Lesson	Lesson Focus	Estimated Time
1. Emerging Canadian Independence	Students will learn about the steps the Canadian government took toward establishing greater autonomy from Britain, particularly in the area of foreign affairs.	70 minutes
2. The First World War (The War in Europe)	Students will learn about the causes of the First World War, how Canada became involved, what trench warfare was like, and some of the major battles Canada participated in.	140 minutes
3. The First World War (Canadians on the Home Front)	Students will focus on the events that transpired in Canada during and in response to the First World War.	140 minutes
4. Toward Post-War Autonomy	Students will find out how the aftermath of the First World War found Canada taking steps toward further autonomy from British control.	70 minutes

CLUSTER THREE OPENER LESSON

INTRODUCING CLUSTER THREE AND THE CLUSTER THREE CHALLENGE

Overall course question: How has Canada's history shaped the Canada of today?

LESSON FOCUS:

This lesson introduces students to Cluster Three and its cluster challenge – to prepare a series of communications called “Stories of a New Nation,” which will include different types of written communication, describe a significant event from each chapter, and reflect the perspectives of two people.

Essential Question

This cluster is divided into four Essential Questions by chapter:

- Chapter 7: Why did the Métis resist the westward expansion of Canada, and what were the consequences?
- Chapter 8: How did territorial expansion, immigration, and industrialization change life for men and women in Canada?
- Chapter 9: How did Canada's relationship with First Nations, Métis, and Inuit peoples change after Confederation?
- Chapter 10: 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?

ESTIMATED TIME: 45 minutes

GETTING READY

Photocopy blackline masters.

- BLM CO3.1.1, Checklist for Success
- BLM CO3.1.2, Steps to My Challenge (Note: You will use this sheet once per chapter in this cluster, so each student will need four copies.)
- BLM CO3.1.3, Student Reflection: Progress Update (Note: You will use this sheet more than once: make enough copies to use one per student per class.)
- BLM CO3.1.4, Cluster Three Challenge Assessment

RESOURCES

Shaping Canada, pages 194–197

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit 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.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- The communications created for the challenge
- The introduction written for the “Stories of a New Nation” cluster challenge
- completion of BLM CO3.1.2, Steps to My Challenge, and BLM CO3.1.3, Student Reflection: Progress Update

PRIOR LEARNING

Students will draw on their familiarity with different genres and forms of communication, as well as their understanding of the historical thinking concepts, including their understanding of how historical events can be viewed from different perspectives.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Instruct students to turn to page 194 of *Shaping Canada* and, without reading any of the text on the page, view Figure C3–1. Ask students how this image may connect to what they have already learned so far in the course. Students will likely mention facts about Confederation that were recently studied. Ask them to predict why the Canadian government wanted farmers to come to the West, and what consequences advertisements like this poster would have for the new country. Students may predict short-term consequences such as the displacement of the Métis and First Nations peoples already there, and conflicts arising because of this displacement, or long-term consequences such as the increasing cultural diversity of Canada.
2. Ask students to look at the title of Cluster Three: Becoming a Sovereign Nation (1867–1931). Ask students to define what a “sovereign” nation’s characteristics would be. Students may identify qualities such as having defined boundaries, control over domestic affairs, and control over its own foreign affairs. Ask students which of those characteristics Canada had in 1867. They will likely identify that it had the first two, but that Canada’s boundaries were different from what they are now. Let them know that the focus of this cluster will be on the many events and people that helped Canada transform itself from how it looked—politically and geographically—in 1867 to what it looked like in 1931, which was more similar to how it presently appears.
3. Ask five volunteers to read the paragraphs on page 194, pausing after each to ask whether students have questions. Ask students how geography is important in this period. They should note the addition of several provinces, the increasing accessibility of places like the Prairies due to the railroad, the identification of certain areas with certain economic activities (e.g., farming in the West, industry in the East), and the beginning of regional loyalties.
Remind students that these events often came about due to conflict, or they caused conflict. Ask students to review what some of these conflicts were. They should particularly note the conflicts arising due to the treatment of First Nations and Métis peoples, and fights for the rights of workers and women. Ask students to brainstorm a list of possible perspectives from which the events identified on the page might have been viewed at the time.

4. Draw students' attention to the Cluster Three organization chart on page 195 of *Shaping Canada*. With students, review how the book's five clusters are connected to the course question: How has Canada's history shaped the Canada of today? Ask them to read the Essential Question for each chapter, and then predict how each chapter might reveal or relate to how Canada increased its sovereignty in this period.
5. Draw students' attention to the timeline on page 196. Remind them that these timelines are a useful preview of key events that the cluster will explore, and a useful place to start when they are ready to review at the end of the cluster. Ask a student to read the events listed.
6. Discuss with students that the idea of perspectives is a thread that runs through the entire cluster, and that it will be one of the main HTC's for the cluster challenge that they will be completing.
7. Instruct students to turn to page 197 to read the description of the cluster challenge. At this point, you may wish to remind students that they have completed similar tasks in previous clusters, such as parts of the newspaper created in the previous challenge, or RAFTs.
8. Distribute BLM CO3.1.1, Checklist for Success; BLM CO3.1.2, Steps to My Challenge; BLM CO3.1.3, Student Reflection: Progress Update; and BLM CO3.1.4, Cluster Three Challenge Assessment.

With students, briefly review the blackline masters and instruct them to store these sheets where they can find and complete them as they work through the steps of the challenge.

DIFFERENTIATING INSTRUCTION

1. Some students may benefit from working with a partner or from one-on-one assistance from you at the end of each chapter to complete BLM CO3.1.2, Steps to My Challenge, and/or to complete the self-reflection sheets as they progress through the challenge.
2. Some students may wish to compile their collections in an alternative format, such as a computer-generated presentation or video, or a film created with a camera.

CHAPTER 7

MÉTIS RESISTANCE

CHAPTER 7 OVERVIEW

Chapter Focus

Students will

- examine the issues, events, and people that shaped the history of the Métis in western Canada from 1869 to 1885, including
 - the transfer of Rupert’s Land to Canada
 - the Confederation of Manitoba
 - the role and legacy of Louis Riel and other Métis leaders
 - the *Manitoba Act*, 1870
 - the dispersal of the Métis
 - the North-West Resistance
- examine the political, social, and economic lives of the Métis before and after the Confederation of Manitoba

Essential Question

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

Enduring Understandings

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

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.

MÉTIS GUEST SPEAKERS

The most authentic method for understanding Métis history is to arrange to have your class hear a Métis speaker. You will need to follow correct guidelines as set out by your school district when arranging guest speakers for your class. If you are arranging for a Métis Elder to speak with your class, you will need to follow correct protocols. For information on protocols, see page 26 in this Teacher’s Resource.

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 7 questions can be found following the last lesson for this chapter on page 219.

HISTORICAL BACKGROUND

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

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

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

As described in Learning Experience 1.3, the Métis played an important role in the fur trade era in Western Canada. However, when the Dominion of Canada bought Rupert's Land from the Hudson's Bay Company in 1869, the Métis in the region were not consulted. Not surprisingly, they wondered what their future would be in this newly created Canada.

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

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

Similar events unfolded in the Northwest in 1885 when the Métis—again under Riel’s leadership and supported by some First Nations—once more took up arms in resistance to the Canadian government’s disregard for their rights. Despite initial successes, this resistance was defeated by Canadian troops, who had been transported on the newly constructed railway. Riel surrendered, was found guilty of high treason by an all-European jury, and was sentenced to hang. These events had major political ramifications in Québec and Ontario, but governments at all levels largely ignored the question of Métis rights. The West was now securely in the hands of the Canadian government, Manitoba had become a province, and the lands to the north and west became known as the Northwest Territories.

LESSON 1

THE CONFEDERATION OF MANITOBA

This lesson introduces students to the causes and consequences of the Métis Resistance of 1869.

ESTIMATED TIME: 140 minutes

GETTING READY

Photocopy blackline masters. (You may wish to copy both BLMs double-sided to 11 x 17" paper.)

- BLM 7.1.1, Thinking Historically Within Regional and National Contexts
- BLM 7.1.2, Understanding Acts of Resistance

Create a transparency or slide of:

- BLM 7.1.1, Thinking Historically Within Regional and National Contexts
- BLM 7.1.2, Understanding Acts of Resistance

Book a projector if necessary.

Collect a class set of markers and chart paper.

RESOURCES

Shaping Canada, pages 198–209

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit 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.louisrielinstitute.com/>

Louis Riel Institute—A Métis Centre of Excellence

Created by an Act of the Manitoba Legislature, the Louis Riel Institute acts as a charitable non-profit organization, promoting the educational and cultural advancement of the Métis people. The Institute also promotes awareness of the values, culture, heritage and history of the Métis people of Manitoba.

<http://manitobia.ca/cocoon/launch/en/themes/bom>

“The Birth of Manitoba”

<http://www3.sympatico.ca/rd.fournier/inter.canada/doc/metis1.htm>

Métis List of Rights and Métis Bill of Rights.

http://www.mmf.mb.ca/index.php?option=com_content&view=article&id=46&Itemid=60

Manitoba Metis Federation

This web site contains information pertaining to Métis culture.

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

The Virtual Museum of Métis History and Culture—Gabriel Dumont Institute of Native Studies and Applied Research

This web site contains a remarkable collection of cultural artifacts, virtual archives, images, art forms, documents, and various heritage language resources.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 7.1.1, Thinking Historically Within Regional and National Contexts, and BLM 7.1.2, Understanding Acts of Resistance
- Participating in class discussions and activities

PRIOR LEARNING

Students should refer to earlier studies of traditional ways of life of First Nations and Métis people, colonialism, the fur trade, and expansion of Europeans into the West. Students can refer to Chapter 5 and the impacts upon the people of the Red River region by the presence and rivalry between the HBC (Hudson's Bay Company) and the NWC (North West Company).

SUGGESTED TEACHING AND LEARNING STRATEGIES

Part I

1. Write the following term and question on the board or projector, and ask students to discuss possible responses with a partner:
 - Provisional Government: A government that is formed temporarily until a permanent one is created. They can be formed when an established organization or authority is already in power.
 - Why might the presence of a provisional government within a region be controversial? (Have students try to predict how a provisional government may be viewed as a threat to existing authorities. Complexities could arise especially if a provisional government is representing the interests of a special group. Even more complexities could arise if the provisional government exists alongside an established governmental body that perceives the provisional government to be a risk to its authority.)
2. Draw students' attention to the images and their captions on page 198, and ask them to keep the images in mind when coming up with ideas and responses to the question above. When they have had sufficient time, ask volunteers to share their responses.
3. Discuss with students that in this lesson, they will be learning about the actions taken by the Métis people of the Red River region in response to negotiating the entry of their territory into Confederation with the Dominion of Canada. In this lesson, students will view the impact that events in Red River had both regionally and nationally.
4. Have students turn to page 199, and read through the Essential Question and bullet points at the top of the page. Have a student volunteer read through the paragraph under the heading "Getting Started" and lead a discussion of the questions that follow from the reading.
5. 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.

6. Distribute copies of BLM 7.1.1, Thinking Historically Within Regional and National Contexts. Instruct students to read each heading pertaining to a set of the historic developments located in the left-hand column of the handout. Tell them to use the headings and page numbers to progress through the content in *Shaping Canada* on pages 200 to 209. Explain to students that as they read, they need to examine how the event impacted the Red River region and other parts of Canada.

In discussing the actions of Norbert Parisien on page 205, you may wish to reflect with students on how Parisien was described by his contemporaries. The Dictionary of Canadian Biography Online states that in 1870, Norbert Parisien was "...employed at Upper Fort Garry (Winnipeg) chopping wood; his contemporaries describe him as simple-minded." While the term *simple-minded* was not used in the student book to describe Parisien, its use by his contemporaries makes it historically accurate. This description also places Parisien's actions—fleeing and killing John Sutherland—and his death, in a new light. It offers a possible explanation for his panic and also is a possible additional explanation for the sympathy over Parisien's death at the hands of the mob.

7. To ensure that students understand the task, you may wish to complete the first event as a whole class activity and discussion. This will demonstrate to students the expected amount of information and detail involved.
8. Once students have completed the chart, have them meet in groups of three or four to discuss the details they included on their charts as well as any comments they have about the significance of the details. Any new information should be recorded on their handout.

Part II

9. Discuss with students that they will be completing an activity to examine and develop further understanding of events during Manitoba's entry into Confederation that constitute acts of resistance.
10. Distribute copies of BLM 7.1.2, Understanding Acts of Resistance. Ask students to form into groups of three. Assign each group one of the acts or events in the left-hand column of the hand out. Ask groups to work through their assigned act and describe the reasons behind the act of resistance and the implications the act would have. They should record their response on a sheet of chart paper.
11. Once groups have finished, ask a volunteer from each group to display their chart paper and answers and discuss with the class. Allow time for the class to record information and offer other viewpoints and information that may have been missed.

There was resistance to Confederation in every province that joined Canada, although resistance in some provinces, such as Québec, Manitoba, and Newfoundland, was stronger and more widespread than in other provinces. Referring to the events that brought Manitoba into Confederation as a "resistance" ignores the fact that most Red River residents were not opposed to joining Canada—many welcomed the change. What they objected to was being annexed without consultation. Red River residents wanted to join Canada not as a territory, but as a province with the same economic and political rights as other Canadian provinces.

12. To end the class, revisit the History In Action feature, “The Reality of the *Manitoba Act*” on pages 208–209 of *Shaping Canada*. Ask student volunteers to summarize the facts explaining why the *Manitoba Act* failed the Métis people. You may wish to set time aside in the resource centre to allow students to explore the Exploration questions related to this feature.
13. For homework, assign the “Recall...Reflect...Respond” questions on page 207. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

DIFFERENTIATING INSTRUCTION

1. You may have students complete either of these activities as a jigsaw activity (see page 19) or in small groups.
2. Have student volunteers read the assigned pages aloud if the class contains many struggling readers, and complete either or both parts of this lesson as a whole class activity.

LESSON 2

DISPERSAL AND NEW CHALLENGES

This lesson focuses on the dispersal of the Métis people following the period after the Confederation of Manitoba until the Métis Resistance of 1885. Students will examine the implications tied to the events surrounding the dispersal of the Métis people. These implications will be examined within social, economic, political and cultural contexts.

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline master.

- BLM 7.2.1, Dispersal and New Challenges

Create a transparency or slide of:

- BLM 7.2.1, Dispersal and New Challenges

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 210–212

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit 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.mmf.mb.ca/>
Manitoba Metis Federation

http://www.mmf.mb.ca/index.php?option=com_content&view=article&id=46&Itemid=60
Manitoba Métis Federation

This web site contains information pertaining to Métis culture.

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

The Virtual Museum of Métis History and Culture—Gabriel Dumont Institute of Native Studies and Applied Research

This web site contains a remarkable collection of cultural artifacts, virtual archives, images, art forms, documents, and various heritage language resources.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 7.2.1, Dispersal and New Challenges
- Participating in class discussions and activities

PRIOR LEARNING

Students should refer to earlier learning of the experiences of the Métis people of the Red River region. They should recall the hardships and struggle during the events of the Métis Resistance of 1869 and 1870. They may recall the objectives and endeavours of the Métis Provisional Government of 1869 and of the Dominion Government of Canada, and the complexity of the land issues in subsequent years.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Discuss with students that in this lesson, they will explore the challenges Métis people faced following the entry of Manitoba into Confederation with the Dominion of Canada.
2. Ask the question, “What challenges do you think the Métis people in the Red River region might have faced in the years following Manitoba’s entry into Confederation?” You may wish to remind students about the Red River Expeditionary force and the “reign of terror” that followed their arrival as a starting point for discussion. Ask students to share their responses with a partner, then have a discussion with the class as a whole. Students may offer suggestions relating to a rise in new immigrants and the consequences that might bring for the Métis, and the increasing demand on their environment’s resources.
2. Distribute BLM 7.2.1, *Dispersal and New Challenges*, to students. Discuss with students that individually, they will make detailed notes from *Shaping Canada* (pages 210–212) regarding each of the challenges in the left column on the handout.
3. When students have completed the “Details” column of the handout, ask volunteers to share what they have recorded and write this down on a transparency or slide to ensure that all students have the correct information.
4. Ask students to form into groups of four. In their groups, they should discuss how each of these challenges would have consequences for the Métis people. Encourage students to also speculate about what some of these consequences might be.
5. When groups have finished filling in the “Consequences” column of the handout, ask volunteers from each group to contribute their responses and record these on the transparency or slide. Ensure that groups record any additional consequences they had not initially written down.
6. As a class, discuss the “Recall...Reflect...Respond” questions on page 212. After discussing, you may wish to ask students to submit their own written answers to ensure accountability and understanding.

DIFFERENTIATING INSTRUCTION

1. This task could also be completed as a jigsaw activity (see page 19), or as a whole class activity.

LESSON 3

THE NORTH-WEST RESISTANCE

In this lesson students will explore the events of the North-West Resistance in 1885 and the significance of those events.

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline masters.

- BLM 7.3.1, Timeline of the North-West Resistance

Create a transparency or slide of:

- BLM 7.3.1, Timeline of the North-West Resistance

Book a projector if necessary.

Class set of chart paper and markers.

RESOURCES

Shaping Canada, pages 213–217

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit 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.mmf.mb.ca/>
Manitoba Metis Federation

<http://library2.usask.ca/northwest/background/backgrd.htm>
Biographies of the key participants in the North-West Resistance.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 7.3.1, Timeline of the North-West Resistance
- Participating in class discussions and activities

PRIOR LEARNING

Students will draw upon their knowledge of the Red River Resistance and the Confederation of Manitoba in 1870.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. As a refresher, ask the class, “Why did a delegation of Métis people from the North-West Territories travel to Montana to seek out Louis Riel in June, 1884?” Student responses should include that the Métis in the North-West Territories were facing similar challenges to what they had encountered in Manitoba: the government and immigrants were ignoring their land rights, petitions to the government were repeatedly ignored, and land speculators were illegally buying up their land that was near the proposed CPR line. They requested Riel’s help to negotiate fair terms with the federal government.
2. Ask for volunteers to read page 213 in *Shaping Canada*. After reading, draw students’ attention to the HTC Historical Perspective question at the bottom of the page and discuss as a class.
3. Ask students to examine Figure 7–19, Métis Bill of Rights, 1885. Have students form into groups of four to compare the Bill of Rights of 1885 to the List of Rights from 1870 on page 204. Ask groups to make a Venn diagram on chart paper of the differences and similarities between the two documents. When groups are finished, discuss the differences and similarities between the two documents as a class.
4. Distribute BLM 7.3.1, Timeline of the North-West Resistance, to students. Explain to students that they will be learning about the events of the North-West Resistance and selecting important dates and events for a timeline. Working with a partner, ask students to read pages 214–217 in *Shaping Canada*. As they read, partners should discuss the important events they want to include in their timeline, and their significance to the North-West Resistance.
5. When pairs have completed their timeline, ask volunteers to provide their chosen events, recorded details, and the significance of the event. Write these down on a transparency or slide to ensure all students have the correct information. Events that students may include on their timeline are:

December 16, 1884: Louis Riel and Honoré Jaxon submit a petition to Ottawa outlining people’s grievances.

March 18, 1885: A group of Métis occupy a church at Batoche and cut the telegraph line between Regina and Prince Albert.

March 19, 1885: Métis leaders declare a provisional government; shortly after Louis Riel creates the Métis Bill of Rights.

March, 1885: Many First Nation leaders support Louis Riel.

March 21, 1885: The Métis Provisional Government asks Superintendent Crozier to surrender at Fort Carleton.

March 26, 1885: NWMP and volunteers under Crozier engage in a battle with Métis at Duck Lake. The Métis force the police to retreat.

End of March, 1885: First Nation groups from the Poundmaker and Little Pine reserves raid stores and farms at Battleford for food and supplies.

March 30, 1885: Six hundred troops are dispatched from Toronto.

April 2, 1885: A First Nations group, led by Wandering Spirit, raids HBC stores at Frog Lake for food, arms, and ammunition.

April 6, 1885: Troops arrive at Qu’Appelle with some marching on to Batoche, and others travelling to protect settlers at Battleford.

April 24, 1885: General Middleton and his troops clash with Métis forces at Tourond's Coulée.

May 2, 1885: William Otter and troop ambush a group of Ininew (Cree) and Nakota (Assiniboine) at Cut Knife Hill.

May 9, 1885: General Middleton and his troops lay siege to Métis and First Nation fighters at Batoche.

May 12, 1885: Métis and First Nation fighters are forced to surrender at Batoche.

May 15, 1885: Louis Riel surrenders to government troops; Dumont escapes to the United States.

May 22, 1885: Pitikwahanapiwiyyin surrenders.

July 2, 1885: Mistahimaskwa surrenders.

July–November, 1885: Canadian government tries 71 Métis and First Nations people for treason-felony; 12 for murder; and Louis Riel for high treason.

November 27, 1885: Eight First Nations fighters are hanged at Battleford for their role in the resistance.

6. For homework, assign the “Recall...Reflect...Respond” questions on page 218. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

DIFFERENTIATING INSTRUCTION

1. Students can create a visual timeline of events with point-form notes for each visual. Students should choose seven to ten events for which to create visuals.
2. This can be completed as a whole class activity with important dates and events being chosen as the class reads through pages 214–217.

LESSON 4

THE TRIAL OF LOUIS RIEL

In this lesson students will examine and discuss the causes and consequences of Louis Riel's execution, and the differing views of Riel that are still debated today.

ESTIMATED TIME: 140 minutes

GETTING READY

Chart paper and class set of markers.

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 218–220, 223

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit 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.mmf.mb.ca/>
Manitoba Metis Federation

<http://www.law.umkc.edu/faculty/projects/ftrials/riel/riel.html>
A collection of primary documents, photos, and essays relating to the trial of Louis Riel.

<http://www.albertametis.ca/MNAHome/News-Archive/Louis-Riel-Needs-No-Pardon.aspx>
Clément Chartier, “Louis Riel Needs No Pardon.” May 2004.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- Participating in class discussions and activities

PRIOR LEARNING

Students will draw upon their knowledge of the Red River Resistance and the North-West Resistance.

SUGGESTED TEACHING AND LEARNING STRATEGIES

Part I

1. To begin class, start with the “Let's Discuss” question on page 218 in *Shaping Canada*. Allow students to share their responses with a partner before opening up to the class for discussion.

2. To focus the class on the current lesson, ask, “Do you agree with the Canadian government charging Louis Riel with high treason? Why or why not?” (You may wish to provide students with a definition of high treason: the betrayal or violation of allegiance against one’s country.) Allow students to form into groups of four to discuss their responses before sharing with the class.
3. Have a volunteer read “The Trial of Louis Riel” on page 218 and “The Verdict” on page 219. Draw students’ attention to the HTC Ethical Dimension question on page 218 and discuss as a class.
4. With the class, read the HTC Analyzing Cause and Consequence feature, “The Hanging of Louis Riel” on page 219. After reading, have students return to their groups of four, and ask one group member to collect a sheet of chart paper and a marker.
5. Explain to the groups that they will be completing questions 1 and 2 on page 219. Read over the questions with the class to ensure understanding. Students should use their notes and *Shaping Canada* to help identify the causes and consequences of Riel’s execution. Encourage groups to make rough drafts of their organizer before completing it on the chart paper.
6. When groups have completed their organizer, discuss question 3. Ask groups to agree on two consequences of Riel’s execution that they believe are the most significant today, and explain why they are significant.
7. Ask each group to present their graphic organizer to the class and the two consequences they chose as being most significant. Allow for questions and class discussion.

Part II

8. Have student volunteers read the Viewpoints on History feature “Riel: In His Time and Ours” on page 220.
9. As a whole class activity, answer Exploration questions 1 and 2. Alternatively, you may wish to structure question 1 as a horseshoe debate (see page 24).
10. With the class, read the HTC Ethical Dimension feature, “Riel Needs No Pardon.” Ask students to answer the Ethical Dimension question 1 with a partner. After they have had time to respond, ask volunteers to share their responses with the class. You may wish to open a debate with the class by asking, “Should Louis Riel receive a pardon from the Canadian government or not?”
11. To answer the Ethical Dimension question 2, allocate research time in the resource centre or computer lab, or alternatively assign as homework.

DIFFERENTIATING INSTRUCTION

1. Have students revisit the trial of Louis Riel and create their own closing statement for whether Louis Riel should be found guilty or not guilty of high treason.
2. The cause and consequence graphic organizer of Louis Riel’s execution can be completed as a whole class activity.

LESSON 5

MÉTIS LIFE AFTER 1885

In this lesson students will examine the challenges Métis people faced after the North-West Resistance.

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline master.

- BLM 7.5.1, Métis Life After 1885

Create a transparency or slide of:

- BLM 7.5.1, Métis Life After 1885

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 221–222

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit 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.mmf.mb.ca/>
Manitoba Metis Federation

ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 7.5.1, Métis Life After 1885
- Participating in class discussions and activities

PRIOR LEARNING

Students will draw upon their knowledge of previous challenges the Métis faced after the Red River Resistance, and the challenges of increasing European immigration.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Write the following question on the board or projector, “What challenges do you think the Métis faced after the North-West Resistance of 1885?” Allow students to share their responses with a partner before asking volunteers to share their answers with the class. Students may offer suggestions such as: they had lost Riel as their leader and Dumont was now in the United States; their attempts to have their rights recognized by the Canadian government had failed so they would have continued problems with securing land for their survival; rise in European and Canadian immigrants would continue to infringe on their territory and resources.
2. Have students read pages 221–222 in *Shaping Canada*. When they are finished, draw students’ attention to the HTC Evidence question on page 221 and discuss as a class.
3. Distribute BLM 7.5.1, Métis Life After 1885, and discuss the instructions with the class to ensure understanding. The graphic organizer provided in the BLM will help students organize their learning from these two pages.
4. When students have finished completing BLM 7.5.1, Métis Life After 1885, ask volunteers to share the information they selected to complete the BLM. Record this information on the transparency or slide and add any missing information to ensure all students have the correct facts.
5. Draw students’ attention to the Voices feature on page 222. How does Grant Anderson account for the growing Métis population and cultural survival? How has this changed from the challenges Métis people faced shortly after 1885?
6. Assign the “Recall...Reflect...Respond” questions at the bottom of page 222. You may wish to have students complete these questions for homework or hand their responses in for assessment.

DIFFERENTIATING INSTRUCTION

1. Students may complete BLM 7.5.1, Métis Life After 1885, with a partner or in small groups.

CHAPTER 7 QUESTIONS AND ACTIVITIES (PAGES 224 AND 225)

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 225)

Direct students' attention back to the Cluster Three Challenge they were introduced to on page 197 of *Shaping Canada* as a reminder on the details of the Cluster Challenge project. Students will work independently in this challenge. Read aloud to the class the Steps To Your Challenge from page 225. Have students complete the necessary work to fulfill this stage of the challenge.

POSSIBLE RESPONSES TO CHAPTER 7 QUESTIONS

Page 200

HTC Historical Perspective

Students' answers will vary. Some may answer that the Canadians had the strongest claim to the western territories following the land transfer from Rupert's Land to Canada. Others may argue that the Métis people of Red River had the strongest land claim as they had organized a provisional government which gave way to the negotiation and consent of the people to enter into the process of the Confederation of Manitoba. Other students may argue that the strongest claim belonged to First Nations peoples as they were the original people of the land. There may be some who indicate that Canada's connection to the British monarchy, with Queen Victoria as head of state, meant that Britain's claim far outreached any other. The investment by the HBC to expand trade and exploration into the West might be interpreted as a reason for land claim as well. Finally, some students may point out that the American reach towards the northwestern areas of North America under the claims of Manifest Destiny would direct American interest and belief of ownership to the region.

Page 203

HTC Evidence

Macdonald found McDougall's actions humiliating for Canada because although the proclamation read by McDougall introduced and asserted the authority of Canada and the Crown over the Red River region and throughout Rupert's Land, once McDougall departed back across the border this action removed any physical presence of this authority, or that of the HBC. Thus the land was left in a political vacuum. In a time of political transition, McDougall's actions undermined the Dominion Government and reduced the government's ability in trying to bring the Métis population under its influence.

Page 205**HTC Historical Perspective**

The image on the cover of the *Canadian Illustrated News* presented the perspective that Thomas Scott was executed by Louis Riel, despite the fact that he was executed by a firing squad. This image may have prejudiced many Canadians against Louis Riel, and the Métis, without knowing all the facts. People in the Red River region may have viewed the cover as another reason to distrust the Dominion of Canada.

Page 207**Recall...Reflect...Respond**

1. Student responses will vary. Possible research questions may include:
 - Why did the Métis Provisional Government decide to pardon Major Boulton and William Gaddy, but allow Scott's execution orders to stand?
 - What point did the Métis Provisional Government hope to prove by executing Scott?
2. The execution of Thomas Scott was historically significant as a pivotal moment in the Red River Resistance. The decision to execute Thomas Scott, but pardon Major Boulton and William Gaddy generated great controversy and had a great affect upon the subsequent decisions made by John A. Macdonald and the Dominion of Canada in regard to the Métis and the future of Manitoba.
3. Student answers will vary, but may include ideas such as fear, resentment, the desire to resist, and greater feelings of alienation by the Métis people.

Pages 208–209**History in Action: The Reality of the *Manitoba Act***

1. Answers will vary depending upon the progression of the case at the time of teaching and study. (The July 11, 2010, issue of the *Winnipeg Free Press* reported that Manitoba's highest court dismissed an appeal by the Manitoba Métis Federation seeking to overturn two lower court decisions that rejected the multibillion dollar land claim. As stated in the *Winnipeg Free Press*, Richard Scott, chief justice of the Manitoba Court of Appeal wrote, "[While] there may well have been inattention or carelessness, there is no convincing evidence that Canada's conduct overall constituted 'deliberate ineptitude' or 'unconscionable conduct,' to constitute a breach of fiduciary duty." Manitoba Metis Federation President David Chartrand felt that presentation of the case in Canada's highest court would be inevitable. Chartrand was quoted in the paper as saying, "It's not a loss. We just didn't win, so there is still another round to go.")
2. Answers will vary dependent upon the viewpoints of the students.

Page 211**HTC Continuity and Change**

Students should notice that between 1870 and 1886, the Métis population fell dramatically in Manitoba. The main conclusion upon inspection of Figure 7–16 is that large numbers of immigrants arrived in the West, while Métis people dispersed further west, rapidly reconfiguring the demographic makeup of the region.

Page 212**HTC Continuity and Change**

In the fifteen years since Louis Riel left, some of the changes that had occurred were that many Métis had left the Red River region and moved westward into present-day Saskatchewan and Alberta. Other changes included the decline of bison and the use of steamboats to transfer furs, which led to a direct change in their lifestyles and way of life. Some of the issues that stayed the same in those fifteen years were that the petitions to secure land titles were continually ignored by the Canadian government, and their new settlements were also ignored by surveyors for the Canadian Pacific Railway. The Métis continued to organize to fight for their rights to land and their way of life.

Page 212**Recall...Reflect...Respond**

1. The *Manitoba Act*, 1870 is historically significant as it is a Canadian statute that granted Manitoba entry into the Dominion of Canada. The Act allowed Manitoba to participate in the House of Commons and the Senate in Ottawa. Schools and government in Manitoba could use either French or English. Approximately, 560,000 hectares of land were set aside for the Métis, with each family receiving a scrip saying they owned 96 hectares of land (although these were often ignored by immigrants and surveyors). The historical significance of the *Manitoba Act* is also far reaching in that it has failed to protect Métis peoples' rights.
2. The consequences for Canada would include a second period of turmoil. This manifested with the North-West Resistance in 1885. Events in this period added greater complexity to the relationship between the Dominion of Canada, English and French Canadians and the Métis. This complexity requires ongoing examination in the present day.

Page 213**HTC Historical Perspective**

The Métis Provisional Government of 1885 was formed to initiate meaningful discussion with the Government of Canada. Riel was likely not given an official role in this government due to his controversial past including his banishment from, "Her Majesty's dominions." This would prevent his involvement from undermining the objectives of the Métis Provisional Government of 1885, but allow his influence and knowledge to aid in the negotiation process.

Page 215**HTC Historical Perspective**

The Canadian government would have been concerned about First Nations involvement in the conflict as it could mean an erosion of the terms of agreement from the Numbered Treaties and would escalate the numbers fighting against the Canadian government. An alliance of First Nations of the region with the Métis would result in a daunting mission of maintaining the Government of Canada's influence and would call for the use of Canadian militia forces.

Page 218**HTC Ethical Dimensions**

The main problems of Riel receiving a fair trial rested upon the following issues:

- Riel disagreed with his lawyers in the approach to his defense. Riel rejected the idea of an insanity plea, believing it would undermine the legitimacy of the Métis resistance.
- The trial had been moved to Regina where an all-English jury could be guaranteed.
- The charge of High Treason carried a death sentence and was a charge from antiquated English legal code.
- Being an American at this time may have lent itself to a biased jury considering the Confederation discussions of a perceived American threat only a few years earlier. People may have carried this bias with them.
- Because Riel was an American citizen, some argued that the Canadian government did not have a right to take Riel to trial.
- Also, given Riel's involvement in the Métis Resistance of 1869, many people may have had predetermined views against Riel.

Page 218**Recall...Reflect...Respond**

1. The events that led to the Confederation of Manitoba and the North-West Resistance were the same in that they both were about the fight for cultural survival and rights to a way of life and land. In both cases, Bills of Rights were introduced into the negotiations with the Canadian Government, and Métis Provisional Governments were set up to assert the legitimacy of the claims and process.

The difference between the events involved the authority within the region. Regarding the Confederation of Manitoba, it could be said that the Métis had legitimate claim to the land as it was not yet fully within the jurisdiction of the Dominion of Canada. In the Métis Resistance of 1885, the land was under the jurisdiction of the Government of Canada. In this case as well, Riel was not made a member in the forefront of the Métis Provisional Government of 1885.

2. The Métis List of Rights, 1870, was a document that embodied the desires of the Métis for law, order and good government in their region. Again, the spirit of these words appears again at the heart of the North-West Resistance of 1885.

Page 219**Analyzing Cause and Consequence: The Hanging of Louis Riel**

1. Student answers will vary, but should have an organized method for recording information to show cause and consequence. A concept map, word cycle, or graphic organizer of various kinds may be used to show the consequences of the hanging of Louis Riel.
2. You may wish to look at the causes of the hanging of Louis Riel together as a class. View and share the definition of 'underlying causes' from the question to ensure student understanding. Provide an example to students for clarification.
3. Student responses will vary, but should include the loss of a significant leader for the Métis, the rise in French-English tensions across Canada, and the increasing desire in Québec for autonomy from Canada.

Page 220**Viewpoints on History: Riel: In His Time and Ours**

1. Answers will vary. It may be discussed that there was much discussion about Riel in his own time considering his controversial actions. The opinions of Riel expressed in newspapers indicate the public sentiment of Riel in that specific epoch. Students may discuss that writers from this time could not foresee the long-term consequences of Louis Riel and his death. Some students may argue that if Riel had not been executed, his historical significance would be completely different today.
2. Discussion points will vary. Before discussion students should be allowed to gather evidence that supports their ideas of whether perspectives have changed or not. You may encourage them to construct interpretive questions to ask in their group that extend beyond the questions featured here. Encourage students to record views presented by others for further discussion or for debriefing of this experience in a large group.

Page 221**HTC Evidence**

Prime Minister Macdonald's words clearly indicate his plan to remain rigid and unsympathetic to the needs and interests of the Métis people after 1870. He planned to increase settlement in the area, and overwhelm the Métis people with numbers. The success of his goal may be indicated by the demographic changes in the West after this point. The level of migration of new immigrants into the region and the continued dispersal of the Métis out of the Red River region show that the objective of increased immigrant settlement was achieved.

Page 222**Recall...Reflect...Respond**

1. Student responses will vary but paragraphs should include the loss of Louis Riel, the erosion of Métis relations with the Canadian government, and the increased marginalization of the Métis people. Students may also include the historical significance of the continued Métis resistance to fight for their survival and rights.
2. Answers will vary, but should include a focus on the idea that because of the Royal Proclamation of 1763, and then because of the *British North America Act* of 1867, the government of Canada was bound to negotiate treaties with First Nations in regard to land. The obligations in the Royal Proclamation of 1763 and the *British North America Act* that applied to First Nations, did not apply to the Métis.

Page 223**Considering the Ethical Dimensions of History: "Riel Needs No Pardon"**

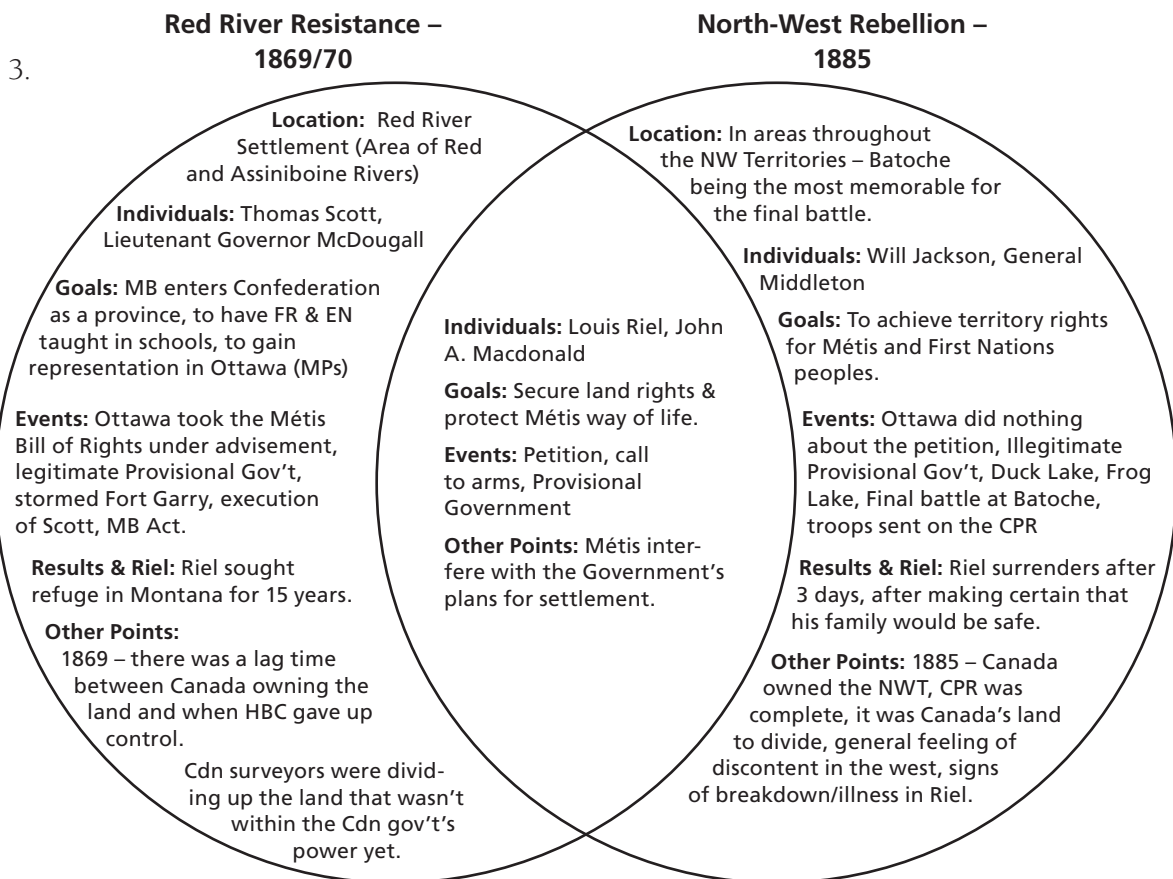
1. Chartier does not see a pardon for Riel as a priority for the Métis people. He states that a pardon would not address the political manipulation that took place. Chartier argues that the Métis deserve more than a pardon for a political and cultural hero to acknowledge the wrongs of the past. The ethical dilemma of a pardon is also tied to the fact that a pardon is the act of excusing a mistake or offense. A pardon would indicate wrongdoing, which is not what many people believe concerning Riel and the Métis Resistance Movements of 1869 and 1885.
2. Answers will vary depending upon viewpoints students examine.

Page 224 and 225

Chapter 7 Questions and Activities

1. You may wish students to work in groups to answer this question and create a graphic organizer to examine the causes of Métis resistance and the consequences of the two resistances examined in this chapter.
2. Students' webs will vary, but may include the following information:

Leader	Strengths as a Leader	Weaknesses as a Leader
Gabriel Dumont	<ul style="list-style-type: none"> • Military knowledge and ability to command • Trust of the people • Tactical experience in the field 	<ul style="list-style-type: none"> • Less familiar with the workings of the government, the legal system, and the politics of Canada
Louis Riel	<ul style="list-style-type: none"> • Knowledge of the workings of the government, the legal system, and the politics of Canada • Multilingual • Politically known within his own community and without • Well educated 	<ul style="list-style-type: none"> • Had spent a large amount of time away from his community • His struggles with mental illness may have affected his leadership and judgement capabilities



4. a) Bengough's message about the Métis Resistance of 1885 was that the responsibility for the events did not rest with one single person. There were many people and influences that gave rise to the Resistance. Guilt or responsibility cannot be attributed to any one individual.
- b) Bengough's cartoon represented ways that the resistance was seen by different people of the time by depicting the various individuals involved from the views of groups such as Métis, French Canadians, and English Canadians.
5. Answers and discussions will vary based upon the information and evidence selected by students during their research.
6. Timelines may vary but the following are specific topic areas that could be used on the timeline:

Setting the Historical Context

- Red River Valley in the 1860s
 - Demographics
 - Changes
 - Newcomers

Métis Resistance of 1869

- The Transfer of Rupert's Land to Canada
- William McDougall
- The Surveyors
- October 11, 1869, The farm of André Nault and Louis Riel
- October 19, 1869, The Comité National des Métis
- The Comité National des Métis takes charge
 - November 1, 1869
 - November 6, 1869
- MacDougall and the Proclamation
 - December 1, 1869
- The Métis Provisional Government of 1869
 - Stabilization from December, 1869, to February, 1870
 - The Convention of Forty and the Métis Bill of Rights, 1869
- Intensification
 - Parisien and Sutherland
 - The Execution of Thomas Scott
 - Reactions in the Red River Region
 - Reactions in Ontario
 - Reactions in Québec
- The *Manitoba Act*, 1870
- The Red River Expeditionary Force
- The Reign of Terror
 - September 13, 1870
- The Election and Amnesty
 - December, 1870

Setting the Historical Context

- North-West in the 1880s
 - Dispersal and Challenges
 - Outline the aspects of challenge for Métis after 1870

- Dispersion of Métis people
- The demand for land caused by the CPR and the pressure on Métis people

Métis Resistance of 1885

- Riel and Jackson (Honoré Jaxon) and Métis Bill of Rights, 1885
- Developments in the North-West
 - Perspectives in the region
 - Duck Lake
 - The North-West Mounted Police
 - Escalations
 - Frog Lake
 - Dispatching the troops
 - Middleton and skirmishes
- The Battle of Batoche
- Riel surrenders
- The Aftermath
- The Trial of Louis Riel
- The Hanging of Louis Riel
- Reactions
- The Life of Métis people after 1885
 - Road Allowance People
 - Marginalization

(This timeline may be modified in length and topic as needed.)

7. a) Resistance: the action of opposing something that you disapprove or disagree with
Rebellion: the refusal to accept some authority or code or convention
The use of the term *resistance* would be used by those who believe that the actions of the Métis were done as a result of their dissatisfaction with the nature of their interactions with the Dominion of Canada in 1870 and 1885. The use of the term *rebellion* would indicate a different perspective suggesting that the Métis refused to accept authority and acted in a defiant manner.
b) The preference for the use of the term “North-West Resistance” gives legitimacy to the decisions made by the Métis in 1885. The use of this term also sets the context to conclude that the events of 1885 were a mainstream Métis endeavour. The use of the term “Riel Rebellion” does the opposite. It frames the events to be an insurrection against Canada and that Riel was the primary focus and voice of the rebellious Métis persons.
8. The government responses to the Métis grievances in 1870 and 1885 demonstrate a disconnect from the Métis people. There is an undercurrent of indifference and the need to placate the Métis just enough to de-escalate the situation. With that done, the government could move on with their agenda to settle the West through immigration. The diffusing of the situation seemed to be calculated and not about a valid and meaningful political and social partnership with the Métis.
9. Student responses will depend on their area of research.