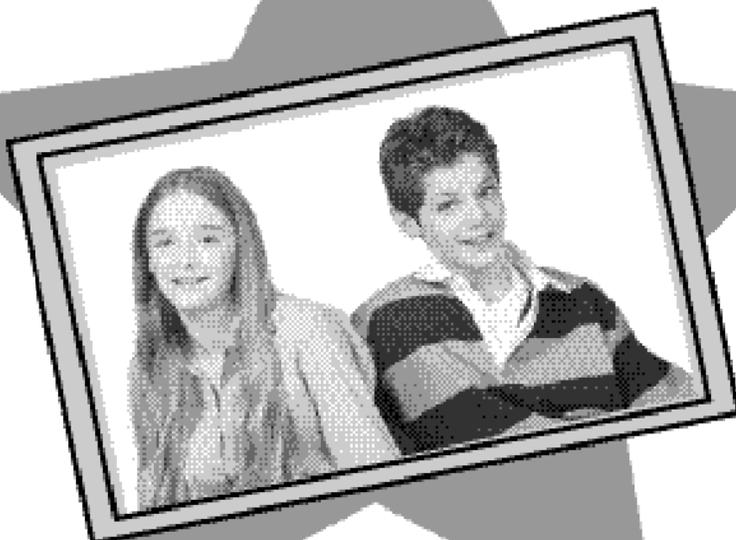


Important Concepts . . .

Preview Review



Social Studies Grade 7 TEACHER KEY

**W3 - Lesson 2: Expanding
Confederation**

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 W3 - Lesson 2

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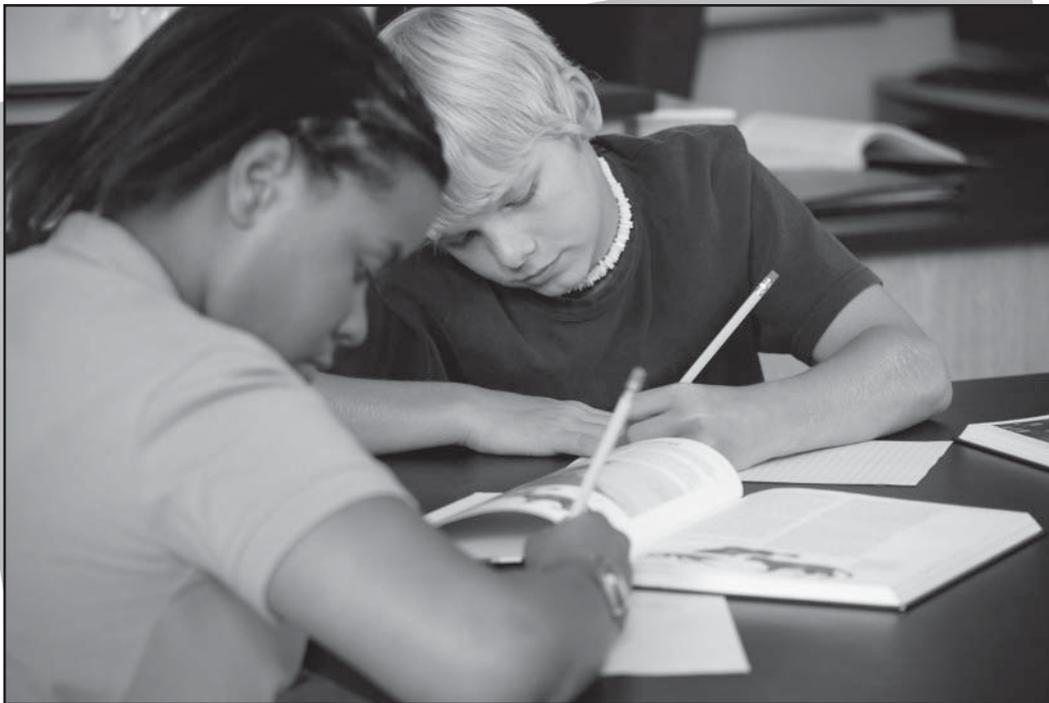
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Preview/Review Concepts for Grade Seven Social Studies

Teacher Key



***W3 - Lesson 2:
Expanding Confederation***

OBJECTIVES

By the end of this lesson, you should

- know the factors that led British Columbia, Prince Edward Island, and Newfoundland to join Confederation
- understand how the needs of the various populations were considered in the creation of Alberta and Saskatchewan
- know the individuals who played key roles expanding Confederation

GLOSSARY

Barkerville – a boomtown that supplied the goldfields of British Columbia; for a short period of time, it was the largest city west of Chicago and north of San Francisco

Douglas Treaties – a series of land deals between the British and First Nations living on Vancouver Island

Fort Victoria – first British colony in British Columbia; located on Vancouver Island

magistrate – a lay judge who administers the law dealing with minor offences

prospector – an individual who explores for mineral deposits

ordinance – a regulation passed by a legislative body

referendum – an issue that is referred for final approval to a popular vote by the public

residential schools – schools where First Nations students were sent to be assimilated into the English culture

reserves – land set aside by the federal government for First Nations communities

W3 – Lesson 1: Growth in the West

Review

Turn to W3 – Lesson 1: *Growth in the West*. 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 W3 – Lesson 1 material thoroughly. Ensure you have a good understanding of W3 – Lesson 1 before proceeding to W3 – Lesson 2. If you need extra help, please approach your teacher or learning facilitator.

Classroom Discussion 1:

If you are in a classroom setting, discuss the following information and the questions that follow. If you are working individually, consider the information below and discuss the questions with your learning facilitator or teacher.

In 1774, a ship leaves Western Mexico with orders to reach 60 degrees north latitude and to re-assert Spain's claim to the Pacific Northwest. The ship reaches the shores of two large islands located 55 degrees North latitude. Here the sailors trade with a group of wandering First Nations people. The ship is forced to return to Mexico when it is discovered the ship's provisions have been spoiled. A year later a second expedition leaves Mexico. This time the expedition makes several stops along the way north and lays claim to the lands for the Spanish Crown.

After three years go by, a British Captain, James Cook, arrives in the region looking for the Northwest Passage. He and his crew do not stay long but they make an important trade with the Nuu-chah-nulth First Nation. The sea otter pelts they trade for bring them a huge profit in China. This results in British fur traders being drawn to the shores of British Columbia.

For the next twenty years, the British and the Spanish claim the land of the Pacific Northwest. The Spanish build Fort San Miguel near a First Nation's village at Yuquot and the British East India Company builds a trading post at Nootka Sound. The Spanish seize British ships and the two nations come close to war. However, things settled down with both nations recognizing the other's claim to the area.

In 1792, George Vancouver is sent by England to find the Northwest Passage. Captain Vancouver meets with his Spanish counterpart, Juan Quadra. Vancouver names the island where they met, Quadra-Vancouver. A year later, Sir Alexander Mackenzie crosses the Rockies and reaches the shores of the Pacific. Mackenzie's action solidified Britain's claim to the Pacific Northwest. By 1795, the Spanish influence in the region has come to an end.



The early 1800s see a new rivalry for the Pacific Northwest. This time, the United States and Britain are trying to establish their claims for the fur trade. The Pacific Fur Company, an American fur trading company, establishes several fur trading posts in the area while the Hudson's Bay Company establishes a major trading post at Fort Victoria on Vancouver Island. In 1846, the British and the Americans agree to use the 49th Parallel as the boundary between the United States and British North America, from the Great Lakes to the Pacific Ocean with Vancouver Island being part of British North America. In 1849, the Colony of Vancouver Island is created. Twenty-two years later, the colony becomes the sixth province of Canada.

Everything and everybody has a history. Some histories are short, others can be thousands of years old. To understand why things are as they are today, you need to understand history. History provides a perspective and helps us understand the present.

Consider the following questions for discussion. If you are working individually, answer the questions on the lines provided. Then, check your work with your learning facilitator or teacher.

1. Suggest a reason why the 49th Parallel boundary agreement with the United States stopped at the coast and not include Vancouver Island.

Students' answers will vary. Some students may know that the southern section of the island was below the 49th parallel and this was where the major British colony was located. The United States agreed to make it an exception.

2. Why do you think the name Quadra was dropped from the name of Vancouver Island? Are you aware of any British Columbia landmarks that have Spanish names?

Students may suggest that over time Spanish influence declined and the name was reduced to Vancouver. The students may not know of any landmarks named by the Spanish. Juan Fuca Strait, Port Alberni, and the city of Tofino are all names that can be traced back to Spanish.

3. Why do most of the places and communities in western Canada have either French or English names although First Nations people first settled the land?

Answers may vary. Students may suggest that each European explorer named places from his own perspective. As the Europeans grew in number, the European names became commonplace and adopted by the people. Currently, some European names are being replaced by First Nations names.

Reading 1: British Columbia Joins Confederation

British Columbia has a rich history. At one time or another, the Russians, Spanish, French, Americans, and the British claimed parts of present-day British Columbia. Most of the people who came to Canada settled on the prairies. The prairie land was flat and it supported farming. British Columbia was mountainous and had little to appeal to immigrants wishing to establish farms. Most of the Europeans who came to British Columbia settled along the coast or in the delta regions of the rivers that flowed through the area. In 1849, Fort Victoria on Vancouver Island was the only British settlement. Then GOLD was discovered, and the gold rush was on!

To find out how the discovery of gold eventually led to the formation of the British Columbia colony and British Columbia becoming Canada's sixth province, read pages 219 to 225 of your textbook, *Voices and Visions*. Then, complete Activity 1.



Activity 1: British Columbia Joins Confederation

To complete Activity 1, use the list of words and terms provided. Choose the best word or term to complete each statement. Write the correct word on the line. The words will only be used once. Not all the 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.

Barkerville	Cariboo	copper	debts	Douglas	farms
fifth	five	Fort Victoria	gold	logging	magistrates
prospectors	province	Quesnel	railroad	reserves	road
sixth	taxes	ten	Treaties	Tsihgot'in	

- The first English colony in the Pacific Northwest was Fort Victoria located on Vancouver Island.
- Because Governor Douglas was concerned about lawlessness, he created a police force and appointed magistrates to enforce the law.
- As the gold prospectors moved further north, they made a major gold discovery along the Quesnel River.
- By 1865, the colony had completed the Cariboo Road to connect the northern gold fields with the southern-based colony.
- For a brief time, Barkerville was a boomtown with a large population.
- After the gold rush, many people stayed in the area. They built farms and started businesses. A permanent settlement developed and economic activities started. One of the most significant industries was logging.
- First Nations on the mainland and islands of British Columbia had difficulty adjusting to the newcomers. Governor Douglas bought 14 parcels of land on which he established small reserves where First Nations people could live. This land became known as the Douglas Treaties.
- A major dispute occurred between the Tsihgot'in and a road crew.
- Building the road to the northern gold fields put the colony into debt, and the colony did not have enough people to pay taxes. This resulted in the government's failure to meet its financial obligations.

10. British Columbia could remain a British colony, become a province of Canada, or join the United States. If the colony was to join Canadian Confederation, it wanted Canada to pay the colony's debts.
11. Canada agreed to build a railroad within ten years to link British Columbia with the rest of Canada.



Reading 2: Prince Edward Island Joins Confederation

Prince Edward Island decided not to join Confederation in 1867, but by 1873 the people of PEI had changed their minds. To discover what had changed for them to reconsider joining Confederation, read pages 227 to 229 in your textbook, *Voices and Visions*. Then, complete Activity 2.

Activity 2: Prince Edward Island Joins Confederation

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 were the four factors that convinced the people of PEI to reconsider joining Canadian Confederation?

Students must identify the following.

1. If PEI joined Canada, Canada promised to buy the land from the absentee British landowners.

2. Canada would help pay for a railway across the island.

3. Canada would provide a market for PEI products.

4. Britain no longer wanted to pay the cost of running the colony and Canada was willing to provide the people of PEI with the things they wanted.

2. What did the Canadian government agree to provide PEI for becoming the seventh province of Canada?

Students must identify the following.

1. Canada agreed to pay the island's debts.

2. Canada agreed to pay PEI an annual sum of money.

3. Canada agreed to provide year-round steamboat service between the mainland and the island.

4. PEI would have 6 MPs in the House of Commons, which is higher than if it would have been based on population.

5. Canada would buy land from the absentee British landowners.

6. Canada would take over the cost and complete the island's railway.

Reading 3: Two New Provinces in the West

By the mid 1870's Canada had grown from ocean to ocean. However, in the West was the North-West Territories. As the population grew, the Canadian government realized the need to change part of the territories into a province. The question then became, "Should there be one or two new provinces?"

To find out what the Canadian government decided, read pages 232 to 237 in your textbook, *Voices and Visions*. Then, complete Activity 3.



Activity 3: Two New Provinces in the West

Read the following multiple-choice questions carefully. 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 then check your work with your learning facilitator or teacher.

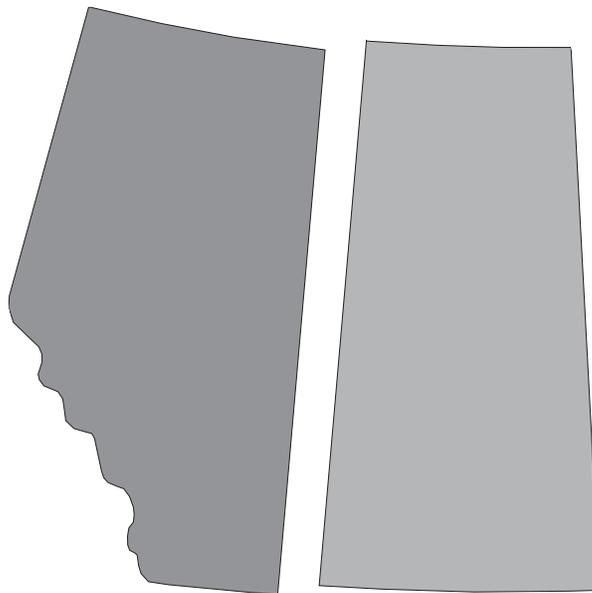
- B 1. Why did the people of the North-West Territories want to become a province?
- A. To get out of debt
 - B. To be able to collect taxes for services they needed
 - C. To own their natural resources
 - D. To protect minority rights
- B 2. Which of the following was NOT an issue before Canada could establish a new province?
- A. The number of provinces to be created
 - B. To have the province become part of Canada
 - C. The division of powers and ownership of resources
 - D. Minority rights
- C 3. Who was the leading politician in the North-West Territories?
- A. Wilfred Laurier
 - B. Father Albert Lacombe
 - C. Frederick Haultain
 - D. Clifford Sifton
- A 4. Why did Prime Minister Wilfrid Laurier want two provinces instead of one?
- A. He hoped one province would support minority education rights.
 - B. He thought one province would not be responsible to the needs of the people.
 - C. He worried that one province would be too weak to be effective.
 - D. He argued that one province would be too big to manage.

D 5. What did Ordinance #29 make compulsory?

- A. Two separate school systems
- B. School for children under the age of 15
- C. French as the language of instruction
- D. English as the language of instruction

 B 6. How did the Canadian government try to assimilate First Nations children?

- A. It made them wear uniforms.
- B. It sent them to residential schools.
- C. It sent them to the cities.
- D. It sent them to public schools.



Reading 4: Newfoundland and Confederation

The tenth and final province to join Canadian Confederation was Newfoundland. Nearly eighty years, two World Wars, and a depression passed before the people on the island of Newfoundland reconsidered the idea of joining Canada.

Read pages 237 to 240 in your textbook, *Voices and Visions*, to discover the circumstances of their final decision. Then, complete Activity 4.

Activity 4: Newfoundland and Confederation

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 was the economy of Newfoundland based on in the 1930s? What happened to the colony during this time?

Newfoundland's economy was based on the natural resources of fish, wood, seal fur, and minerals. When the Great Depression of the 1930s collapsed the world economy, prices dropped. This drove thousands of Newfoundlanders out of work. Without an income, the colony could not pay its debts and faced the possibility of going bankrupt.

2. At the end of World War II, Britain wanted Newfoundland to take over its own affairs. What were the three choices presented to the people of Newfoundland?

Newfoundlanders could do one of the following:

1. They could return to colonial status
2. They could leave the current commission in place.
3. They could become Canada's tenth province.

3. How did Newfoundland make the decision to join Confederation?

Newfoundlanders decided to hold a referendum where everyone could vote about their future. In a close vote, the people of Newfoundland decided to join Canada.

4. Who is responsible for the First Nations and Inuit people in Newfoundland? How is this different than the rest of Canada?

The province of Newfoundland is responsible for First Nations and Inuit people. In other provinces, services such as schools and health care are the responsibility of the federal government.

W3 – Lesson 2: Expanding Confederation Review Assignment

Complete pages 11 to 13 as your review assignment for this lesson. If you are working in a classroom, you may review this together. If you are working individually, complete the assignment and check your work with your facilitator or teacher. Use your notes and work from today to help you. This assignment is worth 25 marks.

Section A: Matching

Match the individual with his position in the development of Canadian Confederation. Write the letter on the appropriate line to indicate your choice. This section is worth 5 marks. (1 mark each)

- | | | |
|------------------------------------------|--------------|--------------------------|
| A. Prime Minister of Canada | <u> E </u> | 1. Frederick Haultain |
| B. Governor of British Columbia | <u> D </u> | 2. Joey Smallwood |
| C. established a school at Fort Edmonton | <u> A </u> | 3. Wilfred Laurier |
| D. Premier of Newfoundland | <u> B </u> | 4. James Douglas |
| E. North-West Territory politician | <u> C </u> | 5. Father Albert Lacombe |

Section B: Fill-in-the-Blank

To finish Section B, you must complete each given statement by writing the correct words on the lines provided. This section is worth 15 marks.

1. Governor Douglas bought 14 parcels of land from the First Nations. These became known as the *Douglas* *Treaties*.
2. In 1866, it was decided to unite *Fort* *Victoria* and *British* *Columbia* into one colony.
3. With the *fur* trade in decline and the gold rush decreasing, the colonies faced the possibility of going *bankrupt*.
4. *Barkerville* was a supply town for the goldfields.
5. If Prince Edward Island joined Canada, the Canadian government promised to *buy* the land from British *absentee* landowners and return the land to the people of Prince Edward Island.
6. The North-West Territories Act allowed Catholics to have their own *separate* schools.
7. Unlike the other provinces, the North-West Territories had never been a *colony*.
8. Prime Minister Laurier made sure that the Alberta Act gave a *guarantee* of *separate* schools.
9. The people of Newfoundland used a *referendum* to decide if they would join Canadian Confederation.
10. In Newfoundland, the *provincial* government is responsible for First Nations and Inuit people.

Section C: Short Answer

Answer 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. What were three issues that had to be settled before the Canadian government agreed to make provinces out of the North-West Territories? How was each of the issues settled? (3 marks)

The first issue was the number of provinces to be created. Prime Minister Laurier believed that one province would be too powerful and decided to make two provinces. Saskatchewan and Alberta became provinces in 1905.

The second issue was the division of powers and the ownership of resources. Because the federal government controlled these resources before the territories became provinces, the federal government continued to control public lands and resources after they became provinces. The Canadian government did pay each province a million dollars. Twenty-five years later the provinces were given title to their lands.

The final issue was the protection of minority education rights. Prime Minister Laurier made sure that in the Alberta Act there was a guarantee for separate schools. English would still be the language of instruction but an hour of French instruction would be permitted.

2. What were two of the three things the British Columbia delegates were determined to get from Canada before they agreed to British Columbia joining Confederation? How successful was British Columbia at getting what it wanted? (3 marks)

Students must identify two of the following.

1. *The delegates wanted Canada to pay British Columbia's debts.*
2. *They wanted Canada to build a road across the prairies linking British Columbia with the rest of Canada.*
3. *They wanted Canada to provide money to British Columbia every year.*

Canada gave British Columbia everything it asked for except a road. Instead, Canada promised to build a railway within ten years.

Total: _____
25 marks

Expanding Confederation Bonus Word-Search Puzzle

Find the following words and phrases in the puzzle below. Can you find them all?

Barkerville
prospector
residential schools

Douglas Treaties
ordinance
reserves

Fort Victoria
referendum
magistrate

s	e	a	o	r	a	v	i	i	a	v	l	r	i	e	o	e
l	i	s	d	f	u	e	s	t	e	o	c	f	t	t	d	r
o	t	r	e	s	c	e	d	e	e	r	v	i	s	t	t	e
o	o	t	n	g	s	t	a	t	n	d	t	u	s	l	o	t
h	r	a	o	i	s	r	e	o	t	v	e	v	s	a	i	o
c	p	d	n	r	c	i	e	r	o	r	n	e	i	r	i	s
s	n	c	i	f	e	o	i	e	r	o	a	e	s	o	k	t
l	m	s	s	n	o	s	l	s	i	t	s	r	e	e	t	e
a	o	a	s	t	a	r	e	e	e	t	o	m	l	s	o	e
i	f	r	r	l	e	n	t	r	o	t	a	p	l	s	e	e
t	d	e	n	u	g	o	c	v	e	g	r	d	i	s	r	r
n	r	e	r	e	o	n	l	e	i	i	e	r	v	t	s	g
e	r	e	e	u	p	r	p	s	f	c	v	r	r	h	t	i
d	o	u	g	l	a	s	t	r	e	a	t	i	e	s	s	r
i	t	e	i	n	o	r	e	v	r	t	l	o	k	a	e	s
s	r	f	t	r	a	e	n	i	s	n	a	s	r	i	e	s
e	o	t	p	t	a	i	d	r	r	i	e	f	a	i	d	d
r	e	f	e	r	e	n	d	u	m	t	e	c	b	o	a	e

* This puzzle was made using the www.armoredpenguin.com/wordsearch website.

