

The Early Years of Independence



For centuries, First Nations lived off the land, often moving camp as they followed bison herds across the Prairies.

Before READING

Making Connections

Brainstorm times when you had a conflict or argument with an adult who had authority over you (parent, guardian, teacher) or with a peer.

- Write a paragraph or two explaining how you handled each situation, and which ones you were most successful at solving.
- Discuss with a partner: Were the conflicts you felt best about solved through discussion or through anger? Which situation allowed your opinions to be best understood?

Prime Minister Macdonald was keen to expand Canada westward. Why do you think this was? He wanted to ensure that the Prairies became Canadian, and was in a rush to claim them before the United States did. Many settlers in Ontario were keen to move westward and start farms on the rich lands of the Prairies. However, First Nations, Métis, and fur traders were already living in this region. How do you think their ways of life would change with the arrival of settlers?

Canada's early years of independence proved to be turbulent. The original inhabitants of the Prairies tried to defend their rights. This brought them into conflict with the government of Canada. This unit will explore the conflicts that arose regarding the future of the Prairies and how these issues were resolved.



Settlers arrived in the West and established homesteads on the land the First Nations lived and hunted on.

Questions to Consider as You Read this Chapter

You will explore these aspects of the Unit 2 Big Idea: **How and why did Canada expand so rapidly following Confederation?**

- Who were the people who had an interest in events in the West?
- What factors and people led to the settlement of the West?
- What were the causes and effects of the Red River Resistance?
- How does learning specific terms help to make inquiries and analyze historical information?

Thinking About Literacy

Asking Questions

Asking questions while you read can help you remember what you have read.

The following words are considered “question words”: who, what, where, when, why, and how (5W + H). Use an organizer like the one shown below. When you encounter a new heading in the text, use the 5W + H to brainstorm other questions you may have. Record your answers in point form. What other resources could you use to locate information?

Subheading	Who?	What?	When?	Where?	Why?	How?	Possible Sources
Who first lived in the Prairie region?		What did they eat?		Where did they live?	Why did they live on the Prairies?		<ul style="list-style-type: none"> • encyclopedia • interview a historian

Who First Lived in the Prairie Region?

The First Nations lived in the Prairie region for thousands of years before the Europeans arrived. Their way of life was very different from Canadian culture in the East. Contact between First Nations and Europeans was limited. In 1867, the way of life for First Nations was about to undergo more change.

Who Are the First Nations People?

First Nations people share a deep connection with the land and respect for the natural world. Many of their oral legends involve the sacredness of wildlife and people's responsibility to preserve the environment.

Although "First Nations" is sometimes used to refer to all the First Peoples, the nations are all different, each with its own culture and language. Take the Blackfoot people as an example. The Blackfoot based their way of life on the bison, which provided food, shelter, and clothing. Other First Nations hunted wolf, caribou, and other wildlife. Some First Nations grew crops and lived in semi-permanent villages

What is now southern Alberta is just one part of the Prairies. In this area alone, there were three distinct groups of First Nations divided into several smaller subgroups. The map on page H 73 shows the traditional territories of some First Nations of the region.

WORDS MATTER

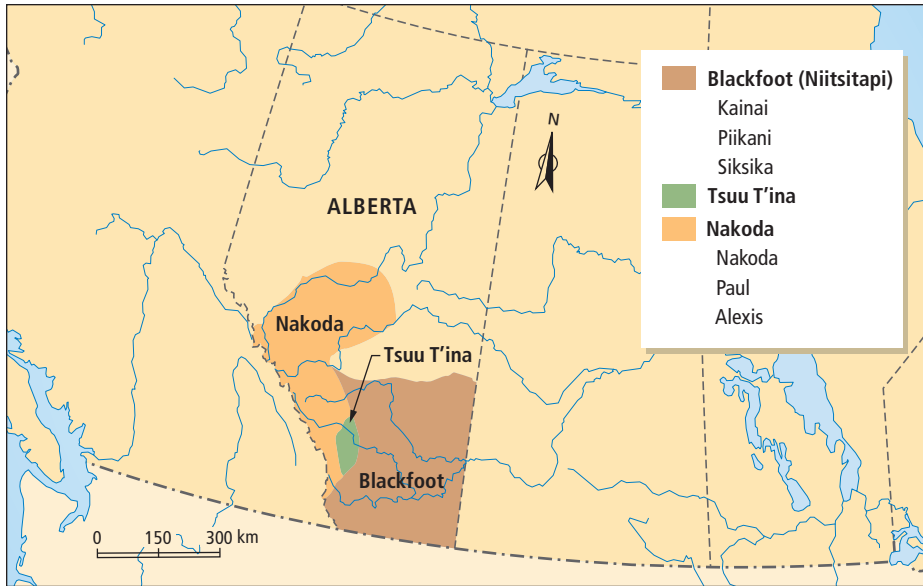
pemmican dried meat, pounded and flavoured with fat and local berries

First Nations Ways of Life

The First Nations did not live in fixed locations. They moved to wherever they could find the resources they needed: animal herds for food and clothing, stone for making tools, and berries during the summer months. As a result, they developed a keen knowledge of nature and animal life and this became a central feature of their culture. The land, water, and air that provided food were sacred to First Nations people.



This Stoney woman is drying meat. Why do think **pemmican** was such a useful food for First Nations?



This map shows traditional locations of First Nations in southern Alberta. The idea of fixed territorial boundaries was not held by the First Nations. Traditional lands often overlapped.

First Nations commonly assigned work based on gender. Men generally hunted and trapped wild animals. Women gathered roots and berries when they were in season. They also cut and dried animal meat, and made clothing and tents out of the hides.

The Blackfoot were particularly noted for their high-quality pemmican. They traded this food with First Nations farther north, where bison were not so common. In return, the Blackfoot received antelope and caribou hides, which were not very common in southern areas.

Especially during the summer, the various First Nations met to celebrate their culture. The Sundance is an example of such a festivity. People still take part in this celebration today to strengthen family relationships, arrange marriages, and give offerings to one another.

Introduction of the Horse

There were wild horses in North America until about 10 000 years ago. At that point they became extinct. When the Spanish began to explore Mexico in the 1520s, they brought horses with them. Some horses escaped or were traded with the Indigenous people of Mexico. The horses bred and ranged northward. When the horse came to the Canadian Prairies, First Nations captured and tamed some of them.

European Contact

The first recorded contact between Europeans and the Blackfoot people took place around 1754. Alexander Henday was an explorer for the Hudson's Bay Company (HBC). He tried unsuccessfully to get the Blackfoot to trade with the Company. At first, the Blackfoot did not need to trade with the Europeans; the Blackfoot felt they had everything they needed at home. They preferred traditional local trade among the First Nations. As the European fur traders moved farther inland, the Blackfoot entered into direct trade with them.

First Nations Terms for "Horse"

First Nation	Term	Meaning
Blackfoot	<i>ponokamita</i>	elk dog
Cree	<i>mistatim</i>	big dog

Why would the First Nations use the names of other animals to create a word meaning "horse"? What are some things we have had to create names for in modern times?

Checkpoint

Look at the photograph on this page. Which of this chapter's "Questions to Consider" (page H 71) does it help to answer? How do the image and caption help you to analyze historical information?

The horse had a major impact on the Blackfoot people. They used to follow the bison on foot. Now, horses allowed the Blackfoot to travel, hunt, and trade in a larger area. The Hudson's Bay Company and the North West Company tried to encourage the Blackfoot to expand their territory and become part of the European fur trade network.



The horse is pulling a frame called a travois. It is made of skins and poles from a teepee and is used to carry belongings. How is the travois an example of technology?

The Blackfoot Confederacy

The Blackfoot Confederacy was an alliance among the Piikani, Kainai, and Siksika peoples. The Tsuu T'ina people joined later. Primarily a military alliance, it was greatly feared by its enemies. Before contact, the Confederacy controlled much of the Prairie region of what are now Canada and the U.S.

The Cree and Assiniboine lived farther north, in rich fur-gathering territory, and became active trade partners with the French and British. They acquired firearms from their European trading partners in the process. They gradually began to push south into Confederacy territory. This led to the Battle of the Belly River between the Cree and the Confederacy in 1870, near what is now Lethbridge. This is considered to have been the last battle between First Nations in North America.

THINKING It Over

1. Review the questions you added to your 5W + H chart. Which of your questions were answered in this section? **t k**
2. Choose one of the following methods to share the answer to one of the questions you wrote: draw a picture, create an organizer, write a poem, make a diagram. **k c**
3. How were ways of life different for First Nations living on the Prairies compared to European ways of life in eastern Canada that you read about in Unit 1? **k t**

The Métis

The First Nations were not the only people who lived on the Prairies before the settlers arrived. A second people had been living there since the 1700s. They were called the **Métis**. The name comes from an old French word meaning “mixed.”

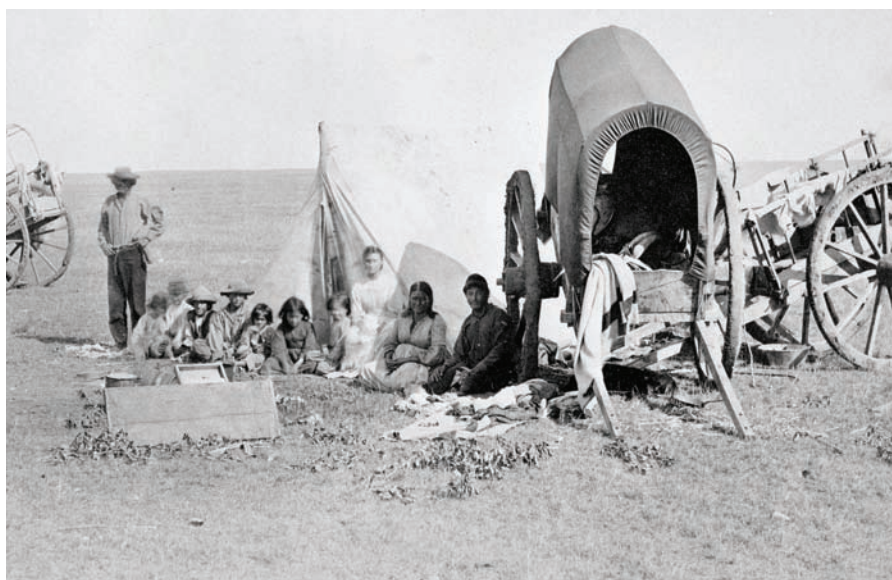
The Origins of the Métis

The French

The Métis were the descendants of European fur traders and First Nations. French fur traders married women from various First Nations. The children of these families married one another and had children. Over time, the Métis Nation was born.

By about 1750, there were enough Métis for them to be unofficially recognized as separate people. They were different from the First Nations and French people.

- They were often bilingual. They spoke French as well as First Nations languages such as Cree or Blackfoot.
- They engaged in a number of religious practices. Many were Roman Catholic but also practiced First Nations spirituality.
- They used European as well as First Nations methods of survival. They farmed. They were also excellent bison hunters.



Examine the picture of a typical camp during a Métis bison hunt in the late 1800s. How are both European and First Nations ways of life represented? How do you know? See page S 12 for help with analyzing images.

WORDS MATTER

Métis people of mixed European and First Nations ancestry

WEB LINK

For more information on the Métis, visit our Web site.

Environmental Milestones

The Bison Hunt

Bison that lived on the Prairies provided food and clothing for the Métis and First Nations. Bison were hunted with bows and arrows or by stampeding them over cliffs. In the late 1800s, rifles became available in the Prairies. Now it required little skill to hunt bison. The millions of animals that existed in the 1830s were reduced to about 600 by 1890. A species was almost extinct, and the people who lived off them were left on the verge of starvation.

Checkpoint

Go online and enter "HBC" in a search engine. What store do you find? Find HBC blankets on their site. What colours are they? What is the history of these blankets? Do some research to find out more.

WORDS MATTER

country-born people of mixed British and First Nations ancestry

The British

The Hudson's Bay Company began trading in 1670. After the Treaty of Utrecht, in 1713, Britain took over the French fur-trading posts in the interior. The king gave the HBC control over these posts. Many Cree men and women were living permanently in or near these posts. Many Scottish men worked for the HBC as fur traders. The HBC discouraged relationships between its employees and First Nations women, but such relationships were common. The children born from these relationships were called the **country-born**. In some ways the country-born were similar to the Métis, yet there were still some key differences.

- They took on some of the First Nations ways of their mothers and were often bilingual. They spoke English, not French.
- Many of them were Protestant, although they also practiced First Nations spirituality.

Over time, the term country-born died out. Today people of mixed First Nations and British heritage are also called Métis.

The Métis and Western Settlement

When settlers began to move into the Prairies, they introduced a way of life that was very different from that of the Métis. See the chart

Métis and Settler Perspectives

Item	Métis	Settlers
Bison	hunt only what was needed for survival and for limited trading purposes	hunt large numbers to sell meat and hides for money
Settlement	settle only a few areas, leaving the rest open for animal migration	settle larger areas, establishing farms to grow crops
The land	leave the land open to help the bison hunt	fence farms to keep wild animals, like bison, out

below to understand some of the differences.

THINKING It Over

1. Make a graphic organizer to illustrate the major characteristics of the Métis. **k c**
2. Review the questions you added to your 5W + H chart. Make a plan to answer one of the questions

that was not addressed in this section. You may also want to develop another research question you have about the Métis. See page S 8 for help with forming research questions. **k t**



The Métis are a close-knit community with a strong identity. They have their own flag, shown above. Since 1983, the Métis National Council has represented the interests of the Métis in areas such as land, education, health, and socio-economic conditions.

The early Métis of the West developed a new language that was a combination of French and Cree, with some vocabulary from other First Nations languages. This is called Michif. Some Métis still speak this language. A similar language, called Bungee, combined mainly Cree and Scottish Gaelic. This dialect is now extinct.

The Métis have strong musical and culinary traditions. Métis people enjoy dancing to fiddle tunes that often mix Celtic and First Nations themes. The dancing is fast-paced and festive. Traditionally, they held dances regularly throughout the year, with the biggest one being held on New Year's Eve. Dancers feasted on fried bread, bannock, meatballs, and stew. What European and First Nations influences are reflected in the foods that were served?

Métis women have traditionally produced fine beadwork, porcupine quillwork, and embroidery. These works of art involve both First Nations patterns and French designs. Métis communities became famous for such artwork. Today, it is highly prized by art collectors



These Métis artifacts are called octopus pouches. How do you think they got this name?



Notice the Métis flags carried in this parade. Do some research to find out what the colours and the symbol represent.

THINKING It Over

1. Do further research to find out what aspects of Métis culture are still practised today. Prepare a brief oral report to share your findings. **t c**
2. What is the purpose of preserving ways of life, such as art, dance, music, and language? Discuss your thoughts in a small group. **c a t**

Why Was the Red River Resistance Significant?

In Grade 7, you learned about the rebellions of 1837–1838. In the first 18 years of Canada’s existence, two more uprisings took place. The first of these was in Red River, in what is now Manitoba.

WORDS MATTER

Rupert’s Land a vast area of land in northern and western Canada, owned by the HBC. The government of Canada purchased this land in 1869.

provisional government a temporary government put in place until a permanent one is established

The Purchase of Rupert’s Land

Canada West had been interested in gaining control of **Rupert’s Land** since the 1850s. Canadians believed this area had economic potential. In 1867, the U.S. purchased Alaska from Russia. This fuelled Canada’s longstanding fear that the U.S. would seek control of more territory north of its borders.

In 1869, the HBC agreed to sell Rupert’s Land to the government of Canada. This area contained what is now northern Ontario and Québec, all of Manitoba, most of Saskatchewan, southern Alberta, parts of the Northwest Territories, and Nunavut. Canada paid \$1 500 000 for this vast area. Prime Minister John A. Macdonald wanted to take control of the region as soon as possible. He appointed William McDougall as lieutenant-governor and sent him to Red River to establish a new government.

No one consulted the people living in the area about their wishes. When McDougall ordered land surveyors to go to Red River, the Métis residents objected. The Métis predicted that:

- The surveyors would divide the land into individual lots.
- The government would sell the lots to settlers.
- The settlers would start farms on their lots.
- Fences would be built to keep livestock in, and wild animals out.
- The fences would disrupt the bison hunt.
- The traditional Métis way of life would be destroyed.

The Métis were also concerned about the way the land would be divided. Traditional Métis farms on the Prairies were modelled on the seigneurial system of land division practised in New France as you learned in previous studies. Farms were long and narrow to let as many as possible have access to water and to woodlands that grew near the water. The shape of the farms was also good for the Métis social structure, as families on neighbouring farms were close and travel was easy.

The Canadian government, however, favoured the British grid method of land division, which divided the land into square sections (you will read more about this in Chapter 5). The surveying not only ignored Métis preferences, it also divided properties that were already in existence. In addition, the surveying began before the territory was turned over to Canada, and the surveyors arrived on occupied land without asking permission.

Another concern was that the new settlers would be English Protestants, not French Catholics. This would be another contrast to the Métis' existing way of life as the largest proportion of the community were Francophone Métis. What do you think the Métis could do to make their voices heard?

The Rise of Louis Riel

At this point, in 1869, 25-year-old Louis Riel became the leader of the Métis in Red River. He was well educated, religious, and a good speaker. Although he was born in Manitoba, he had lived in Québec for ten years while going to school. Riel returned to Manitoba when the transfer and surveying of Rupert's Land began to stir up controversy.

When Riel's cousin tried to stop surveyors from coming onto his land, Riel helped him. Soon after that, the Métis organized the National Committee of the Métis of Red River and elected Riel as secretary. The committee sent a note to Ottawa saying that the newly appointed lieutenant-governor, McDougall, should not try to come to Red River without special permission of the committee. When McDougall came, a group of Métis stopped him and escorted him to the U.S. border.

At the same time, however, Riel maintained that he was loyal to the Crown and wanted to negotiate with the government. He believed that the West had a right to have some say in the terms of joining Confederation. He tried to persuade the English-speaking residents of the settlement to join forces with the Métis and so deal with the Canadian government as a unified community.

When those efforts failed, Riel set up a **provisional government**. His plan was that the Métis and the Canadian government would co-operate to establish a permanent government that the Métis could support. Riel and the provisional government drew up a list of demands called the Métis List of Rights. Here are some of the things they demanded from Canada.

WEB LINK •.....

For more information on Louis Riel and the Red River Resistance, visit our Web site. If you do further research on this event, also look under the term Red River Rebellion, as it was called historically.



Louis Riel, 1879

The Métis List of Rights

1. That the territory of the North-West enter into the Confederation of... Canada as a province...
7. That the schools be separate (based on religion) and that public money for schools be distributed among the different religious denominations in proportion to their respective population...
13. That treaties be concluded between Canada and the different Indian [nations] of the North-West...
16. That both the English and the French languages be common in the legislature, and in the courts... and [in] all public documents...
17. That the Lieutenant-Governor to be appointed for the Province of the North-West be familiar with both English and French languages.
18. That the Judge of the Supreme Court speak both the English and French languages.

Do you think the Canadian government would accept the Métis List of Rights? Riel appeared to be in a strong position. He had many supporters and the future looked promising for the people and the region. Then the situation quickly got out of hand.



Louis Riel (centre) and his associates formed the provisional government of the Métis Nation in 1869. Do you think the demands they listed were fair and realistic? Explain.

During READING

Checkpoint

How did these demands influence the Canada we live in today?

Heroes and Villains | William McDougall

William McDougall (1822–1905) was a lawyer and politician from Ontario. He was a supporter of John A. Macdonald. In 1869, Macdonald appointed him the first lieutenant-governor of the North-West Territories. His orders were to bring the region under the control of the Canadian government and to prepare it for the arrival of settlers. He was not instructed to concern himself with the wishes of the First Nations and Métis people already living there.

Some people see McDougall as a loyal government servant who did what he was told. The government had given him his instructions, and he saw that they were carried out. Others see him as spineless. They say he should have realized that the government's instructions were flawed and acted accordingly, rather than remain silent. The result was the Red River Resistance of 1869.

What should be the role of the individual in dealing with instructions from superiors? When should orders be questioned? When should we carry them out, even if we may privately disagree

with them? Think of a time when you were asked to do something you did not agree with. How did you decide what to do?

Did McDougall do what was right under the circumstances in 1869? Do you think William McDougall was a hero or a villain? Are you unsure? Why?



William McDougall

The Role of Thomas Scott

Thomas Scott was a Protestant from Ireland who had come to Ontario in 1863. He was among the first Canadians sent to Red River. He wanted Canada to expand and to be successful. He also wanted it to resist the pressures from the United States, where some politicians spoke about taking over all of Canada. Scott wanted Canada to remain part of the British Empire.

In Ireland at that time, Roman Catholics were permitted very few rights. Scott brought these views with him to Canada. He believed that Catholics should not be allowed to be part of government, and he told everyone about his views. This naturally made him unpopular with many people. In 1869, he drifted into Red River and began to tell people that the Métis were not fit to be part of a government. He said that Canada should simply ignore them and set up a government without consulting the Métis.



This illustration of the shooting of Thomas Scott was published in the *Canadian Illustrated News* on April 23, 1870. Based on what you have learned about the event, is this an accurate representation? Why or why not?

WORDS MATTER

treason an act of betrayal or disloyalty to one's country or government

WEB LINK •.....

For more information on Thomas Scott, visit our Web site.

Riel regarded Scott as a threat. Scott was a powerful symbol of opposition to the Métis. If more settlers came from Ontario, Scott might manage to organize them to resist Métis demands. With Riel's approval, the provisional government had Scott arrested and he was given a court martial. He was found guilty of **treason**. In March 1870, he was executed by firing squad.

The Future of the Métis

The execution of Scott caused hostility toward Riel. In the eyes of the Canadian government, Riel was a criminal. The government issued a warrant for his arrest. Riel and many of his followers knew it would be difficult to resist Canada and the settlers. Riel fled to the United States, and many of his followers went to what is now Saskatchewan. They hoped to escape from the pressures that settlement brought. However, the story of Riel and his followers was far from finished. You will read more about it in the next chapter.

Not all the Métis went west. Many remained in Red River. As they had predicted, their traditional way of life was eventually destroyed by settlement. The bison hunts died out. The Métis adapted to a new way of life. They retained many cultural traditions, but adopted the settled life of townspeople.

THINKING It Over

1. On page H 78, the Métis predicted what would happen in Red River when the land surveyors arrived. Draw a six-frame cartoon strip to illustrate each prediction described. **C K**
2. Read the Métis List of Rights and make a copy of the following organizer. Rewrite each of the six points in the list in your own words, then place it in the appropriate column of the organizer. To help you, one item has already been placed in the organizer. **K t C**
3. In light of his views and behaviour, do you think Thomas Scott was disloyal to his country? Why or why not? **t**
4. Do some research to find out whether execution for treason could happen in Canada today. Why do you think some laws change over time? **a t**

Government	People	Language and religion
<ul style="list-style-type: none">• The Northwest Territories should become a province of Canada		

Three New Provinces and a Territory

By the end of 1869, Canada was made up of four provinces: Ontario, Québec, New Brunswick, and Nova Scotia. In the next four years, three more provinces joined the new nation.

Manitoba

In 1870, Canada passed the Manitoba Act, making Manitoba the fifth Canadian province. The Act came into effect on July 15, 1870. Here are some of the terms it contained. As you read these terms, think about how they compare to the rights that Riel had demanded.

- The province was confined to a small area around Red River and was only just over 39 000 km² in area. (Modern Manitoba occupies about 647 797 km².) The rest of the North-West Territories remained in the hands of the federal government.
- English and French were to be the languages of government and the courts.
- There were separate Protestant and Catholic schools paid for by the government.
- The right to English- or French-language education was not guaranteed. Only religious education was guaranteed.
- The federal government retained control over lands and resources, giving it great power in the development of the province.

Manitoba was so small that it was nicknamed the “postage stamp province.” The population census in 1871 recorded a mere 25 228 residents. Could the tiny province survive? There were many divisions among the people, as the following chart shows.

Divisions in Manitoba, 1870

Issue	Divisions
Religion	Catholic, Protestant, Aboriginal spiritual beliefs
Language	French, English, Cree, and other Aboriginal languages
Economics	open land and hunting versus fenced farms

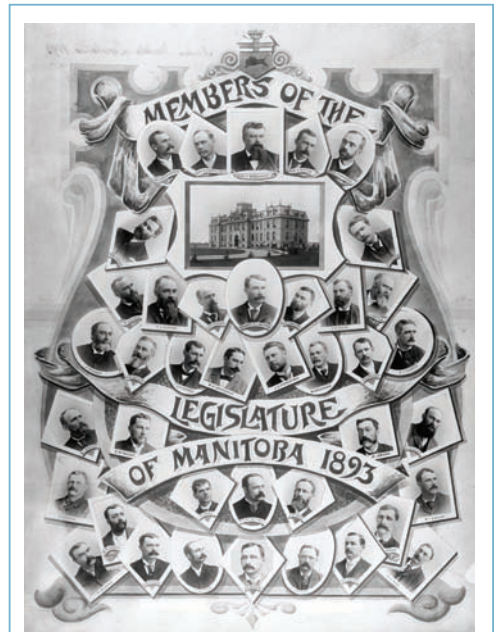
During READING

Checkpoint

Which of the “Questions to Consider” questions does this section help you to answer?

WEB LINK

For more information on Manitoba becoming a province, visit our Web site.



Members of the Legislature of the province of Manitoba, 1893

Bilingualism on the Prairies

The Manitoba Act was the first federal Act to recognize the importance of bilingualism. When New Brunswick joined Confederation, French rights had not been recognized, even though much of its population spoke French. There were also pockets of French-speaking people across the Prairies, including the Métis. French was recognized as an official language of government and the courts in Manitoba. Canada's bilingual nature was reinforced.

WORDS MATTER

panning for gold searching for gold by collecting, then washing gold-bearing gravel in a pan



Panning for gold. What other natural resources might have encouraged settlers to move to the west?

How could different groups learn to live alongside each other and solve their differences? In Chapters 5 and 6, you will see how some of these conflicts worked out.

North-West Territories

In 1870, Britain transferred control of the North-Western Territory to Canada. This was combined with Rupert's Land to become the Northwest Territories. The new region was governed directly by Ottawa, with no legislature of its own. It was not until 1876 that the federal government appointed a lieutenant-governor and a council for the Territories, and another 10 years before the Northwest Territories had seats in the federal government.

British Columbia

You learned in Unit 1 that there was another British North American colony on the Pacific coast. In 1858, gold had been discovered in the Fraser River, and prospectors flocked to the colony. As more gold was found, people continued to move to the region, many coming from California. When the future of the colony was discussed, some people wanted it to join the United States. Others felt its future lay with Canada.

Supporters of joining the U.S. believed that B.C. would expand and develop more quickly that way. It would be easy to build railway lines south to join the American lines in Washington State. This would allow people and freight to travel between B.C. and major cities in the U.S. However, this idea did not sit well with those who wanted to join Canada. It would take many years to establish a rail link with

Canada, but becoming Canadian would allow British Columbians to retain their connections with Britain. In this way, they could still live under the monarchy; joining the U.S. would mean becoming part of a republic.

There were vigorous debates in the newspapers: the American solution offered speed of development; the Canadian solution placed more emphasis on tradition. In the end, the traditionalists won the debate, and British Columbia moved in the direction of joining Canada.

Prime Minister Macdonald was anxious to expand Canada from sea to sea, so he reached an agreement with both the political leaders in B.C. and with the British government. The colony became Canada's sixth province in 1871.

However, British Columbia had a small population and was a long way away from the rest of Canada. In 1871, the population of the entire province was 36 247. The only rail link with the rest of Canada lay through the U.S. How could the new province trade with Ontario and Québec, given this situation?

Macdonald made one of his most reckless promises when he persuaded B.C. to join. The federal government promised that within ten years, by 1881, a railway would be built from Ontario to the Pacific Ocean. Macdonald's political enemies thought him foolish. Why do you think that was? Predict whether he was able to keep his promise. You will find out in Chapter 6.

Prince Edward Island

Prince Edward Island (P.E.I.) had been involved in early discussions about the creation of Canada. However, in 1867, the colony decided not to join the new nation. It soon realized that this was a mistake. Trade among the Maritime provinces (New Brunswick and Nova Scotia) and central Canada (Ontario and Québec) increased steadily after Confederation. P.E.I. did not share in this growth. The government of the colony tried to build a railway across the island, but it encountered huge costs.

Macdonald knew that P.E.I. was in poor shape. So he offered it a deal. The federal government would take over P.E.I.'s railway debts, and in return, P.E.I. would join Canada. This seemed like a good solution for everyone. In 1873, P.E.I. became the seventh province of Canada.

WEB LINKS •.....

For more information on British Columbia becoming a province and for more information on Prince Edward Island becoming a province, visit our Web site.



In 1997, the Confederation Bridge was opened, connecting P.E.I. to mainland Canada. How do you think the island was able to trade, grow, and prosper for 125 years, even though it was not physically linked to the mainland?

Canada's Population Distribution, 1873



How far is Vancouver from Winnipeg and from Toronto?

A New Canada Emerges

By 1873, the map of Canada had begun to look more like its present form. From the Maritimes to British Columbia, all the land north of the United States was officially part of Canada. In the Prairies, Manitoba was tiny, and Alberta and Saskatchewan were not yet created. Newfoundland was still a separate colony, and would be for another 76 years. Nevertheless, Canada was emerging in its modern form. As its motto says, it ran “From Sea to Sea.”

THINKING It Over

1. Create an organizer to show the details about the joining of Manitoba, British Columbia, and Prince Edward Island into Confederation. Make sure that your organizer contains key information such as date of joining, problems that existed prior to joining, how joining could help, and the effects of joining on Canada. **K C**
2. Reread the Canada Minute feature on page H 84. Why would having French as an official language in Manitoba be considered a breakthrough for French rights? **T**
3. You have read that in 1870, the terms of Manitoba's becoming a province included government funding of Protestant and Roman Catholic schools. In 2007, government funding of faith-based schools was a controversial election issue in Ontario. Why do you think some people think it is important for religion to be part of education and other people do not? **T** **CA**

PUTTING IT ALL TOGETHER

Canada was a divided and hesitant nation in 1867. In this chapter, you have seen how Canada made its first steps in growing larger and stronger. You learned how Canada expanded from four to seven provinces between 1867 and 1873. You also saw that, in Manitoba, this was achieved only after disagreements and conflict. The Métis and First Nations who lived on the Prairies felt that their way of life was threatened by the arrival of settlers from Canada. You have looked at some of the key individuals in the struggle and you have seen what they wanted for the region.

After

READING

Asking Questions

We study history because it has an impact on life today. Choose one topic from this chapter: First Nations, Métis, Catholic and Protestant schools, official languages, new provinces. You have historical information in the chart you completed in this chapter. Look for information about the same topic in Canada today. Try magazines, newspapers, and Web sites. Write one paragraph about the topic in the 1800s, and one paragraph telling how the topic concern appears today. In your concluding paragraph, answer the question, “Is Canada still a divided and hesitant nation?” Support your answer with what you have learned.

Subheading	Who?	What?	When?	Where?	Why?	How?	Possible Sources
Who first lived in the Prairie region?		What did they eat?		Where did they live?	Why did they live on the Prairies?		<ul style="list-style-type: none"> encyclopedia interview a historian

THINKING It Through

Use your 5W + H chart to review the information in this chapter. Then conduct research of your own to complete the following tasks. See pages S 6 and S 7 for help with research.

1. Create a Venn diagram to illustrate the similarities and differences between the Métis and the settlers from Ontario who were beginning to drift into Red River in the 1860s. **K C**
2. a) Draw a picture of a scene, or describe the scene in words, to illustrate what you consider the most important similarity or difference that you identified in your Venn diagram. b) In two sentences, explain what the picture or scene shows, and why you chose it. **t C**
3. Pick one of the provinces examined in this chapter. (Manitoba, P.E.I., B.C.) Do some research on the population, economy, and lifestyle of the province you choose. Create a visual display to illustrate how it has changed since it joined Canada. Answer the following question: Has belonging to Canada benefited the province? **t C a**
4. Create a Jeopardy-style game with the key terms in this chapter. For each term, write the answer in your own words. Then with a partner or in a small group, read your answers and have your classmates come up with the right questions. For example, Answer: the first interaction between First Nations and Europeans. Question: What is “contact”? **K t C**