

CHAPTER 8

POST-CONFEDERATION LIFE

CHAPTER 8 OVERVIEW

Chapter Focus

Students will

- examine Canada’s territorial growth and vision for nation-building, as well as some of the effects of this growth
- explore the immigration policies that drew settlers to Canada’s West and the impact of immigration on Canada
- investigate how economic development and industrialization affected workers
- become familiar with a variety of social, cultural, and political changes, and the efforts of Canadians to improve their lives

Essential Question

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

Enduring Understandings

1. Immigration has helped shape Canada’s history and continues to shape Canadian society and identity.
2. The history of Canadian citizenship is characterized by an ongoing struggle to achieve equality and social justice for all.
3. The role of government and the division of powers and responsibilities in Canada’s federal system are subjects of ongoing negotiation.
4. 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 for your class 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 8 questions can be found following the last lesson for this chapter on page 241.

HISTORICAL BACKGROUND

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

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

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

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

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

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

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

LESSON 1

CANADA FROM SEA TO SEA

This lesson introduces students 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.

ESTIMATED TIME: 140 minutes

GETTING READY

Photocopy blackline masters.

- BLM D, Structured Notes
- BLM 8.1.1, The National Policy: Causes and Consequences. (You may wish to photocopy this on 11 x 17" paper to allow students more room for detail.)

Create a transparency or slide of:

- BLM D, Structured Notes (optional)
- BLM 8.1.1, The National Policy: Causes and Consequences (optional)

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 226–234

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://www1.canadiana.org/citm/themes/constitution/constitution14_e.html

Canada in the Making: Constitutional History. This web site provides links to some of the pivotal documents that played a part in this period of Canadian expansion.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM D, Structured Notes, and BLM 8.1.1, The National Policy: Causes and Consequences
- Participating in class discussions and activities

PRIOR LEARNING

Students will draw upon their awareness of the federal government's plan to settle the West with immigrants, which contributed to the Red River Resistance and the Northwest Resistance.

SUGGESTED TEACHING AND LEARNING STRATEGIES

Part I

1. Ask students to answer the following questions posted on the board or projector in their notebooks:
 - What are a government's responsibilities?
 - How do you think you will see the government performing these responsibilities in the decades immediately following Confederation?

Draw students' attention to the images on page 226 of the Chapter 8 opener, and ask them to keep the images in mind when formulating their responses. You may wish students to work with a partner to share ideas.

When they have had time to generate responses, ask volunteers to share ideas. They may offer answers that suggest governments create and enforce laws, make decisions relating to the economy, and that they construct and organize infrastructure. Students' predictions about the decades after Confederation will vary, depending on whether they draw on the information they learned in Chapter 7.

2. Let students know that in this lesson, they will be learning about what actions the government took when they began to expand Confederation and settle the West, and that they will be seeing the government perform all the typical roles—attending to law enforcement, making and implementing decisions about the economy, and constructing infrastructure.
3. Have students turn to page 227, 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.
4. 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.
5. Distribute copies of BLM D, Structured Notes. Instruct students to record the heading of this section of the chapter "Canada from Sea to Sea" on the topic line. Tell them to record the blue headings on pages 228, 229, 232, and 234 in the boxes of the left-hand column. (There will be one row left blank.)
6. Tell students that they will be practicing note-taking from the book in this lesson, and that their notes will help them complete the activities at the end of the reading. If they are unfamiliar with note-taking, you may wish to write these tips for note-taking on the board or projector:
 - Scan headings, topic sentences, and the concluding sentences of paragraphs to get a sense of the big ideas.
 - Read the section more carefully to pick up the supporting details.
 - Jot down the key ideas and details in your own words.

If you have not done this activity with students before, you may wish to demonstrate note-taking using a transparency or slide of BLM D, Structured Notes, on the projector, reading through the first section "Expanding Confederation" and having students suggest details that should be recorded.

7. Once students have completed their structured notes, discuss the details they included on their sheets as well as their comments about the significance of the details, recorded in the right-hand column.

Part II

8. Discuss with students that they will be completing an activity to understand cause and consequence relating to the National Policy. Distribute copies of BLM 8.1.1, The National Policy: Causes and Consequences. Instruct students to use pages 232–234 of *Shaping Canada* to complete the sheet, identifying the main purpose or goal of the policy in the top box and the three strategies that comprise the policy in the boxes on the left-hand side. In the circles with solid lines, they should record a positive outcome of the strategy next to it; in the circles with broken lines, they should identify a negative outcome or failure of that strategy. Finally, in the box on the right-hand side, students should evaluate the success of the policy as a whole. They may feel it was partially successful and partially unsuccessful. Whichever way they rate the National Policy, they should provide details and logical reasoning to support their opinion.
9. When the class has completed the sheet, have students share their responses and correct any misconceptions that may arise during discussion. You may wish to record answers on a transparency or slide of the BLM, or record their responses on the board.
10. If there is disagreement about the success of the policy, lead an informal debate about the pros and cons of the National Policy, encouraging students to consider different perspectives whenever possible.
11. To close the lesson, assign the “Recall...Reflect...Respond” questions on page 234. 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. Before assigning the Structured Notes activity, have student volunteers read the selected sections aloud if the class contains struggling readers.
3. Ask students to go back to the question posed at the beginning of the lesson, “What are a government’s responsibilities?” Have students consider whether, based on their earlier ideas of what government should do, Macdonald’s government was appropriately fulfilling its responsibilities to all Canadians with the National Policy. They may complete this as an exit slip (see page 36) or as a more fully developed writing assignment to be submitted for assessment.

LESSON 2

IMMIGRATION AND SETTLEMENT

In this lesson, students will explore the changing face of immigration in Canada, looking at the different causes and consequences of this period of population growth.

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline master.

- BLM 8.2.1, Post-Confederation Immigration

Create a transparency or slide of:

- BLM 8.2.1, Post-Confederation Immigration (optional)
- BLM 8.2.2, Post-Confederation Immigration Answer Key

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 235–239

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.civilization.ca/cmc/exhibitions/hist/advertis/adindexe.shtml>

Museum of Civilization: “The Last Best West: Advertising for Immigrants to Western Canada, 1870–1930”

ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 8.2.1, Post-Confederation Immigration
- Participating in class discussions and activities

PRIOR LEARNING

Students will make connections between immigration patterns of this period to immigration patterns for Nouvelle-France and British North America, as well as to learning from the previous lesson.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Invite students to identify, without looking at their books, one thing they learned in the previous lesson. You may ask them to do this as an oral activity, recording volunteered answers on the board, or you may have students write their answers in their notebooks. Their answers will likely touch on the details of the main topics of expanding into the west: surveying the land, the building of the railroad, the creation of the North-West Mounted Police, and the National Policy.
2. After the class has identified several answers, discuss with students that they will be learning more about one of the components of the National Policy, immigration, with greater focus on the specific groups who came, the causes that brought them to Canada, and their impact on Canada's development.
3. Distribute BLM 8.2.1, Post-Confederation Immigration, and discuss with students that they will be completing the handout as they read. Have students read the paragraphs under "Immigration and Settlement" and "Immigration under Macdonald's Government" (page 235) individually or in pairs, and then answer the questions at the top of the page. Have students share answers and record them on a transparency if you wish.
4. Have students read the paragraphs under the headings "Mennonite Immigration" and "Icelandic Immigration" individually or in pairs. Instruct students to fill in the first two rows of the chart on BLM 8.2.1. When they are complete, have students share answers and record them on a transparency if you wish to ensure all students have the correct information. Remind students that *push factors* relate to what was happening in their home countries that may have pushed them to emigrate to Canada, whereas *pull factors* relate to what was enticing them to move to Canada.
5. Invite a student to read the first paragraph on page 236. Ask students to consider the HTC Historical Perspective question at the end of the paragraph. Students may infer that as a French Canadian, Laurier would have had less of a feeling of attachment to Britain than Macdonald, who was a Scottish-born Canadian.
6. Have students continue to read the rest of page 236, and to the bottom of page 237, under the heading "Sifton's Campaign." If you are continuing to have student volunteers read aloud, lead a discussion of the HTC Continuity and Change question at the bottom of page 237.
When they are discussing this question, students should recognize that the arrival of groups with diverse backgrounds and cultures would have had a tremendous impact on Canada, including the addition of languages, religious beliefs and practices, and different political views. The arrival of immigrants also meant that the lives of First Nations people had been altered as the government moved First Nations groups to reserves through the negotiation of the Numbered Treaties (the Numbered Treaties will be examined in Chapter 9). The settlements established would strengthen the claim of Canada to the territories, and as people created settlements across the country, the distance between populations would diminish, possibly creating a stronger sense of Canada being a country from sea to sea. One way in which their arrival shows continuity is in the fact that Canada had always relied, from the earliest days of colonization, upon immigration for much of its population growth. Another continuity is in the fact that there had always been cultural diversity, from long before Europeans arrived.
7. After discussing the HTC question, instruct students to complete the final two rows of the immigration chart on BLM 8.2.1. When they are complete, have students share answers and record them on a transparency or slide.

8. As a class or individually, continue reading pages 238–239. Draw attention to the Considering the Ethical Dimensions of History feature “Chinese Immigration Act” and explore the questions with this feature.
9. Ask students to complete the activities in “Recall...Reflect...Respond” on page 239 of *Shaping Canada* as homework. Remind students to be prepared to discuss their responses in the next class.

DIFFERENTIATING INSTRUCTION

1. Have students visit the web site for the Museum of Civilization: “The Last Best West: Advertising for Immigrants to Western Canada 1870–1930” (listed in the Additional Resources). Ask them to identify which of the posters they think would draw them to immigrate to the Canadian West. What features of Canada and Canadian life would need to be included on an immigration poster today to draw immigrants?

LESSON 3

ECONOMIC DEVELOPMENT AND INDUSTRIALIZATION

Students will examine the shift in Canada from an economy based largely on natural resources to one in which manufactured goods are exported.

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline master.

- BLM 8.3.1, Economic Development and Industrialization

Create a transparency or slide of:

- BLM 8.3.1, Economic Development and Industrialization (optional)

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 240–243

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.mccord-museum.qc.ca/en/eduweb/texts/textbooks/industrialization/>

This web site answers specific questions about industrialization in Canada using excerpts from history textbooks.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 8.3.1, Economic Development and Industrialization
- Participating in class discussions and activities

PRIOR LEARNING

Students will likely draw on general awareness that technology is much more important today than it was in the eras studied so far in the course, but may have no specific prior knowledge of how this came to be.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Organize the reading of the sections titled “A Country of Natural Resources,” “Economic Growth,” and “Rising Urbanization” (pages 240–243) individually or as a small group activity and distribute BLM 8.3.1, Economic Development and Industrialization.
2. Individually, or in their groups, students should fill in the first row in the chart, using the information from *Shaping Canada* to identify the intended and unintended consequences of the event identified in the box on the left side. When students have completed the first row, invite volunteers to share the information they identified. Record these details on a transparency or slide of the chart. Have students repeat this procedure until they have completed and corrected the whole chart.
3. Display on the board or the projector the following quotation:

“Practically all the major technological changes since the beginning of industrialization have resulted in unforeseen consequences Our very power over nature threatens to become itself a source of power that is out of control Choices are posted that are too large, too complex, too important and comprehensive to be safely left to fallible human beings.” (Herman Kahn and Anthony Wiener, *The Year 2000*.)

Invite students to volunteer interpretations of what Kahn and Wiener likely meant by this statement. After it is clear that students comprehend Kahn and Wiener’s meaning, ask students to react to this quotation, based on what they have learned from this lesson so far. You may wish to have students break into small groups, or continue as a whole class discussion, or have students submit a written response.
4. Direct students’ attention to the HTC Identifying Continuity and Change feature “Canada Isn’t Just...” on page 242. Ask students to form groups of four or five to answer the questions at the end of the feature. You may need to assign time in the resource centre to allow groups to answer question 2.
5. Ask students to complete the activities in “Recall...Reflect...Respond” on page 243 of *Shaping Canada* as homework. Remind students to be prepared to discuss their responses in the next class.

DIFFERENTIATING INSTRUCTION

1. Circulate and provide assistance to students as required as they are filling in the chart, particularly as they are evaluating whether the intended or unintended consequence has more significance.
2. Ask students to examine Figures 8–21 and 8–22 on page 241 of *Shaping Canada*. Have students imagine it is the front of a postcard that was created to celebrate the establishment of the factory in 1910. Instruct them to write two messages for the back of the postcard: one as if they are the owner of the factory, and one as if they are one of the workers in the factory.

LESSON 4

SOCIAL AND POLITICAL CHANGE

In this lesson, students will explore the various ways in which different groups of people responded to changes in society and perceived injustice, endeavouring to achieve reforms that would have lasting benefit.

ESTIMATED TIME: 140 minutes

GETTING READY

Photocopy blackline masters.

- BLM 8.4.1, Protest and Change
- BLM 8.4.2, Truer Words Were Never Spoken?

Book a projector if necessary to begin lesson with video clip (as described in step 1 of this lesson).

RESOURCES

Shaping Canada, pages 244–253

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://archives.cbc.ca/politics/elections/topics/1450/>

CBC Archives: “Voting in Canada: How a Privilege Became a Right”

<http://1919winnipeggeneralstrike.blogspot.com/search?updated-max=2009-05-19T01%3A53%3A00-05%3A00&max-results=20>

1919: The Winnipeg General Strike—A source of primary documents; also has posts about the daily news for each day of the strike.

http://www.mhs.mb.ca/docs/mb_history/11/women1919strike.shtml

Manitoba History: Women and the Winnipeg General Strike of 1919

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

Strike 1919!

<http://www.cbc.ca/video/#/News/Canada/Toronto/ID=1536071392>

CBC News: Photographer on G20 Protests—*Toronto Star* staff photographer Steve Russell reflects on what it was like being in the middle of the G20 protests when the violence started and how he was able to capture some iconic moments.

CBC Video *Bloody Saturday: The Winnipeg General Strike* (DVD) (2007).

ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 8.4.1, Protest and Change, and BLM 8.4.2, Truer Words Were Never Spoken?
- Participating in class discussions and activities

PRIOR LEARNING

Students will draw on general awareness or learning they may have of how women got the vote and improvements in working conditions for workers.

SUGGESTED TEACHING AND LEARNING STRATEGIES

Part I

1. To open the lesson, if possible, project a video or display photographs of some of the events of the 2010 Toronto G20 summit, such as the video at CBC.ca, listed in the “Additional Resources” section for this lesson. Ask students to identify or make inferences about what the protesters wanted, and/or what it would have been like to have been at that protest, whether as a participant, police officer, or observer.
Ask students whether they think the protesters' actions were appropriate or not, and what kind of response they would hope to see from authorities. Ask, “Are these effective methods to bring about change? Why or why not?” Lead a class discussion on this question.
2. Have students refer to the Essential Question on page 227 of *Shaping Canada*, “How did territorial expansion, immigration, and industrialization change life for men and women in Canada?” Ask students to share some of the facts they have been learning about territorial expansion, immigration, and industrialization. Discuss with students the idea that to this point, the changes they have been learning about have been initiated largely by government or were consequences of developments in technology.
3. Instruct students to turn to page 244 of *Shaping Canada*, and read through the paragraph under the heading “Social and Political Change.” Discuss with students that the focus of this lesson will be on the social and political changes that happened in Canada at the end of the nineteenth century and at the beginning of the twentieth century, as responses to the changes they have learned about.
4. Distribute copies of BLM 8.4.1, Protest and Change, and organize a think-pair-share activity to read the section titled “The Manitoba Schools Question” on page 244 of *Shaping Canada*. Instruct students to use the handout, as they read, to record point-form notes about the key issues and the outcome of the controversy. After reading the section, they will discuss their findings with a partner and revise their notes if appropriate. They will then compare their notes with another pair, making any necessary revisions.
Ask volunteers to share their notes with the class when everyone has finished.
5. Direct students' attention to the HTC Historical Significance question at the bottom of page 244, and lead a discussion. Student responses will vary, but may recognize that the Manitoba Schools Question would have been important to French Canadians in Québec and elsewhere because the outcome would set a significant precedent; either their

language and their right to educate their children in French would be protected, or it would be threatened. Whatever happened in Manitoba potentially could be repeated in Québec.

6. Have students turn to page 245 of *Shaping Canada* and instruct students to continue reading the section titled “Western Discontent” and filling in the relevant sections of the handout. After students have had a chance to check their notes with partners and/or the rest of the class, draw their attention to the HTC Historical Perspectives question at the bottom of the page, and invite responses.

Students may suggest that Canadian farmers might have felt alienated from the established political parties because the policies of the parties seemed to reflect more focus on the needs of central Canada, and its growing industrial base, than the needs of farmers, especially in the West. For example, tariffs protected industries, but farmers paid the price. Their exports, on the other hand, had no tariff protections.

7. Ask volunteers to read the Viewpoints feature “The National Policy” on page 246. After reading, have students form groups of four to discuss the questions at the bottom of the feature. Ask groups to share responses to each question with the class.
8. Instruct students to return working with their partner to read the section titled “Other Reform Movements” (pages 247, 249, and 250) and to fill in the relevant sections of their handout. When they finish, direct their attention to the Establishing Historical Significance feature “Winnipeg General Strike” on page 248, and ask them to continue the think-pair-share process to read it and answer the questions at the bottom of the page.

In response to Question 1, they may note that it was not significant for achieving its goals; however, it was significant because it had a profound impact on the labour movement in Canada. Some workers became more radical, while others were demoralized and retreated from the labour movement.

In response to Question 2, students may suggest that the government might have agreed to investigate their complaints, possibly even legislating rules to make wages and conditions more conducive to a better quality of life, or at least guaranteeing workers’ rights to bargain collectively. The strike, had the government responded in this way, would almost certainly have not ended in bloodshed.

9. Instruct students to finish filling in BLM 8.4.1, Protest and Change, in their pairs as before, with the information under the heading “Federal-Provincial Powers” on page 251 of *Shaping Canada*. When they have finished, ask volunteers to share their notes with the class.

Part II

10. Distribute BLM 8.4.2, Truer Words Were Never Spoken?, and read through the instructions with students. Direct them to use a different example for each quotation. Students may decide that a quotation is partially supported by an example, and partially contradicted, but they should indicate with a rating of two or three whether it is *more* supported or *more* contradicted. Each rating should be defended with logical and specific rationale.

Some of the quotations contain vocabulary that is archaic; depending on the skill levels in your classroom, you may wish to provide dictionaries, orally explain some of the vocabulary and/or whole quotations, or provide a glossary for words you believe may be confusing for students.

When students have completed the activity, ask volunteers to share responses to each quotation. Facilitate a discussion or debate where there is disagreement.

11. Ask students to turn to page 251 of *Shaping Canada* and complete the activities in “Recall... Reflect...Respond.” Remind students to be prepared to discuss their responses in the next class.
12. To close the lesson, have students compose a telegram outlining one major event or development from this part of the chapter. Explain to them what telegrams were, if necessary, reminding them that they were paid for by the word, so people had to be very concise. Give them a word limit, such as 15 or 20 words, to explain the cause(s) and outcome(s) of a major development. Collect these to assess or plan to have students share their telegrams with the class orally the next day.

DIFFERENTIATING INSTRUCTION

1. Instead of having students fill in BLM 8.4.1, organize a role-play activity in which students take on the role of an individual involved in one of the events. Consider having pairs work together to represent two different perspectives in each event. Have students present to the class, ensuring that each event is represented at least once.
2. Some students may wish to know more about the Winnipeg General Strike. Show the DVD, *Bloody Saturday: The Winnipeg General Strike* and/or encourage students to conduct further research on the strike. Students could begin their research by consulting resources listed in “Additional Resources” and prepare a short presentation or report on their findings.

CHAPTER 8 REVIEW AND ACTIVITIES (PAGES 252 AND 253)

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 253)

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. Encourage students to choose an event from Chapter 8 and then describe it by taking a historical perspective. Have each student read the Steps To Your Challenge on page 253 and complete the necessary work to fulfill this stage of the challenge.

POSSIBLE RESPONSES TO CHAPTER 8 QUESTIONS

Page 228

HTC Historical Perspective

Students will likely answer that European Canadians would view the motto positively, as it reflected their ambition to settle the country coast to coast. First Nations and Métis peoples may have viewed the motto cautiously or negatively, as the settlement of Canada with farmers would mean major changes to their ways of life.

Page 233

HTC Evidence

Students' answers will vary, but they may note that the pictures show the difficult terrain that would have made the already dangerous manual labour even more treacherous for Chinese workers. They may note the evident differences in status of Donald Smith, who is the focus of the later photograph, and the faceless, impoverished-looking workers of the earlier photograph.

Page 234

Recall...Reflect...Respond

1. The transcontinental railroad would change the lives of men and women by opening up new opportunities for farmland to people who wanted to start a new life in the west, by making transportation between communities faster, and thereby reducing peoples' isolation, and by making the transportation of goods faster and more efficient, thus helping to foster industrialization. In some ways, life was better because there were greater opportunities, but in other ways life was harder, because taking advantage of the opportunities required a great deal of work. For some people, such as the Chinese who worked on the railroad, the work was so dangerous and low paying that the benefits the employment brought into their lives may have been minimal.
2. Some people may say that the photo shows the most important moment in Canadian history because it depicts the completion of the railroad which led to great economic, political, and social change in Canada. The desire for the railroad shaped many events that preceded this moment, and the completion of the railroad shaped the outcome of many events that followed. Whether students will agree or disagree will vary.
3. Student answers will vary. Students who feel that our current relationship with the United States is still founded upon maintaining an identity separate from the United States may point to events like Canada refusing to join the war in Iraq in 2003, cultural icons like Tim Hortons and hockey, or practices such as universal health care. Students may feel that our current relationship is actually one of little distinction, and may point to the fact that Canadians consume far more American media products than Canadian ones, that many Canadian companies are actually owned by Americans, and that while we did not join the war in Iraq, we did join the war in Afghanistan. Students may have many other points or examples to support their stances.

Page 236

HTC Historical Perspective

Students will likely infer that as a Scottish-born Canadian, Macdonald would have felt a stronger attachment to Britain, than Laurier, who was a French Canadian.

Page 237**HTC Continuity and Change**

Students should recognize that the arrival of groups with diverse backgrounds and cultures would have had a tremendous impact on Canada, including the addition of languages, religious beliefs and practices, and different political views. The settlements established would strengthen the claim of Canada to the territories, and as people created settlements across the country, the distance between populations would diminish, possibly creating a stronger sense of Canada being a country from sea to sea. One way in which their arrival shows continuity is in the fact that Canada had always relied, from the earliest days of colonization, upon immigration for much of its population growth. Another way is in the fact that there had always been cultural diversity, from long before Europeans arrived. Some students may also discuss the continuity of the impact that immigration had on the lives of First Nations and Métis peoples. This impact of immigration on First Nations and Métis peoples will be dealt with in greater detail in Chapter 9.

Page 238**Considering the Ethical Dimensions of History: *Chinese Immigration Act***

1. The government's vision of Canada did not include visible minorities, including the Chinese. Ethical questions that arise might include, "Under what circumstances might a country believe it is acceptable to want to limit the variety of cultures within its borders?" or "What should the Canadian government do to make amends?"
2. Students answers will vary, but they should have discovered that the immigration policy for immigrants in the independent class is based on a point system, in which immigrants are selected based on skills and other attributes (such as age) which will determine whether they can contribute in ways that will benefit Canada. Race is no longer considered, so students will likely state that racism does not play a role.

Page 239**Recall...Reflect...Respond**

1. Students' responses will vary, but may note comparisons in the push and pull factors. Some immigrants came to escape hostile conditions at home (as people escaped the famine in Ireland or clearances in Scotland, and Ukrainians and Jews were driven by conditions to leave their homelands). Some were attracted to work or landowning prospects (as people came to Nouvelle France for a chance to farm or work in the fur trade, so people were drawn by Sifton's campaign). Many people today still come for one or both of those fundamental reasons—they may feel compelled by conditions in their homeland to leave, such as persecution, or they may seek opportunities to better their lives in Canada.
2. It is important to understand the reasons for, and impact of, the immigration in this period because this is the period in which the foundations for a multi-ethnic, multicultural Canada were laid. The reasons they came to Canada would often have shaped their expectations of the life they would have in Canada, and those in turn would influence the outcomes of future events, such as responses to conscription or to new political movements.

Page 241**HTC Historical Significance**

Rivers have been important as modes of transportation, shaping where cities have been located, and how seigneurial system farming communities were developed.

Page 242**Identifying Continuity and Change: Canada Isn't Just...**

1. Students may identify continuities such as mining still being close to the same percent of GDP, and that agriculture, fishing, and hunting are still part of the economy, though much less significant. Answers may vary about the most important change, though many may say that the biggest part of our economy is now based on something intangible—services. Predictions will vary about what trends might continue, so some may suggest that natural resources might continue to be of declining importance.
2. Students' photo essays will vary, but may be assessed for variety of images and accuracy of the information in captions.

Page 243**Recall...Reflect...Respond**

1. Major changes include the increase in mining and exporting minerals, the exploitation of water resources to produce hydroelectricity, the development of industries based on natural resources, such as pulp and paper mills and smelting, the increase of population, the completion of two more railroads, the technology that allowed more complex manufacturing to develop, and greater concentrations of populations in urban areas. Canadians' lives changed in the kinds of jobs many were doing, and the kinds and quantities of products consumed would shortly change also. People doing small-scale manufacturing in rural areas could no longer compete, and closed down.
2. Students' answers will vary, but many may focus on electricity as the most important, as it is significant not only in the past but continues to affect our daily lives. Possibly the discovery of a more powerful and environmentally sustainable energy source could change their answers in the future.
3. Students will likely point to all the signs of growth and progress identified in question 1 as reasons for Prime Minister Laurier's optimism: the population was increasing, new opportunities for wealth were being discovered, and the old ways of making money (such as timber and farming) were still reliable.

Page 244**HTC Historical Significance**

The Manitoba Schools Question would have been important to French Canadians in Québec and elsewhere because the outcome would set a significant precedent; either their language and their right to educate their children in that language would be protected, or it would be threatened. Whatever happened in Manitoba potentially could be repeated in Québec.

Page 245**HTC Historical Perspective**

Western Canadian farmers might have felt alienated from the established political parties because the policies of the parties seemed to reflect more focus on the needs of central Canada, and the growing industrial base, than the needs of farmers, especially in the West. For example, tariffs protected industries, but farmers paid higher prices for goods. Their exports, on the other hand, had no tariff protections.

Page 246**Viewpoints on History: The National Policy**

1. The cartoons suggest it was not very successful in uniting the country. Figure 8–28 reflects the ideal result that both farmers and industrial workers benefit by sharing in the profits the policy would bring by protecting them from American manufacturers, but Figure 8–29 suggests that the policy was destructive for Western Canada, and a source of riches for Eastern Canada.
2. Probably the policy was perceived positively in Eastern Canada because it did protect industry there, and no one actively desired fellow Canadians to suffer; people were thus perhaps more likely to assume everyone enjoyed the benefits that they themselves did. In the West, however, where there were no major industries being protected, and extra tariffs had been placed on the goods they needed, they did not share the positive view of the National Policy.

Page 248**Establishing Historical Significance: Winnipeg General Strike**

1. The Winnipeg General Strike was historically significant because it had a profound impact on the labour movement in Canada. Some workers became more radical, while others were demoralized and retreated from the labour movement.
2. Students may suggest that the government might have agreed to investigate their complaints, possibly even legislating rules to make wages and conditions more conducive to a better quality of life, or at least guaranteeing workers' rights to bargain collectively. The strike, had the government responded in this way, would almost certainly have not ended in bloodshed.

Page 249**HTC Cause and Consequence**

Canadians lobbied for social changes, forming humanitarian organizations that pressured the government for changes to improve peoples' lives. They also initiated improvements in health care, education, labour, housing, urban reform, women's rights, and social justice.

Page 250**HTC Cause and Consequence**

The First World War helped to cause the enfranchisement of women, because when Robert Borden faced election at a time of decreasing popularity, he realized that women related to soldiers were likely to support him. He therefore gave them the vote. In 1918, the right to vote in federal elections was expanded to include many Canadian women. However, women in Québec were not allowed to vote until 1940; Canadian women who belonged to ethnic minorities were not given the right to vote until the late 1940s; and women under the *Indian Act* were not allowed to vote in federal elections until 1960.

Page 251**Recall...Reflect...Respond**

1. Sometimes governments responded to demands for change negatively, as they did when breaking the strike in Winnipeg, or with inaction, such as to demands for health care or assistance for the unemployed. Sometimes the response was more positive, such as legalizing unions in 1872, enacting prohibition when it was demanded, and extending suffrage to women.

2. Power shifted back to the federal government during the First World War because it was the federal government's responsibility to look after matters of defence; due to the magnitude of the war, it would have dominated political prioritizing and people's thoughts across the country. The provinces likely tolerated this because wartime and emergencies very often create a willingness among some people to give up power, rights, and freedoms to a central government.
3. Laws and policy documents can be a source of evidence about the past, because they often reflect (as proposed solutions) what kinds of problems are being faced at a particular time. If a similar law is passed repeatedly, it is evidence that enforcement is weak. The people who benefit from the law, the people who are hurt by a law, and the people left unmentioned by the law will reveal something about the rights and respective statuses of various groups. What parts of life are impacted will give a sense of to what extent people felt the government should be involved in their lives. Laws and policy documents mentioned on pages 244 to 251 in *Shaping Canada* that might be consulted include:
- *The Manitoba Act*
 - The Laurier-Greenway Compromise
 - The National Policy
 - *The Manitoba Grain Act*
 - *The Military Voters Act*
 - *The Wartime Election Act*
 - *The British North America Act*

Pages 252–253

Chapter 8 Questions and Activities

1. Students' webs will vary, but may include the following information:

Causes	Consequences— Short-Term	More Consequences— Long-Term
Territorial expansion	As the government claimed more land for Canada, it became increasingly concerned about settling it	<ul style="list-style-type: none"> • The NWMP was created • Numbered Treaties were signed • The West was surveyed • The <i>Dominion Lands Act</i> of 1872 was passed
Immigration	<ul style="list-style-type: none"> • The dramatic rise in population caused settlers in various places to ask for provincial status • Local markets for Canada's goods were created • Urbanization increased 	<ul style="list-style-type: none"> • Alberta and Saskatchewan joined Confederation as provinces in 1905 • Manufacturers in central Canada thrived, leading to greater population growth and great wealth there • Urban living sometimes became quite squalid, as people with little money crowded together in poor conditions
Industrialization	Workers moved from mainly rural, agricultural employment to mainly urban, industrial or factory jobs.	<ul style="list-style-type: none"> • The average income of Canadians rose • More railroads were built, making more areas accessible • Cities grew rapidly

2. The first of Pierre Berton's statements seem to suggest that as a result of the transcontinental railroad being completed, Canada was somehow opened up or pushed to growth and/or greater interactions with others. The second seems to be giving credit for the economic, cultural, and political state of Canada to the railroad. Students will likely agree with the first part, as the chapter has examples of how the railroad allowed for greater immigration and settlement, as well as enabling trade within Canada, and with foreign countries. These factors may cause many students to agree with the second quotation also, although some students may feel some other event was more significant in shaping Canada as we know it.
3. You may expect a wide range of approaches and styles in students' responses to this task. Ensure that students are using evidence appropriately and engaging in critical thinking to take a historical perspective.
4. Students may suggest that immigration posters today may have images of cities, national parks, amenities, and other infrastructure that would allow immigrants to see Canada as prosperous and beautiful. Immigrants may want information on jobs, language services, health care, and citizenship. You may expect a wide range of approaches and styles in students' responses to parts (a) or (b) of this task, depending on which one they choose. Ensure that students are using evidence appropriately and engaging in critical thinking to design their poster or ad.
5. You may expect a wide range of questions and answers in students' responses to this task. Some questions they may pose could include: "How is Canada different from the country they came from?" "Have they felt welcomed by Canada's citizens?" "What do they like best about Canada?" "What do they like least about Canada?" "What factor most influenced them to move to Canada?"
6. You may wish to discuss the concept of a closing statement in a courtroom before students proceed with this task. Closing statements are a summary of the important facts of a case that is meant to persuade jurors to agree with their side (either the side of the prosecutor or the defence).
7. a) Students may offer suggestions such as basic services including banks, post offices, churches, schools, grocery and department stores; other suggestions may include farm implement stores, construction companies, and so forth.
b) Many students may suggest that Winnipeg is still a Gateway to the West because it is on the eastern edge of the Canadian Prairies. Other students may suggest that because of modern transportation, travellers no longer have to pass through Winnipeg when travelling west, and therefore it is not the same gateway that it used to be in the past.
8. Students' answers will vary. Those who believe the statement to be true may point to examples such as the NWMP being a solution to a problem partially rooted in the vastness of the territory, to the approaches to and realities of immigration to the West, and the evolving economic reliance on natural resources (from exporting them as primary resources to using them in manufacturing). Students who feel the statement is not completely true will likely feel that way because of seeing geography as being limited to physical geography. Those students, based on the chapter, may focus on more people-driven aspects than on environment-driven aspects of events, such as low wages and job insecurity leading to the Winnipeg General Strike, the goal of achieving suffrage for women, and temperance movements. (These aspects may be connected by some students to human geography.)
9. Student responses will depend on their research findings, but ensure that students provide adequate detail.