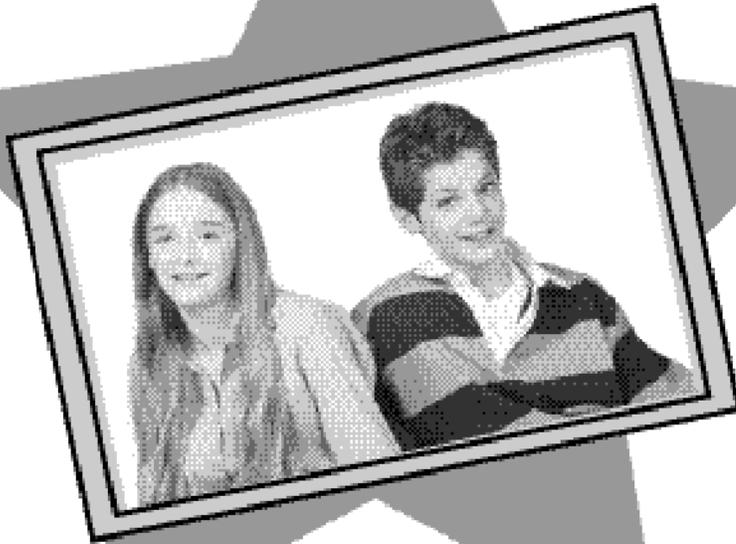


Important Concepts . . .

Preview Review



Social Studies Grade 7 TEACHER KEY

W3 - Lesson 1: Growth in the West

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 1

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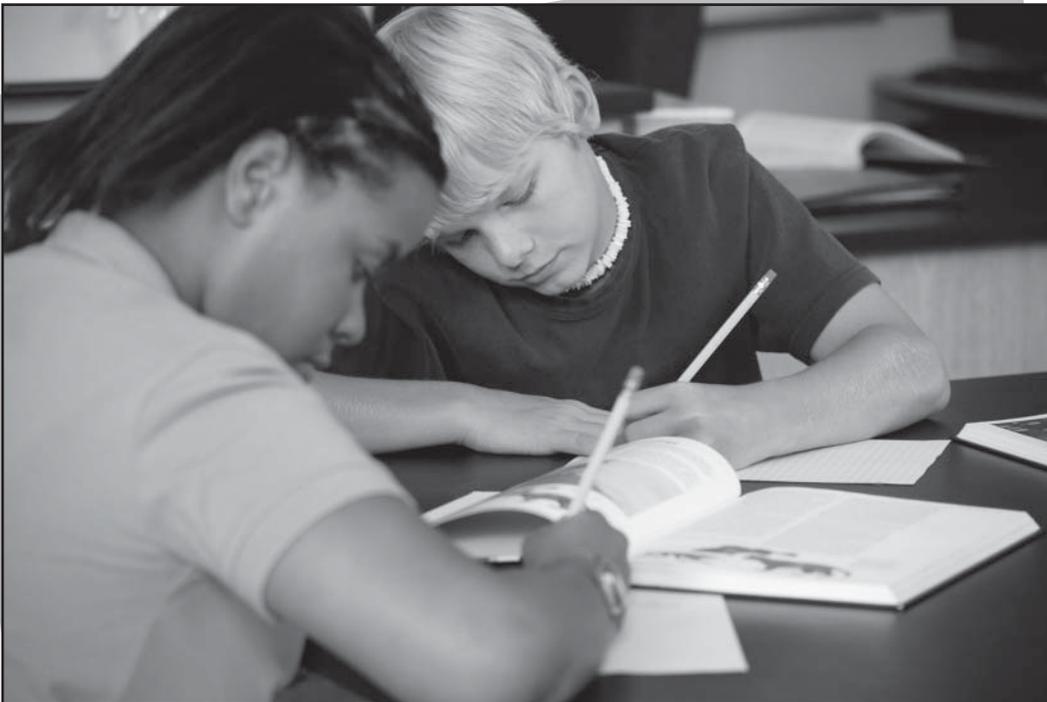
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Preview/Review Concepts for Grade Seven Social Studies

Teacher Key



***W3 - Lesson 1:
Growth in the West***

OBJECTIVES

By the end of this lesson, you should

- understand the Canadian government's reasons and methods for wanting to settle the West
- understand the role the North West Mounted Police and the Canadian Pacific Railway had in the development of the West
- know the key figures involved in the development of the West

GLOSSARY

CPR – Canadian Pacific Railway

Cypress Hills Massacre – the event that convinced John A. Macdonald of the need for a police force for the West

Great March – the attempt to send the NWMP quickly to Manitoba in 1874

diverse economy – an economy that has several types of industries providing income

natural resources – resources supplied by nature

NWMP – North West Mounted Police; eventually known as the Royal Canadian Mounted Police

protective tariff – a tax imposed to protect domestic companies from import competition

transcontinental railway – a railroad from one side of a continent to the other

W3 - Lesson 1: Growth in the West

Classroom Discussion 1:

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

"Whoa! Whoa!" you shout to the horses as you pull on the reins. The wagon comes to a stop and you glance around the countryside. In the far distance you can see the outline of the Rockies. To the south the wind is gently blowing over the tall grass and it reminds you of the weeks you spent on the ocean. One journey is about to end and another is about to begin. You spot a marker and grab a piece of paper as you climb down from your covered wagon. The numbers on your paper match the numbers on the marker! It takes a few moments before you realize, "This is it! This is where my journey ends!"



Six months ago, you paid ten dollars to the Canadian government, bought passage on a ship going to Canada, and left Ireland headed for the open spaces of western Canada. It took awhile to gather supplies and to get a ticket on the CPR, but then one day the train stopped at Regina. A land agent gave you a piece of paper with land location numbers on it. He provided you with the general directions to where your land is located. After another two weeks, you have arrived! Now a new journey begins!

More than 1.5 million immigrants came to Canada between 1870 and 1900. Many of them settled in the West. They were encouraged to come by the Canadian government. The government passed the Dominion Land Act that provided land at a very reduced price.

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

- 1. How would you feel if you had made this journey? Why?

Students' answers will vary. Look for students to explain their thoughts and/or feelings.

- 2. What journey do you think is about to begin?

The journey to reach his homestead has ended. For the journey that is about to begin, students answers could concern the development of the land, the bringing of relatives to the new home, and/or the raising of a family.

Reading 1: Securing the Land

The Canadian government was worried about the Americans. Many people of the United States felt their destiny was to expand throughout North America. American fur traders and settlers were already moving into lands the Canadian government had bought from the Hudson's Bay Company. Prime Minister John A. Macdonald began to take the steps to establish the Canadian government's authority over the West.

To discover the problems the Canadian government encountered and the steps Canada took to secure the West, read pages 197 to 199 in your textbook, *Voices and Visions*. Then, complete Activity 1.

Activity 1: Securing the Land

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. Explain how each of the following contributed to the security of the West for the Canadian government.

- a. marking the border

Marking the border allowed the Canadian government to know the exact limits of Canadian territory and Canadian law.

- b. North West Mounted Police

The NWMP brought law and order to the West.

2. In what ways was the Cypress Hills Massacre significant to the development of the West?

The massacre outraged Prime Minister John A. Macdonald. Getting the NWMP to the west as soon as possible became his priority.

3. What was the Great March?

The Great March was a march of police recruits that headed west and got lost along the way. Local Métis came to the rescue and guided the recruits to safety.

4. Where did the NWMP establish forts?

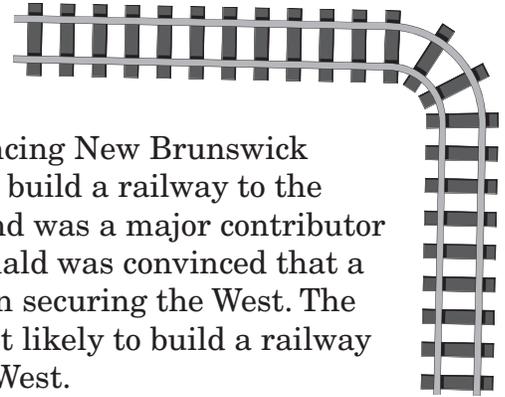
They established a fort west of Lethbridge at Fort Macleod, a second fort in the Cypress Hills called Fort Walsh, and a third fort in the north at Fort Edmonton.

5. What were three of the duties of the NWMP?

Students must have three of the following. 1. To show the United States that Canada had control of the territory. 2. To shield the First Nation peoples from American outlaws. 3. To help newcomers adjust to the frontier. 4. To keep the peace between First Nations and the newcomers.



Reading 2: Building the Iron Road



Prime Minister Macdonald was aware that a policy was needed to secure the West. A key ingredient in convincing New Brunswick and Nova Scotia to join Confederation was the promise to build a railway to the Maritimes. The railway brought the provinces together and was a major contributor to the economic success of Confederation. John A. Macdonald was convinced that a railroad that spanned the country would be a major key in securing the West. The Prime Minister also knew that a railway company was not likely to build a railway to nowhere. He needed people to tap the resources of the West.

The government's new policy featured three things. Read pages 202 and 203 in your textbook, *Voices and Visions*, to learn some details of the policy and the role of the railroad in developing the policy. Then, complete Activity 2.

Activity 2: Building the Iron Road

Based on your reading, answer the following questions. To finish the activity, you must complete each statement by writing the correct word or phrase on the lines provided. If you are in a classroom, you may discuss the statements 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.

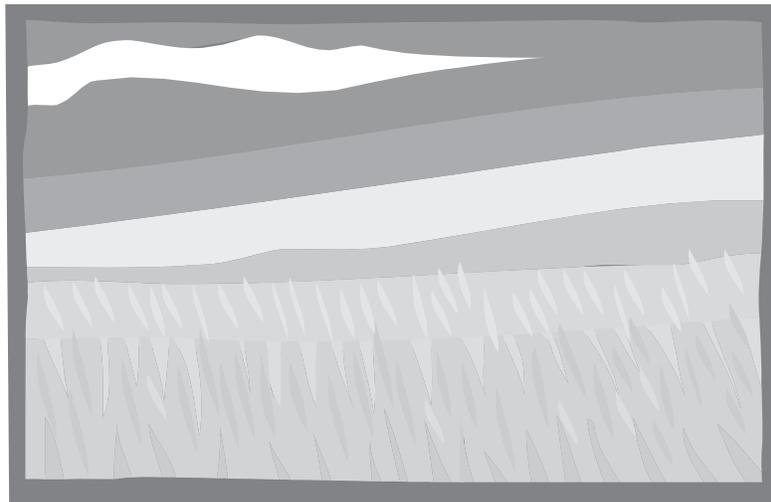
1. The National Policy contained three policies in one. The transportation policy was to build a railway across the continent.
2. The immigration policy encouraged farmers to populate Western Canada.
3. The economic policy had a goal to build a strong national economy for Canadians.
4. By building a transcontinental railway, the Canadian government hoped to bring British Columbia into Confederation.
5. At first, the route for the railway was to go through Edmonton. Several factors changed the route south to Calgary. The first advantage was that the land to the south was flat. This made building the railroad bed easier.

6. Near *Lethbridge*, they found *coal* deposits to fuel the engines.
7. This route was closer to the *United* *States* so most people would take the Canadian railway instead of the *American* one.
8. The railway company owned most of the land in the *south*. They could make a *profit* from the sale of the land.
9. A private company built the railway in *stages*. It raised money from *investors*.

Reading 3: Farming the Frontier

Before the railway was built, the Canadian government was encouraging people to come to Canada. In 1872, the government passed the Dominion Lands Act. This act allowed any male over 21 years of age to apply for land for \$10. At first, the government encouraged people living in Ontario to move west. Then, government agents looked to Europe.

Read pages 207 to 210 in your textbook, *Voices and Visions*, to discover what an individual had to do to keep the land and why some people came to settle the West. Then, complete Activity 3.



Activity 3: Farming the Frontier

Based on your reading, answer the following questions. If you are in a classroom, you may 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. What were the three things that an individual had to promise to do to keep the land for which he paid \$10?

1. He had to live on the land for at least six months of the year.

2. He had to build a house on the land.

3. He had to start farming the land.

2. A Canadian immigration agent invited the Mennonites of Russia to move to Canada. What advantages would this move provide the Mennonites? What tool did the Mennonites bring that allowed them to be successful farmers?

• *The Mennonites would not be required to serve in the military.*

• *They could practise their religion.*

• *They could farm together on one big farm.*

• *They brought a heavy plough that was ideal for the prairie sod.*

3. What happened in Iceland that encouraged many of the people to come to Canada? How did the Canadian government accommodate the Iceland refugees?

A volcano eruption in Iceland killed the cattle and the ash poisoned the land. The Canadian government gave them a huge tract of land and allowed them to maintain their language and customs. They were also allowed to make their own laws.

Reading 4: Helping Industry

The third aspect of the National Policy was to develop a strong economy. If the Canadian government could develop farming in the West, then the East could develop a manufacturing industry to supply the farmers with equipment. A major problem to this plan was the United States. Because of their larger markets, the Americans were able to produce goods at lower prices than Canadian companies. Canada's answer to this problem was to place a **protective tariff** (a tax imposed to protect domestic companies from import competition) on all American-made goods. This tariff allowed Canadian companies to grow and prosper, but it made farmers upset because they had to pay more for their equipment than the American farmers yet they got the same price for their crops as the Americans.

By the end of the 1900s, Canada had gone through some major changes. The country had grown from four provinces to seven. Grain crops replaced the fur trade as Canada's major export. With the coming of the railroad, canoes, York boats, and Red River carts began to disappear. Within ten years, the population of the West doubled.

Consider the diagram about how protective tariffs work on page 212 of your textbook, *Voices and Visions*. Then, complete Activity 4.

Activity 4: Helping Industry

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. The diagram on page 212 shows how a protective tariff works. Using the textbook example, how much more would a Canadian farmer have to pay for a plough made by John Deere than for one made by Massey?

The John Deere cost an additional \$10.00.

2. If you were a Canadian farmer, how would you feel about the tariff? Why?

Answers may vary. Most thought the tariff was not fair because it increased the farmer's cost of buying equipment.

3. If you were a stockholder of the Massey Company, how would you feel about the tariff? Why?

Answers may vary. Most thought it was a good deal because it made Massey's equipment cheaper than the American equipment, and that should increase sales and profit for the company.

T 5. To build the railroad, the railway company raised money from investors and grants from the Canadian government.

 F 6. The National Policy had four components to help develop the growth of Canada.

 The National Policy had three components to help develop the growth of Canada.

 T 7. The railway had a huge impact on the growth of Canada.

 F 8. Surveyors divided the land into large chunks. These chunks were called acres.

 Surveyors divided the land into large chunks. These chunks were called townships.

 F 9. The first newcomers to take advantage of the “cheap” farmland in the West came from Russia.

 The first newcomers to take advantage of the “cheap” farmland in the West came from Ontario.

 F 10. A protective tariff makes imported goods cheaper than goods made in Canada.

 A protective tariff makes imported goods more expensive than goods made in Canada.

Section B: Matching

Everyone did not accept Canada's policy of placing a protective tariff on imported goods. Below is a list of arguments. If you think the statement favours a tariff, write **A** on the line provided. If you think the statement is in opposition, write **B** on the line provided. An example is provided. This section is worth 5 marks. (1 mark each)

A. Statement favours a tariff

B. Statement opposes a tariff

Example: **A** The tariff will bring in money and help pay for government programs.

 A 1. The tariff will help create new jobs.

 B 2. The tariff will make things more expensive for people living in the Maritimes.

 B 3. The tariff will make farm equipment more expensive.

 A 4. The tariff will allow Canadian companies to grow.

 A 5. The tariff will encourage Canadians to buy Canadian products.

Section C: Short Answer

To complete this section, answer the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 10 marks.

1. The NWMP ensured that people obeyed the law, but they also performed several other tasks. What were three of those tasks? (3 marks)

Students must have three of the following. 1. They cleared out the whiskey traders. 2. They arrested lawbreakers. 3. They delivered the mail. 4. They fought grass fires and helped newcomers. 5. They fought in the second Métis uprising.

2. Prime Minister John A. Macdonald's National Policy was actually three policies in one. What were the three aspects of the policy? What did each part of the policy achieve? (3 marks)

1. The first aspect of the policy was a transportation policy, which resulted in the building of the transcontinental railway. 2. The second aspect was an immigration policy, which encouraged farmers to populate the West. In twenty years the population of the West doubled. 3. The last aspect was an economic policy, which resulted in the growth of national economy

for all Canadians.

3. The Dominion Lands Act of 1872 provided land to people interested in farming. What did settlers have to do to keep their land? (3 marks)

Settlers needed to promise to live on the land for at least six months, build a house, and farm the land.

4. Many of the first homesteading families failed to establish their homesteads and soon abandoned their farms. What were some of the hardships they faced? (1 mark)

Possible answers: Most could not afford the cost for seed, tools, livestock, and material to build barns or houses. Nature was harsh with grasshoppers, drought, hail, or early frost wiping out crops.

Total: _____
25 marks

Growth in the West Bonus Word-Search Puzzle

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

Canadian Pacific Railway
diverse economy
North West Mounted Police
transcontinental

Cypress Hills Massacre
Mennonites
population
transportation

Great March
natural resources
protective tariff

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

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

