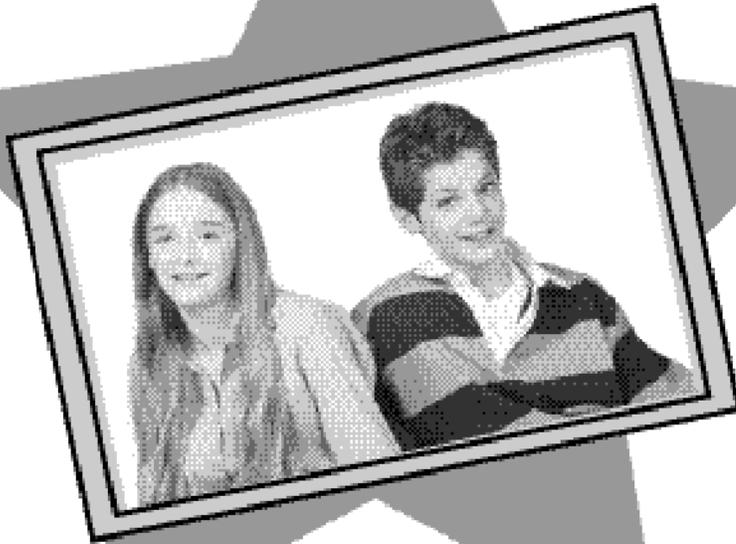


Important Concepts . . .

# Preview Review



**Social Studies    Grade 7    TEACHER KEY**

**W2 - Lesson 4: The Métis**

## Important Concepts of Grade 7 Social Studies

W1 - Lesson 1 .... Role of First Nations in the Foundation of Canada  
W1 - Lesson 2 ..... Role of French in the Foundations of Canada  
W1 - Lesson 3 ..... Role of British in the Foundations of Canada  
W1 - Lesson 4 ..... Competition for Trade  
W1 - Lesson 5 ..... Quiz

W2 - Lesson 1 ..... War and Peace  
W2 - Lesson 2 ..... Becoming Canada  
W2 - Lesson 3 ..... Creating a New Country  
W2 - Lesson 4 ..... The Métis  
W2 - Lesson 5 ..... Quiz

W3 - Lesson 1 ..... Growth in the West  
W3 - Lesson 2 ..... Expanding Confederation  
W3 - Lesson 3 ..... Immigration  
W3 - Lesson 4 ..... A New Canada  
W3 - Lesson 5 ..... Quiz

## Materials Required

Social Studies Grade 7

Version 5

Preview/Review W2 - Lesson 4

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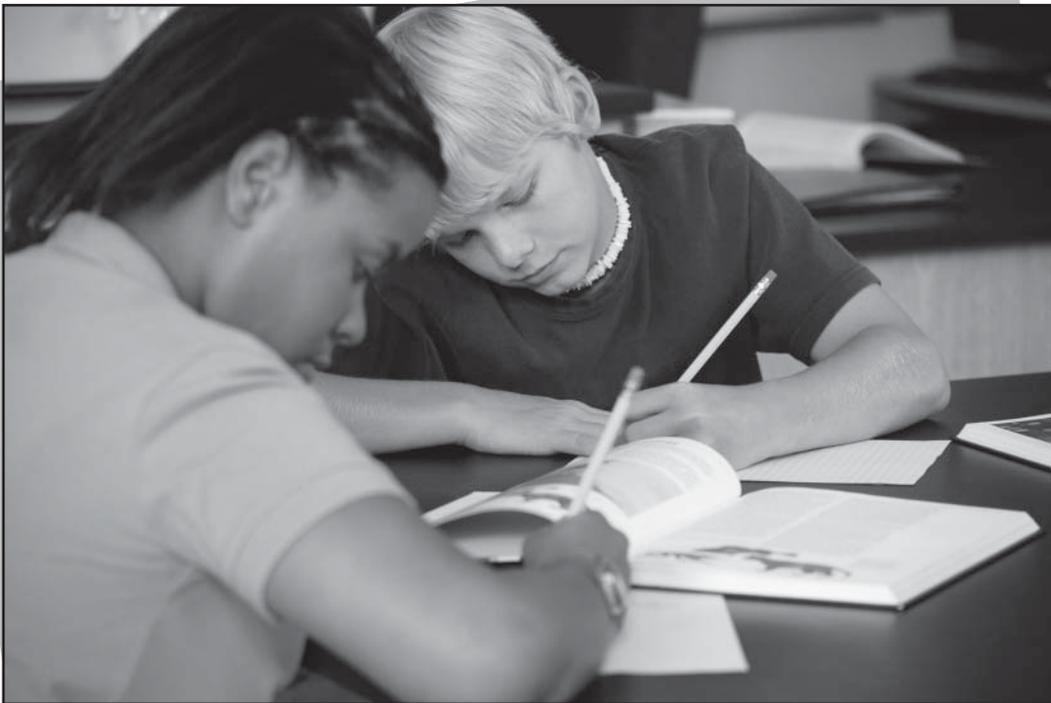
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# Preview/Review Concepts for Grade Seven Social Studies

## Teacher Key



***W2 - Lesson 4:  
The Métis***

# OBJECTIVES

By the end of this lesson, you should

- understand how Canada's response to the Red River Resistance solidified Canada's control of the West
- understand the factors that led to Louis Riel's emergence as the leader of the Métis
- know the key individuals involved in the creation of Manitoba
- understand the perspectives of the Métis, First Nations, French, and British on the events that led to the establishment of Manitoba

## GLOSSARY

**Bill of Rights** – a document developed by the Métis Provisional Government that requested the Métis receive the same rights as other Canadians

**demographics** – the characteristics of human populations and population segments

**Manitoba Act** – a law that created the province of Manitoba

**Michif** – language spoken by Métis (It combined the languages of French, English, Cree, and Anishinabe.)

**Pemmican Proclamation** – a government ban that prohibited the Métis to export any fish, meat, or vegetables from the Red River settlement

**rebellion** – armed defiance of authority

**Red River cart** – the most dependable form of transportation in western Canada; could be used as a boat

**resistance** – to act or make efforts of opposition to authority

**scrip** – a coupon that provided each Métis family with land ownership

**Seven Oaks** – site of a battle where the Métis first stood as a united group against the Canadian government

**treason** – the betrayal of one's country

**York boat** – a large rowboat that replaced canoes to transport furs

## W2 – Lesson 4: The Métis

### Review

Turn to W2 – Lesson 3: *Creating a New Country*. If you are in a classroom, you may be discussing and correcting together. If you are studying individually, please be sure you have reviewed the W2 – Lesson 3 material thoroughly. Ensure you have a good understanding of W2 – Lesson 3 before proceeding to W2 – Lesson 4. If you need extra help, please approach your teacher or learning facilitator.

### Classroom Discussion 1: Citizenship and Identity

As European explorers and fur traders mingled with First Nations people, they created a new group of people called Métis. Métis people are a mix of the cultures of First Nations and Europe. Their language called Michif is a mixture of French, English, Cree, and Anishinabe. Unfortunately, as Métis numbers grew, neither the First Nations nor European cultures accepted them totally. This resulted in the Métis coming together to form their own communities. The largest Métis community settled along the Red River in present-day Manitoba. The Métis thought of themselves as a nation, separate from the Europeans, Canadiens, and First Nations. For a short period of time, the Métis prospered. Then, British settlers began to arrive. Disputes occurred over land ownership and who controlled the government. The Métis decided that they needed to take a stand against the threat of being assimilated by the Europeans.

Spend some time thinking about what a citizen is. Then, discuss the following questions. If you are in a classroom, discuss the questions as a group. If you are working individually, write your answers on the lines provided and check your work with your learning facilitator or teacher.

1. Should a citizen who fights for the rights of others be considered a traitor? Why or why not?

*Answers will vary. In most cases, students will have difficulty seeing this individual as a traitor.*

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2. Should a citizen who leads a rebellion against the established government be considered a traitor? Why or why not?

*Answers will vary. In most cases, students will see this individual as a traitor.*

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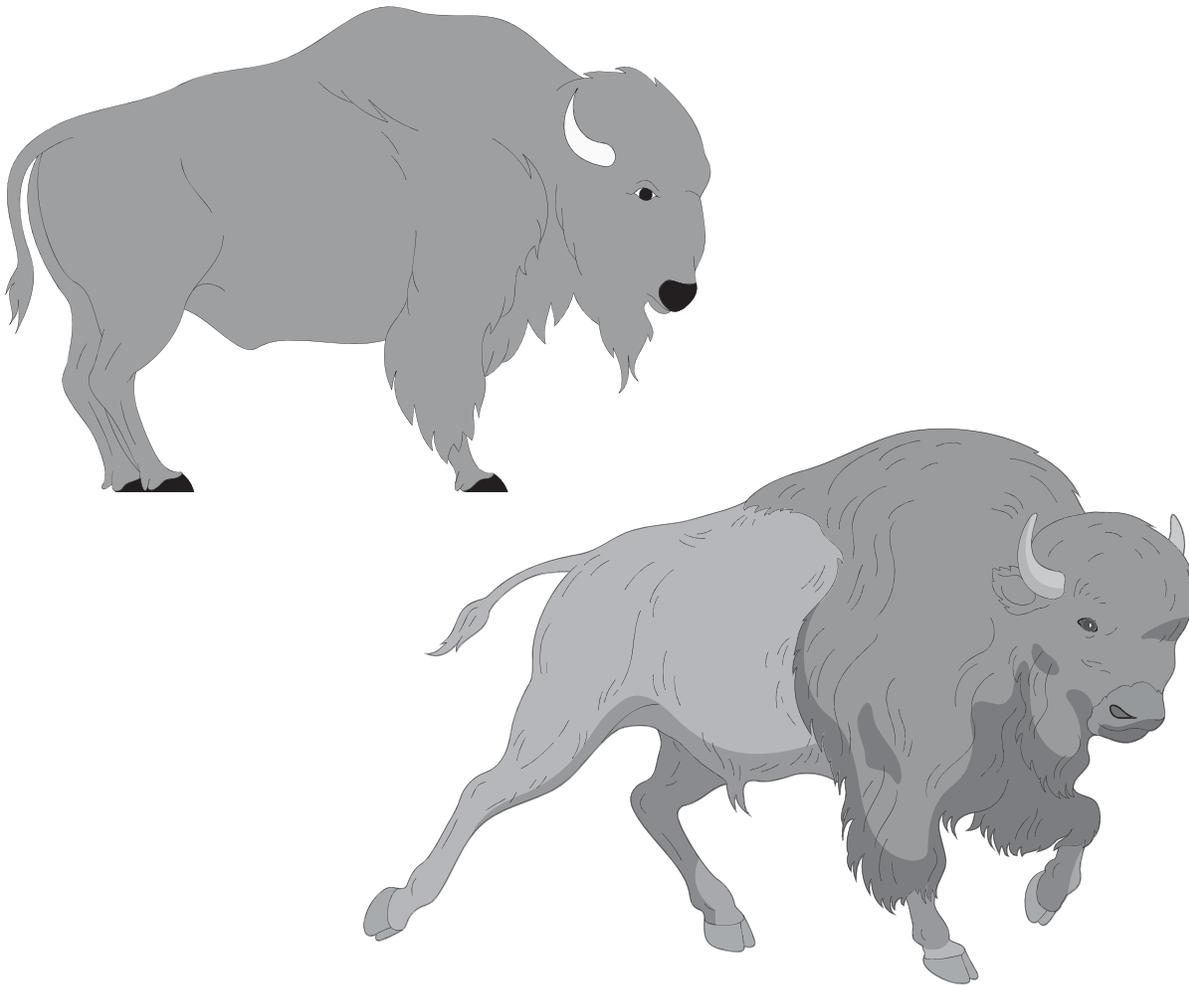
## Reading 1: An Emerging Identity in the West

The Métis' Red River settlement was located where the Assiniboine and Red Rivers meet. It was an ideal location for the Métis who were engaged in the fur trade. By 1840, more than 4,000 Francophone Métis were settled in the Red River area. The settlement included First Nations, Canadiens, British employees of the Hudson's Bay Company, as well as Roman Catholic missionaries.

The Métis developed their own culture, which included a language called **Michif** and an economy that was unique to the Métis.

The Métis economy was developed over the years. This economy allowed the Métis to become independent and self-efficient.

To see how the Métis way of life came into conflict with European settlers, read pages 174 to 179 in your textbook, *Voices and Visions*. Then, complete Activity 1.

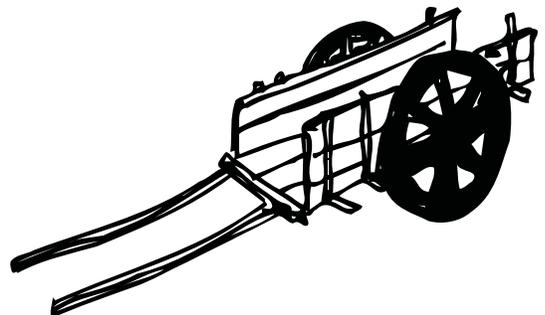


## Activity 1: An Emerging Identity in the West

To complete Activity 1, use the list of words provided to choose the best word to complete each statement. The words will be used only once. Not all words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

demographics      exporting      Michif      migrated  
pemmican      Red River      Seven Oaks      York  
Nor'Westers

1. The Métis had a major role in the fur trade. The Métis switched from canoes to large York boats to deliver furs and supplies.
2. The Métis invented a unique form of transportation to haul buffalo meat. It was called the Red River cart and could also be used as a boat.
3. The Nor'Westers, who were allied with the Métis, opposed the colony established by Lord Selkirk. They believed the colonists were sent by the Hudson's Bay Company to upset their fur trade.
4. The governor worried about the colonists starving if too much buffalo meat left the colony. He passed the Pemmican Proclamation, which banned the Métis from exporting meat, fish, and vegetables.
5. The Battle of Seven Oaks was the first time the Métis stood as a united group against the Canadian government.
6. As the buffalo began to disappear from the Red River area, many of the Métis migrated further west.



## Reading 2: Red River Resistance, 1869

Imagine you and your family have lived in an area for over a hundred years farming, hunting, and trapping. To accept new people, who suddenly appear and claim land you have lived on for generations, would be difficult.

These new people were encouraged by the Canadian government to settle in the area. The government worried about the decreasing amount of good farmland in Ontario and about the increase of American influence in the Red River area.

To find out what the Canadian government did and the reaction of the Métis, read pages 180 to 186 in your textbook, *Voices and Visions*. Then, complete Activity 2.



## Activity 2: Red River Resistance, 1869

If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

1. What two issues increased the Canadian government's interest in the Red River settlement?

*1. Most good farming land in Ontario was already occupied.*

---

*2. The Canadian government was worried the United States would claim Rupert's Land.*

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2. What were three of the Métis' fears about being assimilated into a new government?

*Students must identify three of the following.*

---

*1. What would be the role for the Métis and First Nations in the new government?*

---

*2. Would the Red River Métis be able to keep their French language and Catholic religion?*

---

*3. Would they be able to keep their farms and way of life?*

---

*4. Would they be overwhelmed by English-speaking Protestants?*

3. To protect their land, the Métis decided to govern themselves. They created a National Committee. The Métis Provisional Government chose Louis Riel as its leader.

4. The Provisional Government wanted to negotiate terms with Canada's federal government. The Métis created a Bill of Rights to present to the Canadian government.

5. The death of Thomas Scott created controversy in Canada. English speaking Canadians wanted revenge against the Métis leaders responsible for Scott's death. French speaking Canadians believed the Métis were protecting their way of life.

6. Prime Minister John A. Macdonald wanted a solution that would please everyone. In 1870, the Manitoba Act created the new province of Manitoba.

7. What were three of the terms included in the Manitoba Act?

*Students must identify three of the following.*

*1. Manitoba would have its own provincial government.*

*2. Both French and English would be used in the government and courts.*

*3. The province could send four elected members to the House of Commons and two to the Senate.*

*4. There would be two publicly funded school systems.*

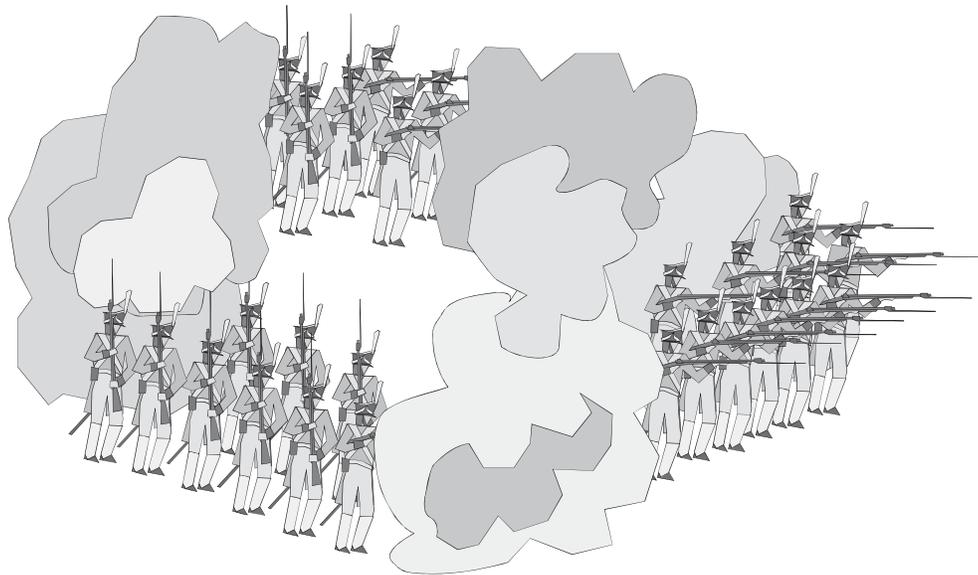
*5. Land would be set aside for Métis use.*

*6. The natural resources of the new province would remain under the control of the federal government.*

## Reading 3: Second Métis Uprising, 1885

The leader of the Métis, Louis Riel, was banished from Canada for five years. He spent a number of years under another name in a Quebec asylum. Then, he travelled to Montana where he married and became a schoolteacher. One day, a group of four Métis leaders from Saskatchewan appeared at his door. The Métis were frustrated with the Canadian government, and they wanted Riel to be their voice. Riel agreed to join them and returned to Canada. The second Métis uprising was about to begin.

To discover how the Canadian government dealt with Riel and the Métis, read pages 187 to 192 in your textbook, *Voices and Visions*. Then, complete Activity 3.



### Activity 3: Second Métis Uprising, 1885

Answer the following multiple-choice questions. Write the letter of the **best** possible answer in the blank before each question. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

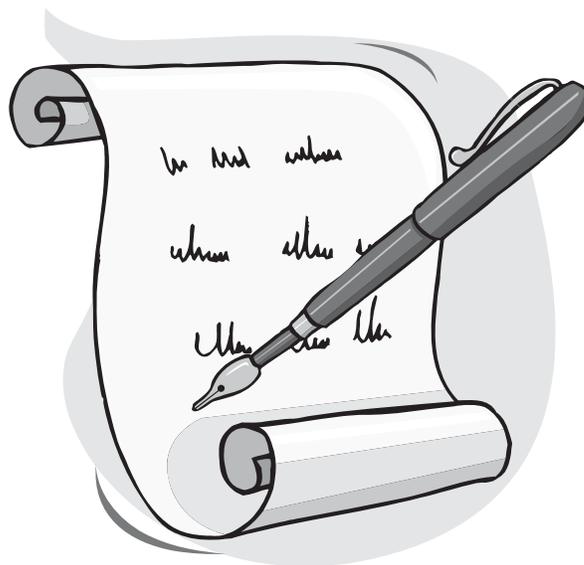
- C   1. Why did the Métis face starvation and poverty by the 1880s?
- A. Loss of the fur trade
  - B. Loss of land rights
  - C. Reduction of the buffalo herds
  - D. Opposition to the federal government
- B   2. According to the federal government, what was the most important issue of the 1880s?
- A. Immigration
  - B. Building a railway
  - C. Land claims of the Métis and First Nations
  - D. An American invasion
- D   3. Who did the Métis want to be their voice in dealing with the federal government?
- A. Gabriel Dumont
  - B. Big Bear
  - C. John A. Macdonald
  - D. Louis Riel
- C   4. The Métis sent a Bill of Rights to the government asking for which of the following?
- A. Land issue solved and a Métis province
  - B. More food rations for First Nations and two provinces east of Manitoba
  - C. Two provinces west of Manitoba and land issue solved
  - D. Jobs for Métis and more food rations for First Nations

A   5. Who was the military leader of the Métis?

- A. Gabriel Dumont
- B. Big Bear
- C. John A. Macdonald
- D. Louis Riel

  B   6. Where was the last battle by the Métis?

- A. Duck Lake
- B. Batoche
- C. Frog Lake
- D. Regina



## W2 - Lesson 4: The Métis Review Assignment

Complete pages 10 to 13 as your review assignment for this lesson. If you are working in a classroom, you will be reviewing this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from today to help you. This assignment is worth 25 marks.

### Section A: Fill-in-the-Blanks

Use the list of words provided to choose the best word to complete each statement. Not all the words will be used. This section is worth 15 marks (1 mark each).

Batoche	Bill of Rights	CPR	Fort Douglas
Frog Lake	Gabriel Dumont	Louis Riel	Lord Selkirk
Manitoba Act	John A Macdonald	migrated	Ontario
pemmican	Pierre Falcon	Pitkwahanapiwiwin	Quebec
Robert Semple	Rupert's Land	Thomas Scott	treason

- The Métis hunted the buffalo and made pemmican, which they sold to the trading posts.
- A Scottish nobleman named Lord Selkirk bought a huge tract of land from the Hudson's Bay Company located where a large Métis community already existed.
- The governor, Robert Semple led an armed group out of Fort Douglas to challenge the Métis led by Cuthbert Grant.
- The Métis took control of Fort Garry and established a Métis Provisional Government. The provisional government drew up a Bill of Rights to present to the government of Canada.
- The English settlers were upset when the Métis Provisional Government executed Thomas Scott.

6. The Canadian government recognized the Métis Provisional Government and in 1870 passed the Manitoba Act, which created the province of Manitoba.
7. Gabriel Dumont and three other Métis travelled to Montana to convince Louis Riel to return to Canada to lead the Métis now living in Saskatchewan.
8. Louis Riel established a Métis government at the community of Batoche.
9. A major battle occurred at Frog Lake where nine people were killed and a police post was captured by the Métis and First Nations.
10. The Canadian government was able to put down the second uprising with the help of the CPR, which moved troops quickly to the North-West Territories from eastern Canada.
11. Louis Riel stood trial for treason. A jury found him guilty and he was sentenced to be hung.
12. Prime Minister John A. Macdonald delayed Riel's execution twice. He was concerned that the people of Quebec supported Riel and would be upset if Riel was executed. He was also worried the people of Ontario would not vote for his party in the upcoming election if Riel was not executed. In the end, he supported the province of Ontario.



## Section C: Short Answers

Complete the review assignment for this lesson by answering the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 5 marks.

1. First Nations and Métis worried about the changes the newcomers brought to Red River. What were three of their concerns? (3 marks)

*Students must identify three of the following.*

*1. The buffalo were disappearing. 2. Some felt cheated out of their land. 3. Land ownership was unclear. 4. The Canadian government ignored the Métis problems. 5. Some First Nations people were starving. 6. First Nations were forced to live on small reserves. 7. The Métis and First Nations felt they would not be able to retain the little land they had left.*

2. What were two sections of the Manitoba Act that preserved Métis and French rights? (2 marks)

*Students must identify two of the following.*

*1. There would be two publicly funded school systems - one for Protestants and one for Catholics. 2. An area of land was set aside for the Métis. 3. Both French and English languages would be used in the government and courts.*

**Total:** \_\_\_\_\_  
**25 marks**

# The Métis Bonus Word-Search Puzzle

Find the following words and phrases in the puzzle below. These words are in the W2 – Lesson 4 glossary. Can you find them all?

Michif  
pemmican  
Bill of Rights  
Pemmican Proclamation  
scrip

resistance  
Red River  
demographics  
Red River cart  
Seven Oaks

York boat  
York  
Manitoba Act  
rebellion  
treason

A 15x15 word search grid with the following words circled:

- Vertical (left side): n o r a o s i m o r n n b e l o i y d s
- Vertical (left side): i a c y b r i s d r r r a d m l g o a
- Vertical (left side): t e r m l v b r s t r s i m l o g e s
- Vertical (left side): a a r i i v t e t d v t o y k b r r t
- Vertical (left side): m l o r k a n m e c n v m k r e e s t
- Vertical (left side): a p p b r p r t s i r b e t s a c e r
- Vertical (left side): l i i p k s s s c n t c i i r b e p r
- Vertical (left side): c n t e t r p r p i r c s r o e l o e
- Vertical (left side): o c r r i h o e i m e t c c f v h h a
- Vertical (left side): r l p o a r r y t a a f i h c i m c o
- Vertical (left side): p m i v g c s n s n s g h e i h v a i
- Vertical (left side): n p l r a o r k c l o b p r h e a k e
- Vertical (left side): a o t o a a s e v e n o a k s n l m n
- Vertical (left side): c t o n l v v l v i i f r n n a s o s
- Vertical (left side): i m l p a t f t e i i e g t k t e r s
- Vertical (left side): m a r b i s t h g i r f o l l i b i a
- Vertical (left side): m a n i t o b a a c t d m k n r r e o
- Vertical (left side): e b r t a f l c r r e b e l l i o n o
- Vertical (left side): p s i h s c a o n c r r d r r c k m s
- Horizontal (row 5): p i r c s
- Horizontal (row 6): f i h c i m
- Horizontal (row 9): s e v e n o a k s
- Horizontal (row 10): t h g i r f o l l i b
- Horizontal (row 11): m a n i t o b a a c t
- Horizontal (row 12): r e b e l l i o n

\* This puzzle was made using the [www.armoredpenguin.com/wordsearch](http://www.armoredpenguin.com/wordsearch) website.

