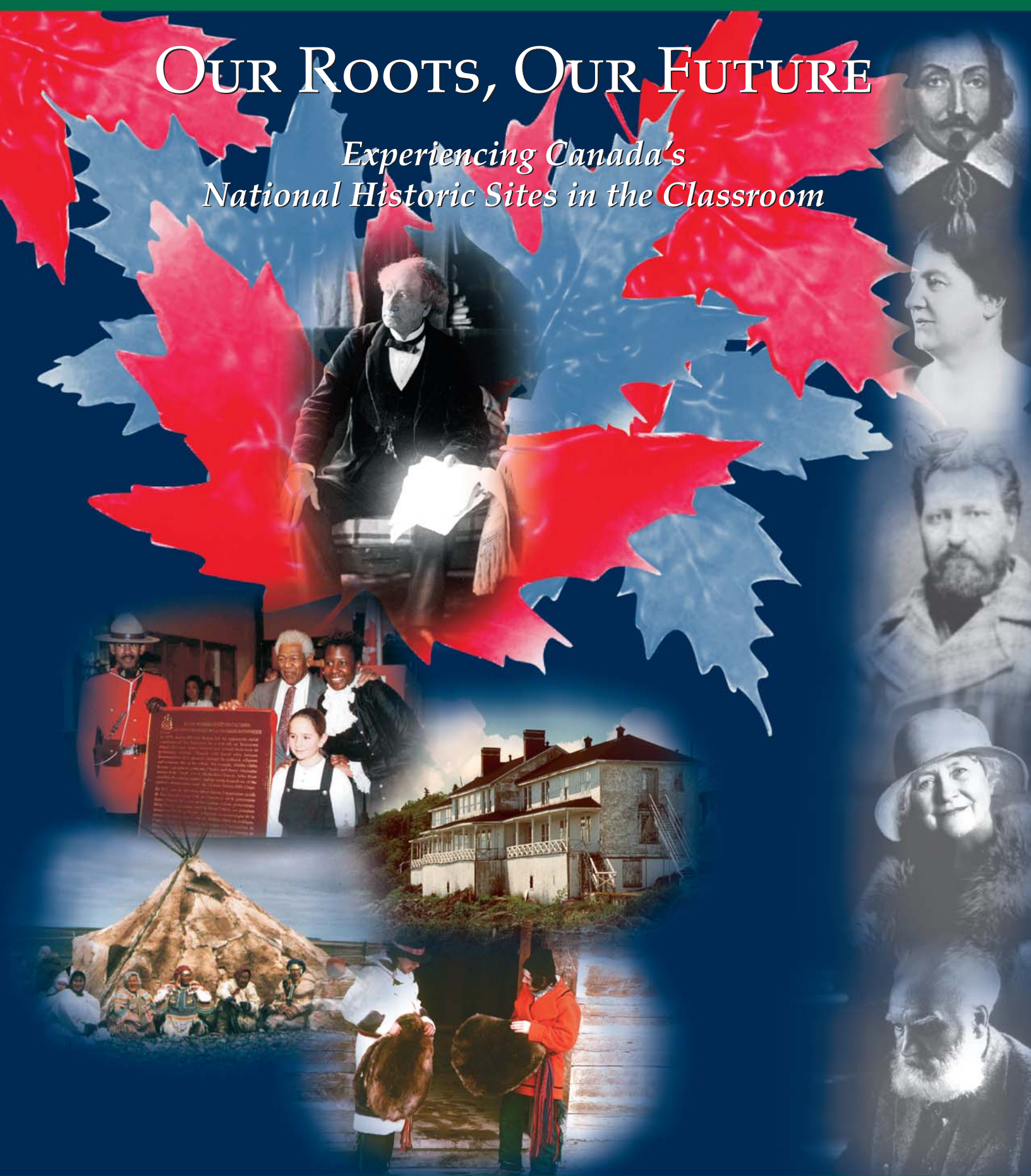




# OUR ROOTS, OUR FUTURE

*Experiencing Canada's  
National Historic Sites in the Classroom*



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# OUR ROOTS, OUR FUTURE

*Experiencing Canada's  
National Historic Sites in the Classroom*

*Version 1.2*

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<i>Students investigate local historic sites, people, and events and make connections between their local community and our country's history.</i>	

## Activities

<b>1. In the Voyageurs' Footsteps (Grades 5-9)</b>	<b>16</b>
<i>The historic Canadian fur trade does not belong to a particular time or region of the country: it was a pattern of relations between peoples, their environment, and international luxury markets. This activity focuses on why some of the major places and participants in the fur trade have national significance.</i>	
<b>2. As Seen Through Your Eyes (Grades 7-9)</b>	<b>20</b>
<i>What was life like in Port-Royal, Acadia, and what was the significance of the success of this small colony? Students explore the trials and successes of this small group of French colonists from the perspective of one of its members.</i>	
<b>3. Conflict and Competition: The Klondike Gold Rush (Grades 7-9)</b>	<b>24</b>
<i>Though gold miners had already been extracting gold for a number of years, and a slow and steady stream of miners began finding gold along various points of the Yukon River, the strike at what was later called Bonanza Creek was the catalyst for the Klondike Gold Rush. This activity examines the far-reaching consequences of this discovery.</i>	
<b>4. The Greatest Prime Minister (Grades 7-9)</b>	<b>28</b>
<i>Sir John A. Macdonald is remembered as a "nation builder." Each prime minister has since contributed his or her unique perspectives and abilities to the development of our country. This activity raises the question, "What does it take to be a great prime minister?"</i>	
<b>5. Where We Live ↔ Who We Are (Grades 7-10)</b>	<b>32</b>
<i>The first inhabitants of Canada developed technologies that enabled them to live in balance with the environment in which they lived. In each region of the country, they developed different cultures and ways of life, depending in part on the climate and the natural resources available to them. Students will explore the history of how different Aboriginal groups interacted with the environment in which they lived. Aboriginal peoples of Canada adapted to change in the past, and continue to do so today.</i>	

<b>6.</b>	<b>Holding Up Half the Sky</b> (Grades 8-10) <i>“Women hold up half the sky” is a saying that values the contributions of women to our world. This activity introduces some of Canada’s remarkable female “agents of change” and the organizations with which they worked.</i>	<b>36</b>
<b>7.</b>	<b>Louis Riel: Martyr, Traitor, Hero, or . . . ?</b> (Grades 8-10) <i>Louis Riel has been seen as a martyr, spiritual leader, and a hero, as well as a murderer and a traitor. The debate continues: Who was the ‘real’ Louis Riel?</i>	<b>40</b>
<b>8.</b>	<b>Dreams Become Realities</b> (Grades 8-10) <i>Canadian inventors have patented more than a million inventions and some inventors are designated as nationally significant because of their contributions. Do all inventions and innovations have only positive effects? Students examine both sides of the picture and draw their own conclusions.</i>	<b>44</b>
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<b>10.</b>	<b>400 Years of French Presence in Canada</b> (Grades 9-11) <i>The year 2004 marked the 400th anniversary of the beginning of permanent French settlement in North America, which began with the arrival of Pierre Dugua, Sieur de Mons at Saint Croix Island in 1604. This activity explores the successes and challenges of the French culture in Canada and its impact on the country’s development.</i>	<b>53</b>
<b>11.</b>	<b>World Heritage Sites of Canada</b> (Grades 9-11) <i>Our precious and irreplaceable natural and cultural heritage must be protected so that future generations can inherit the treasures of the past. National and international efforts are undertaken to protect natural and cultural properties against the threat of damage. Preserving our heritage is the work of everyone.</i>	<b>58</b>

### **Assessment and Student Activity Worksheets**

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### **Curriculum Correlations**

See: [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher’s Guides > Our Roots, Our Future > Curriculum Correlations to find:

- a summary of the correlations with the curriculum for your province or territory
- a more detailed explanation of the links between each activity and each provincial/territorial curriculum.



# OUR ROOTS, OUR FUTURE: EXPERIENCING CANADA'S NATIONAL HISTORIC SITES IN THE CLASSROOM

Cave and Basin National Historic Site of Canada, © Parks Canada

## INTRODUCTION

Who hasn't heard the questions "What is a Canadian?" "How are we different?" To answer these questions we could reach for images of peacekeepers in Kosovo, ideas such as "multiculturalism," or adjectives such as "friendly," "trustworthy," "honest," "open," "loyal," and "funny". But where is Canada's heart? What are the stories of Canada and where can we find them? "Our history is written on the surface of the land."\*

History is the chronicle of change. It is shaped by differences of opinion — even conflicts — and their resolution. Knowing our history promotes understanding of social and political concerns as well as tolerance for different views and perspectives. Learning from the past can help us to make wise decisions for the future. The national historic sites of Canada chronicle and commemorate those places, persons, and events considered to have shaped the country. They have powerful and provocative stories to tell about our history, about who we are, and about what is important to us as a country. Found all across Canada, these sites define important aspects of our diverse but common heritage and identity.

\* Royal Commission on National Development in the Arts, Letters and Science, 1951.

By incorporating the national historic sites in the study of history, your students can explore Canada's past through the stories of the places, people, and events that shaped our country. As they do so, they will develop a clearer understanding about the past's influence on the Canada of today, our current influence in the world, and the meaning of citizenship.

There are more than 850 national historic sites in Canada. Because of their proximity to many communities across the country, it may be possible for you and your students to actually visit a national historic site, to savour the experiences and information that can be found there. Alternately, you can access these sites via the Internet to simulate a visit and gather information.

Involve your students in finding information from the past by using the tools of today. At the Parks Canada Web site, students can take a virtual tour through an historic site, meet noted individuals to learn about their lives, and gather facts and impressions about significant historical events. As students use the Internet to explore history, they will learn:

- how our historic sites are connected to our individual and collective history

- what stories groups and individuals have to tell us about the issues and events that motivated them
- how an event can be understood from the multiple perspectives of the people who lived it.

## USING NATIONAL HISTORIC SITES OF CANADA TO TEACH HISTORY

Integral to the historic facts that are taught in history classes are the valuing of diversity and the promotion of respect for all persons. By using national historic sites of Canada in your history program, your students will learn about historically significant places, people, and events, and develop three key understandings:

- Canada is a country fortunate to have a wide variety of cultural and natural landscapes that have influenced the people within them. Examining the role of people in shaping places and events can help to break down stereotypes and build informed opinions.
- The Canadian identity that makes us different from people in other areas of the world is part of the heritage we pass on to our children. As Canadians, we can take part in the process of commemorating places, people, and events; doing so can build pride and unity.
- Knowing our own role in the making of history brings it alive and helps us develop an appreciation for our heritage and culture.

Since 1919, the Government of Canada has designated more than 850 sites, 500 persons, and 300 events as being of national historic importance. Together they comprise the system of national historic sites. The Historic Sites and

*A National Historic Site of Canada is a place that has been designated by the Government of Canada as being of national significance. People who have made an outstanding and lasting contribution to Canadian history may be designated as Persons of National Historic Significance. Events of National Historic Significance are designated if they represent a defining action, episode, movement, or experience in Canadian history.*

Monuments Board of Canada (HSMBC), which consists of historians, archivists, and heritage activists, advises the Minister of Canadian Heritage on matters of historical commemoration. The HSMBC recommends the designation of new sites as well as persons and events of national historic significance. Commemoration can be in the form of a bilingual plaque, a monument, the acquisition and administration by the Government of Canada of an actual site, or through a cost-sharing or cooperative agreement.

These national historic sites, people, and events are organized in thematic areas in the *National Historic Sites of Canada System Plan*, which provides a comprehensive way of looking at Canadian history. This approach aims to build a system that truly represents the diversity of Canadian history. Implementation of the system plan depends on the active participation of individual Canadians, heritage partners, provinces, territories, municipalities, and the private sector across Canada.

The system plan has five broad, inter-related themes: Peopling the Land, Developing Economies, Building Social and Community Life, Governing Canada, and Expressing Intellectual and Cultural Life. Each of these themes has a number of sub-themes. (See the Thematic Framework on page 7.) Each activity in *Our Roots, Our Future: Experiencing Canada's National Historic Sites in the Classroom* is linked to at least one theme or sub-theme from the thematic framework.

The *National Historic Sites of Canada System Plan* is available on the Parks Canada Web site at [www.pc.gc.ca](http://www.pc.gc.ca) or by request to the System Development Branch, Parks Canada, 25 Eddy Street, Gatineau, Quebec, K1A 0M5. Along with many images, this document provides a thorough explanation of the themes and sub-themes of the framework; a map of Canada showing the location of all the national historic sites; and lists of the national historic sites, national historic persons, and national historic events designated within each theme, along with a brief reason for their national significance.

## ABOUT THE ACTIVITIES

The activities in *Our Roots, Our Future: Experiencing Canada's National Historic Sites in the Classroom* are written mainly in student-focused language. They are designed to expand the students' knowledge of facts, their understanding of concepts, and their ability to think and reason. The instructional approaches address varied learning styles and multiple intelligences and encourage critical thinking, analysis, and application. Your students will use the national historic sites as well as a variety of electronic and print resources.

The **Culminating Activity** (page 11) is a local history project that invites your students to work with the community to explore their local history, select an appropriate site, person, or event and perhaps even submit the topic for possible designation by a municipality, a province/territory, or the Government of Canada.

The **Activities** listed in the chart on page 7 address specific learning outcomes/expectations. A detailed curriculum correlation can be found on the Parks Canada web site [www.pc.gc.ca/education](http://www.pc.gc.ca/education) Teacher's Corner > under "Our Roots, Our Future: Experiencing Canada's National Historic Sites in the Classroom."

Although most history courses are organized chronologically, the activities in *Our Roots, Our Future: Experiencing Canada's National Historic Sites in the Classroom* are arranged according to the grade level ranges in which they are taught across the country. While a range of appropriate grade levels is suggested for each activity, the activities are easily adapted for students who are older or younger. (For example, an activity that asks students to conduct research can be geared for different levels of complexity and skill sophistication.)



Young Women's Christian Association (YWCA), Event of National Historic Significance © NAC/PA-123627

*Each activity follows a standard format:*

- *suggested grade levels*
- *learning outcomes/expectations, written to your students, that reflect the various provincial/territorial curricula at the relevant grade levels*
- *step-by-step instructions for your students to guide them in completing the activity individually or collaboratively*
- *Selected Resources including numerous stable Web sites with reliable, accurate, and reputable information*
- *Teacher Tips offering strategies for implementing the activities*
- *challenges and extensions in Related Activities designed to broaden the scope of the main activity*
- *suggested Assessment strategies*

*See: [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher's Guide > Our Roots, Our Future > Curriculum Correlations for a summary chart and detailed correlations showing which provincial/territorial outcomes/expectations are addressed by each activity.*

# ACTIVITY OVERVIEW

GRADE	ACTIVITY	PAGE	STUDENTS LEARN ABOUT...	SYSTEM PLAN THEMATIC FRAMEWORK
5-10	Culminating Activity: History Close to Home	11	selecting and recommending for <b>commemoration</b> one place, person, or event in <b>their local community</b> that is of historic significance	
5-9	In the Voyageurs' Footsteps	16	the importance of the <b>fur trade</b> to Canada and its impact on places and people	Developing Economies: Trade and Commerce
7-9	As Seen Through Your Eyes	20	the importance of the settlement of <b>New France</b> — what life was like for the first settlers there	Peopling the Land: Settlement
7-9	Conflict and Competition: The Klondike Gold Rush	24	the impact of the <b>Gold Rush</b> on people and the environment of the Klondike	Developing Economies: Extraction and Production
7-9	The Greatest Prime Minister	28	the lives of our <b>Prime Ministers</b> and how they contributed to our country's development	Governing Canada: Politics and Political Processes
7-10	Where We Live ↔ Who We Are	32	<b>Aboriginal peoples</b> and their relationship to the environment	Peopling the Land: Canada's Earliest Inhabitants Developing Economies: Hunting and Gathering, Extraction and Production
8-10	Holding Up Half the Sky	36	how <b>Canadian women have worked collaboratively</b> to effect social change	Building Social and Community Life: Community Organizations Education and Social Well Being: Social Movements, Religious Institutions
8-10	Louis Riel: Martyr, Traitor, Hero, or . . . ?	40	perspectives on the importance of <b>Louis Riel</b> and developing a viewpoint of their own	Governing Canada: Politics and the Political Process, Military and Defence
8-10	Dreams Become Realities	44	the impact of <b>science and technology</b> on Canadians	Developing Economies: Extraction and Production, Technology and Engineering, Communication and Transportation Expressing Intellectual and Cultural Life: Science
8-10	A New Land, a New Life	48	how <b>immigrants</b> have influenced Canada and how Canada has influenced its immigrants in the past 150 years	Peopling the Land: Migration and Immigration, Settlement
9-11	400 Years of French Presence in Canada	53	the successes and challenges of the <b>French culture in Canada and its impact</b> on the country's development	Peopling the Land; Developing Economies; Building Social and Community Life; Expressing Intellectual and Cultural Life; Governing Canada
9-11	World Heritage Sites of Canada	58	the role of the UNESCO as well as their personal role in <b>preserving Canada's 13 world heritage sites</b> in this activity	Peopling the Land: People and the Environment



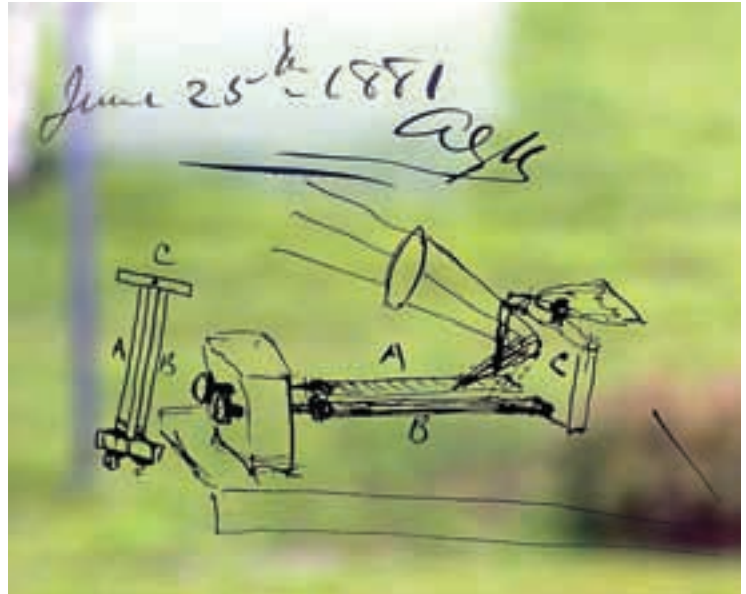
## TEACHING HISTORY WITH THE INTERNET

**O**n behalf of all Canadians, Parks Canada protects and presents nationally significant examples of Canada's cultural and natural heritage. These heritage places include 145 of the more than 850 national historic sites, 41 national parks, and 2 national marine conservation areas. Parks Canada also works with other levels of government and with private organizations in programs related to federal heritage buildings, heritage railways stations, Prime Minister's gravesites, Canadian heritage rivers, and international heritage conservation.

The Parks Canada Web site [www.pc.gc.ca](http://www.pc.gc.ca) is a comprehensive resource filled with information about the places, people, and events that mark our history as a country. A visit to this site will inform you and your students about the Parks Canada mandate; the national historic sites; information on places, people, and events that have been designated as nationally significant; and how to plan a field trip to a national historic site. Information about Parks Canada's role in preserving and celebrating Canada's history can be found in the "Welcome to Parks Canada" section of the Web site. The Learning Links section of this module provides an overview of Parks Canada's educational Internet resources. Visit this site on an ongoing basis as it is updated regularly.

Using the Internet to access information via the Parks Canada Web site, your students can:

- make connections among peoples and cultures across time and geography
- explore local history and how it fits within the regional, national, and international context
- explore cause-and-effect relationships
- analyze the effects of technological change
- make connections between environment and lifestyle to understand how the land and geography influence what people think and do
- develop a sense of stewardship of our cultural and natural environment



Alexander Graham Bell National Historic Site of Canada © Parks Canada, photographer: F. Cattroll

Your students can access specific national historic sites by clicking on the appropriate section of the Web site. There they will find text and visual information organized in a format common to most of the sites.

- Cultural Treasures — an overview of the historical importance of the site as well as links to "Commemorating Canada's History" and "This Week in History Archives"
- Learning Experiences — descriptions of on-site programs offered to students and other visitors
- Visitor Information — hours of operation, available services, how to contact staff, fees
- Related Links — links to other Web sites related to the national historic site
- Related Locations — links to other national historic sites in the same geographical area.

Staff at most national historic sites can help you plan a visit and also provide educational materials related to the site.

*Our Roots, Our Future: Experiencing Canada's National Historic Sites in the Classroom*, updated with additional activities, is also available at the Parks Canada Web site. Please note that the most current Web addresses given in this document are found in

the on-line version. In addition to clicking on specific sections of the Parks Canada Web site, your students can conduct comprehensive Web site searches. You may need to help them define appropriate keywords for their searches.

Students are encouraged to use a variety of other Internet sites for their research, along with more traditional resources. Ensure that they are familiar with your school or District's "Acceptable Internet Use Guidelines" before they begin any of the activities. You may also wish to have them visit

[www.library.dal.ca/how/method.htm](http://www.library.dal.ca/how/method.htm) where they will find a very useful page on "Criteria for Evaluating Web sites," compiled by Dalhousie University. Some general history Web sites that students may wish to access include:

About Canada

[www.canada.gc.ca/canadiana/cdaind\\_e.html#his](http://www.canada.gc.ca/canadiana/cdaind_e.html#his)

Canada: A People's History - CBC Web site

<http://history.cbc.ca/>

Canadahistory.com [www.canadahistory.com/](http://www.canadahistory.com/)

Canadian Encyclopaedia

[www.thecanadianencyclopedia.com](http://www.thecanadianencyclopedia.com)

Canadian Heritage Gallery

[www.canadianheritage.org/](http://www.canadianheritage.org/)

Canadian Heritage Information Network Virtual Museum [www.virtualmuseum.ca/](http://www.virtualmuseum.ca/)

Canadian History Portal [www.canadianhistory.ca/](http://www.canadianhistory.ca/)

Canada's Digital Collections

<http://collections.ic.gc.ca/>

Department of Canadian Heritage [www.pch.gc.ca](http://www.pch.gc.ca)

Discovery Channel On-line [www.discovery.com](http://www.discovery.com)

Historica [www.historica.ca](http://www.historica.ca)

Images Canada <http://imagescanada.ca>

Library and Archives Canada [www.archives.ca](http://www.archives.ca)

Museum of Civilization [www.civilization.ca](http://www.civilization.ca)

The following resources associated with Parks Canada will also be useful in your history program.

- **Explore Canada** (CD) For learners with beginning to intermediate fluency or literacy in English or French. Provides segments related to most of the topics addressed in *Our Roots, Our Future: Experiencing Canada's National Historic Sites in the Classroom*. Available for purchase from NAS Educational Software Inc., 91 Heatherton Way, Thornhill, Ontario L4J 3E7, 1-800-837-5343 (phone), 905-764-0695 (fax), [www.nas.ca](http://www.nas.ca) (Web site), [nasinfo@nas.ca](mailto:nasinfo@nas.ca) (e-mail).
- **Historylands** (videos) Documents 52 national historic sites and provides a window into some of the most important events and sites in Canada's history. Available for purchase from McNabb & Connolly, 60 Briarwood Avenue, Mississauga, Ontario L5G 3N6, phone: toll free 1-866-722-1522 or 905-278-0566, fax: toll free: 1-866-722-1822 or 905-278-2801, e-mail [mcnabbconnolly@homeroom.ca](mailto:mcnabbconnolly@homeroom.ca)
- The video **Places in Time** offers an overview of some of the key sites of national historic significance in many provinces and territories. It tells the story of the visions and dreams of a broad range of Canadians and how they have been made real throughout our country's history. Fifty-seven national historic sites and two world heritage sites are showcased. The script and list of national historic sites featured in this video are available on the Parks Canada Web site at [www.pc.gc.ca/education](http://www.pc.gc.ca/education) "Teacher's Corner > Our Roots, Our Future: Experiencing Canada's National Historic Sites in the Classroom." The video is available to Canadian teachers free of charge.

# HIGHLIGHTS OF THE PARKS CANADA WEB SITE

**Welcome to Parks Canada** — An introduction to Parks Canada's role in protecting and presenting Canada's heritage. "Learning Links" lists the main educational sections on the Web site. Be sure to see also the "What's Our Story?", "National Historic Sites of Canada", "Planning Your Visit", and "Brainteasers!" sections.

## **National Historic Sites of Canada** —

Introductory and in-depth information about:

- searchable lists of the national historic sites administered by Parks Canada
- links to Web sites of national historic sites administered by partners of Parks Canada
- the role of the Historic Sites and Monuments Board of Canada
- the National Historic Sites of Canada System Plan
- Features that include summary information, resources, and commemorations:
  - "Women Winning the Vote in Canada"
  - "The Underground Railroad in Canada"
  - "Grave Sites of Canadian Prime Ministers"
  - "Archaeology at Parks Canada"
  - "Canadian Woman's History"

**This Week in History** — A key event that shaped Canada's past, present, and future is highlighted and explained each week. The Archives have their own search function.

## **What's New/New Releases and**

**Backgrounders** — Parks Canada news releases and accompanying detailed background information concerning nationally significant designations with a search function.

**World Heritage** — Information on UNESCO World Heritage Sites in Canada and other parts of the world.

**3-D Tours** — A virtual tour of some of Canada's national historic sites.

**Teacher's Corner** — a collection of Parks Canada educational resources on-line which correspond to the history and social studies curricula of many grade levels across the country that includes:

- "Commemorating Canada's History" — Discover how and why important Canadian places, people, and events are commemorated across the country. Includes a Historical

Trivia quiz and fun Classroom Challenges.

- "Images of Parks Canada" — View more than 600 images of awesome experiences. Includes a Scavenger Hunt for elementary grades in Classroom Challenges.
- Canadian Stories — ten introductory stories about inspiring Canadians, and important historical places and events linked to Canada's national historic sites, suitable for middle grades.

## ***Our Roots, Our Future: Experiencing Canada's National Historic Sites in the Classroom*** —

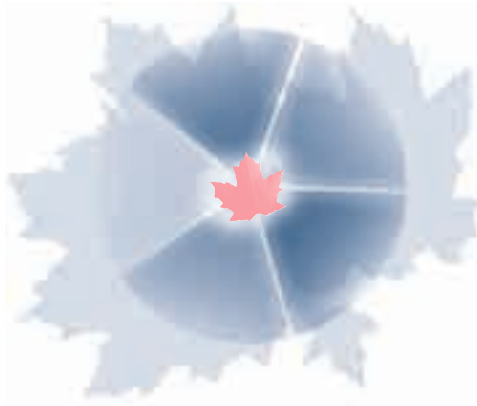
- subscription information
- *Places in Time* video: script and list of national historic sites featured in the video
- Curriculum Correlations: correlations between the activities in *Our Roots, Our Future: Experiencing Canada's National Historic Sites in the Classroom* and the history curriculum in each province and territory.



Fortress of Louisbourg National Historic Site of Canada © Parks Canada

# CULMINATING ACTIVITY: HISTORY CLOSE TO HOME (GRADES 5–10)

Montréal Forum National Historic Site of Canada © NAC



The local community is a classroom ready to be explored. Through this local history project, you will have the opportunity to explore the history of your community, identify key places, and select a site for possible designation. Public requests are an important part of the process by which governments make designations. Canadians can make submissions to the Historic Sites and Monuments Board of Canada for the designation of a place, person, or event that has had a nationally significant impact on, or that illustrates a nationally important aspect of, the history of Canada. As well, significant contributions to local or provincial history are recognized by municipal and provincial/territorial governments through various commemorative programs.

## To the Students

In this activity, you will:

- explore your community's history from its earliest days to the present
- use primary and secondary sources for research
- use electronic resources for research
- select a possible site for commemoration using a decision-making process
- create a virtual presentation about the selected place, person, or event
- collaborate with members of the community
- be introduced to the process of commemorating Canada's national historically significant places, persons, and events

### PART A

1. Group A — Find out what your community looked like when it was first established. Your local library can help you find old illustrations or photographs.  
Group B — Find your community's oldest surviving structure. Note when it was built, its history, and its present condition. You may find information at the local library or city hall, or by interviewing an elderly resident to discuss what he or she remembers about the structure.

Group C — Research the origins of your community's name. You may find information through a local historical society, the mayor's office, or at [http://geonames.nrcan.gc.ca/index\\_.php](http://geonames.nrcan.gc.ca/index_.php)

Group D — Research the Aboriginal people who first lived in your area. Find out about their beliefs, culture, and way of life.

Group E — Find out about the first Europeans to visit the area. What were their beliefs, culture, and way of life?

## To the Students

2. Share your findings with the rest of the class and discuss the following:
  - Why was your community formed? What were its origins?
  - What features of the natural landscape might have attracted people to your area long ago?
  - How has your community changed since it was first settled? (e.g., landscape, people, activities) Are the original reasons for its formation still relevant today?
  - What differences would the community's founders see today? What has stayed much the same?
  - How has the racial and ethnic makeup of your community changed over the past 100 years? What factors contributed to that change?



Outremont Theatre National Historic Site of Canada © NAC/PA-8156

© Parks Canada, photographer: C. Ferguson



### PART B

1. Each group will locate the information it needs at the Parks Canada Web site: [www.pc.gc.ca](http://www.pc.gc.ca). The following resources will be particularly helpful:
  - Teacher's Corner > Commemorating Canada's History > People, Places, and Events
  - National Historic Sites of Canada > The Historic Sites and Monuments Board of Canada
  - National Historic Sites of Canada > *National Historic Sites of Canada System Plan*
  - National Historic Sites of Canada > administered by Parks Canada (search by geographic area)

Group A — Find out about the places in your local area that have been designated by the Government of Canada, why they are nationally significant, and how they have been commemorated, e.g., plaque, monument, etc.

Group B — Go to Teacher's Corner > Commemorating Canada's History > People, Places, and Events and use the theme search for your province or territory to find out about people in your local area who have been designated by the Government of Canada. Why are these people nationally significant and how have they been commemorated?

Group C — Use the map in the *National Historic Sites of Canada System Plan* to find out about the events in your local area that have been designated by the Government of Canada, why they are nationally significant, and how they have been commemorated.

Group D — Find the criteria used by the Historic Sites and Monuments Board of Canada to designate a place, a person, and an event.
2. Summarize the information you find and create a chart or poster using words and pictures. Present the information to the class and post it for use in Part C of this activity.

# To the Students

## PART C

1. Brainstorm with the rest of your class a list of history-making places, people, and events in your community that you feel may be nationally significant but that have not yet been designated as such by the Government of Canada.
2. Review the criteria used by the Historic Sites and Monuments Board of Canada to recommend places, people, and events for designation. Discuss each item on your list in terms of its importance to all Canadians across the country. Delete any items that are not of national significance. Find out what provincial/territorial or municipal criteria are used to make historic designations. Can any of your deleted items be reinstated at these levels?
3. Prioritize your revised list from most important to least important.
4. From your list, choose the item that you think is most important to Canada's history. Record questions about what you need to learn about this item and its place in our history.
5. Your group will be assigned several questions from the list the class recorded. Your task is to find the answers to these questions and report the information to the class. The local library and historical society are two possible sources of information. You can also interview people who live near the site about what it means to them.
6. Create a virtual field trip of the site and, if possible, post it on your school or class Web site.

## PART D

1. Write a proposal about why you think this place, person, or event should be designated as being historically significant. Present this proposal to your community, e.g., town council or provincial/territorial heritage committee to see if they would consider this place, person, or event worthy of a municipal or provincial/territorial heritage designation. Your town council or local heritage committee may also agree to send this proposal to the Executive Secretary of the Historic Sites and Monuments Board of Canada for consideration. The address can be found in Teacher's Corner > Commemorating Canada's History > Destination: Designation.
2. Discuss what information should be included on a commemorative plaque of your chosen place, person, or event. In what other way might it be commemorated? Visit the Glossary in Teacher's Corner > Commemorating Canada's History for the definition of "commemoration."
3. Celebrate the completion of this activity by holding a Heritage Fair in which you share your knowledge about local history with parents, other students, and community members. Invite all of the people who helped you with your local history research.



Little Dutch (Deutsch) Church National Historic Site of Canada  
© Parks Canada

# To the Teacher

## TEACHER TIPS

- Using local historic places, people, and events in your history program can enrich the teaching and learning of history and help you integrate a number of disciplines. As students investigate these places, people, and events, and interpret their historical and cultural significance, abstract concepts and broad issues become tangible. Working with members of the community, students can appreciate local history and culture and make connections between their local community and our country's history.
- This project can be completed over an extended period of time as students explore other significant places, people, and events in Canadian history. Help them understand why a piece of local history can be of national significance.
- For the purposes of this activity, define the meaning of the term "community." Depending on your location, it can mean a neighbourhood, town, city, region, county, or province/territory.
- Before the students start this activity, review what they need to know to conduct the research successfully, e.g., conducting an interview, accessing and interpreting primary source documents, use of library catalogues, acceptable Internet use.
- Show the video *Places in Time* to give the students some ideas about the kinds of places, people, and

events that have already been designated.

- Once the virtual field trip is completed, students can send letters to representatives from the municipal, provincial/territorial, and federal governments, the press, parents and community members, and local heritage organizations, inviting them to visit the Web site they created.

## ASSESSMENT

- Review the rubric (page 63) with the students before they start the activity and ensure they understand the criteria for success. The rubric can be used for self-, peer, and/or teacher assessment.
- See: [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher's Guide > Our Roots, Our Future > Curriculum Correlations to find:
  - a summary of the correlation with the curriculum for your province or territory
  - a more detailed explanation of the links between each activity and each provincial/territorial curriculum.

## RELATED ACTIVITIES

- For Part D, students in the higher grades might present their proposal to a "Historic Sites and Monuments Board" comprised of their classmates. This "Board" would review the students' research and ask the following questions:
  - How does this place, person, or event connect to the local community and to the history of other places in Canada?
  - How would we explain our local place, person, or event to Canadians from another community, especially a distant one with a different language and culture?Based on the answers to the above questions, the "Board" decides whether the chosen place, person, or event is of local, regional, or national significance.
- Students could write a 200-word text to accompany their suggested commemoration that captures why this place, person, or event is significant.

Stirling Agricultural Village National Historic Site of Canada © Parks Canada



# Selected Resources

## PARKS CANADA WEB SITE

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[www.pc.gc.ca/resource1](http://www.pc.gc.ca/resource1)

## NATIONAL HISTORIC SITES

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- Canada's Historic Places Initiative
- The Historic Sites and Monuments Board of Canada
- History and Archaeology in Parks Canada
- National Historic Sites of Canada Systems Plan

## TEACHER'S CORNER

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- Commemorating Canada's History:
  - Classroom Challenges:
    - Challenge 5: Memories
- Images of Parks Canada

## THIS WEEK IN HISTORY ARCHIVES

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- Search the keyword "monument".

## WHAT'S NEW

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- News Releases:
  - Many recent examples of federal designations. Check the bottom of the news releases for associated backgrounders.

## Note

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*Links to all the Web sites on this page are found at [www.pc.gc.ca/resource1](http://www.pc.gc.ca/resource1)*

First Airplane Flying in Canada, Event of National Historic Significance © NAC/PA-61741



# 1

## IN THE VOYAGEURS' FOOTSTEPS (GRADES 5–9)

Lower Fort Garry National Historic Site of Canada © Parks Canada



The fur trade created a connection between Aboriginal peoples and European trade almost from the time contact began about 1500. Fine furs were growing scarce in Europe, and fishermen and explorers around the Gulf of St. Lawrence found people eager to trade furs for imported, manufactured goods. The historic Canadian fur trade does not belong to a particular time or region of the country: it was a pattern of relations between peoples, their environment, and international luxury markets, which created a moving frontier that stretched from the Maritimes to Victoria, from 1500 to the 1950s. This activity focuses on why some of the major places and participants in the fur trade have national significance. The story of the fur trade in Canada is told at numerous national historic sites across the country, from Fort La Tour (New Brunswick), to Fort St. Pierre (Ontario), to York Factory (Manitoba) and Fort Langley (British Columbia).

### To the Students

In this activity, you will:

- describe the impact of the arrival of the fur trade on people's lives
- explore how the gradual spread of the fur trade across the country affected settlement patterns
- examine the economic importance of the fur trade to Canada's development

#### PART A

1. Visit the Parks Canada Web site: [www.pc.gc.ca](http://www.pc.gc.ca) and search the keywords "fur trade".
  2. Choose and investigate one period and geographic area in the history of the fur trade in Canada:
    - Pre-contact — Pre-1600: New Brunswick, Nova Scotia, southern Labrador
    - 1600–1760 — French-English rivalry: New Brunswick, Nova Scotia, southern Labrador, St. Lawrence Valley westward to The Pas,
- Manitoba
- 1760–1821 — the era of westward expansion: the Prairies, the Arctic, the Rocky Mountains
  - 1821–1870 — the Hudson's Bay Company dominance: areas across Canada where there was fur trading activity (except Baffin Island and the west coast of Hudson Bay)
  - 1870–onwards — the expansion of the fur trade in the Arctic and the decline of the fur trade in southern Canada

## To the Students

- Using the Internet, books, your history textbook, and other resources available to you, investigate the era and geographic area you chose, to find out information such as:
  - major events or activities
  - who was involved and how
  - the species that were hunted and the effects of the fur trade on those species
  - successes and challenges
  - conflicts and their effects
  - the impact on people and the environment
  - the economic activity that displaced the fur trade
  - why the fur trade was significant to the evolution of Canada

### PART B

- You are a voyageur working in Canada for the Hudson Bay Company. Your boss, who is located in London, England, has requested that you prepare a report about your experiences as a voyageur in the

geographic area where you are stationed. He must determine if this location is advantageous for the company and if you should remain at this location or move elsewhere. In your report, include the information outlined in Part A #3. To help your boss understand exactly where you are located in Canada, begin with a visual that shows where you are in relation to other trade centres and routes. Your report should also include pictures, maps, personal diary entries, quotations, and any other kinds of interesting visuals and text. (For this activity, your report might be an electronic one — though such technology, of course, is long in the future!)

- In addition to presenting your report to your boss, be prepared to verbally defend your position as a fur trader in Canada, including your evaluation of why the fur trade is significant to the evolution of Canada.

Fort St. James National Historic Site of Canada © Parks Canada, photographer: F. Teegee



# To the Teacher

## ASSESSMENT

- Develop a simple checklist for assessing the “voyageurs” reports. Include criteria related to historical accuracy as well as style and format of the presentation. For example:
  - Information is complete and accurate.
  - The theme is consistent throughout.
  - All entries relate to the topic.
  - A variety of sources have been accessed.
  - All sources are properly cited.
  - The organization of the report is original and interesting.
  - Layout is aesthetically pleasing.
  - Visuals (pictures, drawings, diagrams, etc.) add to the overall effectiveness.
  - Captions are relevant and explanatory.
  - Most of the conventions of writing are used with accuracy.
- See: [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher’s Guide > Our Roots, Our Future > Curriculum Correlations to find:
  - a summary of the correlation with the curriculum for your province or territory
  - a more detailed explanation of the links between each activity and each provincial/territorial curriculum.



Fur Trade at Lachine National Historic Site of Canada © Parks Canada

## RELATED ACTIVITIES

- Have students investigate the role of Aboriginal and non-Aboriginal women in the fur trade.
- Invite students to research today’s international fur trade and compare it with the original fur trade to determine what has changed and what has stayed the same.
- Have students debate the issue of wearing furs for fashion.
- Students can find out about the lives of specific fur traders such as Pierre-Esprit Radisson, Pierre Gaultier de la Verendrye, Peter Pond, George Simpson, Nicholas Denys, and David Thompson, as well as other participants in the fur trade. (See Selected Resources.)

Prince of Wales Fort National Historic Site of Canada © Parks Canada, photographer: R.E. Bill



# Selected Resources

## PARKS CANADA WEB SITE

[www.pc.gc.ca/resource2](http://www.pc.gc.ca/resource2)

## NATIONAL HISTORIC SITES

- **administered by Parks Canada:**
  - The Forks National Historic Site of Canada
  - Fort Langley National Historic Site of Canada
  - Fort St. James National Historic Site of Canada
  - The Fur Trade at Lachine National Historic Site of Canada
  - Lower Fort Garry National Historic Site of Canada
  - Port-Royal National Historic Site of Canada
  - Prince of Wales National Historic Site of Canada
  - Rocky Mountain House National Historic Site of Canada
  - York Factory National Historic Site of Canada

## TEACHER'S CORNER

- **Canadian Stories: The Fur Trade**
- **Commemorating Canada's History:**
  - **People, Places, and Events:**
    - Search the theme "fur trade"

## THIS WEEK IN HISTORY ARCHIVES

- Search the keywords "fur trade"
- Relevant Results: "Commerce is Free! Hooray for Freedom!", "Prince Rupert Heads New Fur Company", "The New Eldorado", "British Capture Fort Frontenac", "Laperouse Captures Hudson Bay Forts", "Peace Treaty at Utrecht Changes Map of North America", "Wife Defends Fort La Tour in Husband's Absence"

## WHAT'S NEW

- **News Releases:**
    - The Dispersal of the Huron-Wendat and Their Settlement in Wendake
    - Fort Garry–Fort Edmonton Trail National Historic Site of Canada
    - François Beaulieu II
    - Okenagan Brigade Trail National Historic Site of Canada
    - Thanadelthur
- Check the bottom of the news releases for associated backgrounders.

## VIDEOS

- *Places in Time* (video) — segment on the "The Forks" National Historic Site of Canada
- *Historylands* (video) — Episode 15 — "The Front Line of the Fur Trade War"

## OTHER RESOURCES

### WEB SITES:

- Aboriginal Canada Portal
- The Canoe: Portraits of the Great Fur Trade Canoes
- Contrasting Worlds: Book 1
- Fur Institute of Canada
- The Fur Trade at Lachine
- Heroes of Lore and Yore: Canadian Heroes in Fact and Fiction: Pierre-Esprit Radisson
- Historica: The Adventurers Radisson and des Groseilliers
- Museum of Civilization. Search the keywords "fur trade."
- The National Atlas of Canada
- Our History: The Hudson's Bay Company
- Passageways: True Tales of Adventure
- The Plains Cree Part One: A Historical and Ethnographic Study (information on la Verendrye)
- Statistics Canada

### BOOKS:

- *Exploring the Fur Trade Routes of North America* by Barbara Huck. Heartland, 2000
- *The Illustrated Voyageur: Paintings and Companion Stories* by Howard Sivertson. Duluth, Minnesota: Lake Superior Port Cities, 1999
- "The Voyageur's Song," in *Canada for Kids*, Volume 1. Recorded by Michael Mitchell. Victoria, BC: MKM Music Productions Ltd.

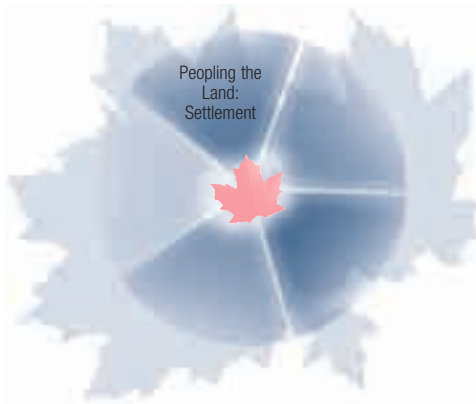
## Note

Links to all the Web sites on this page are found at [www.pc.gc.ca/resource2](http://www.pc.gc.ca/resource2)

# 2

## AS SEEN THROUGH YOUR EYES (GRADES 7–9)

Port-Royal National Historic Site of Canada © Parks Canada, photographer: B. Pratt



Europeans wanted to colonize the North American continent once they knew about its rich natural resources. The French attempted one of the first year-round settlements at Saint Croix Island in 1604. Sieur de Mons went on to establish the Port-Royal Habitation in 1605 and Champlain founded Quebec in 1608. Those who tried early settlement faced challenges and hardships. What was life like in Port-Royal, Acadia, and what was the significance of the success of this small colony? This activity offers the opportunity to explore the trials and successes of this small group of French colonists from the perspective of one of its members.

### To the Students

In this activity, you will:

- describe the connections between the earliest settlers and their environment
- describe the relationships between the earliest settlers and their communities
- communicate historically accurate accounts in simulated journal accounts

#### PART A

1. Visit the Parks Canada Web site: [www.pc.gc.ca](http://www.pc.gc.ca) > National Historic Sites > administered by Parks Canada > Port-Royal. As you explore the Port-Royal National Historic Site of Canada, find out about the lives of the first French colonists in North America and why this site was designated as being nationally significant.
2. Think about whether or not you would like to have been part of this group of early settlers and why. Be prepared to share your thoughts with the rest of the class.

#### PART B

1. In France in 1603, Monsieur de Mons was granted royal letters patent giving him rights to a territory in the New World. You are a member of a group of settlers from France who have been invited to accompany him to establish a colony in Acadia (now Nova Scotia) at Port-Royal. Decide who you are — e.g., a farmer, a soldier, an apothecary, a lawyer, a priest, a surgeon, an interpreter, a carpenter — and what role you will play in the new colony. You will remain in role throughout this activity.

## To the Students

- You have decided to keep a journal record of this new adventure. Begin your journal by describing who you are, what you do, and why you would risk going to such an unfamiliar place.
- Keep a record of the experience in the form of a series of journal entries, using words, pictures, and diagrams. Record your thoughts and reactions to key events and issues such as:
  - what you would consider to be the ideal colony and why
  - questions you have before you leave
  - the challenges you think you will encounter in this new colony and how you will deal with them
  - your first sight of the new land
  - how the first winter affected you physically, mentally, spiritually, and emotionally
  - what you think of your leader, Monsieur de Mons
  - how the Mi'kmaq helped you and your fellow colonists to survive
- how you prepared for your “Order of Good Cheer” celebration and how it turned out
- how you feel about leaving this colony and returning to France after three adventuresome years

Samuel de Champlain (imaginary portrait), Person of National Historic Significance  
© NAC/C-014305, Hamel, Theophile (1817-1870)

Port-Royal National Historic Site of Canada © Parks Canada, photographer: J.P. Jérôme



# To the Teacher

## ASSESSMENT

- Before the students start their journals, develop with the class a set of criteria for creating effective journal entries. Reproduce this list, providing two columns — one for student self-assessment and one for teacher assessment. Discuss both assessments in individual conferences.
- See: [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher's Guide > Our Roots, Our Future > Curriculum Correlations to find:
  - a summary of the correlation with the curriculum for your province or territory
  - a more detailed explanation of the links between each activity and each provincial/territorial curriculum.

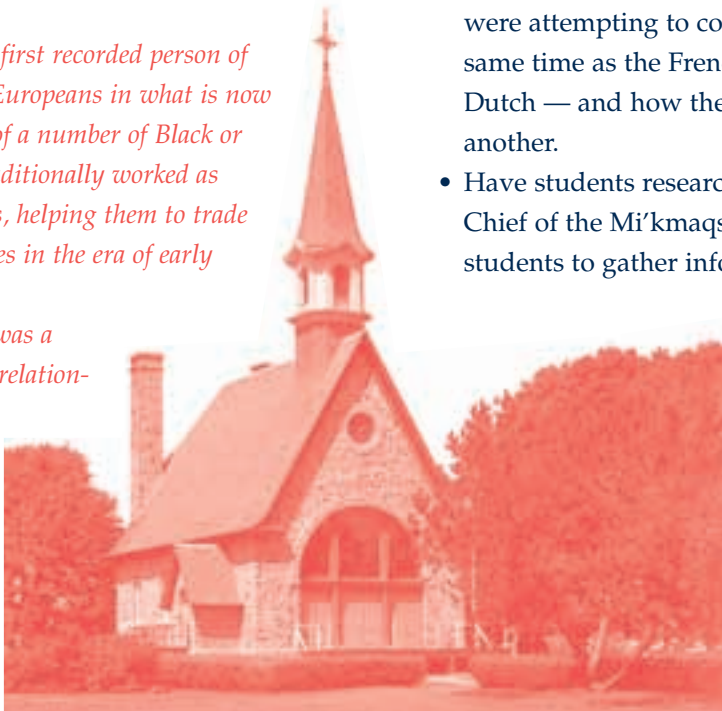
*You may wish to share the following background information with the class:*

*Samuel de Champlain was an expert sailor, mapmaker, navigator, and explorer who had accompanied de Mons to Saint Croix in 1604. Today, Champlain is called the "father of New France" because of his vibrant vision of a thriving, self-sufficient colony in New France. After Port-Royal was abandoned, he built a new settlement at Quebec on the St. Lawrence and continued to make strong alliances with the Aboriginal peoples in the area.*

*Matthieu Da Costa is the first recorded person of colour to arrive with the Europeans in what is now called Canada. He is one of a number of Black or mixed-race people who traditionally worked as interpreters for Europeans, helping them to trade with the Aboriginal peoples in the era of early contact.*

*Grand Chief Membertou was a Mi'kmaq who had a good relationship with the French.*

*They respected him and often invited him to join the feasts of the "Order of Good Cheer." He and 21 members of his family were baptized as Christians.*



Grand-Pré National Historic Site of Canada © Parks Canada

## TEACHER TIPS

- Allow adequate time for students to discuss (as a class and in smaller groups) the realities of life in the 1600s so they have a feel for the era before they write their journal entries. Discuss possible sources of information so that they can produce a historically accurate journal account. (See Selected Resources, page 23.)

## RELATED ACTIVITIES

- Have the students tell the story of Port-Royal from the perspective of a Mi'kmaq who worked and traded with the French.
- Invite groups of students to role-play an evening of dining and entertainment organized by a member of the "Order of Good Cheer." Proposed by Samuel de Champlain in the winter of 1606-7, this social club provided good food and good times for the men at the French colony of Port-Royal, known today as the Habitation. Their objective was to improve their health and morale during the long winter. See Selected Resources: Port-Royal National Historic Site of Canada.
- Ask students to examine the geography of Nova Scotia and discuss why this area was selected for settlement. Discuss the efforts of other countries that were attempting to colonize North America at the same time as the French — the English and the Dutch — and how these groups felt about one another.
- Have students research Membertou, the Grand Chief of the Mi'kmaqs in the Annapolis Valley. Ask students to gather information on his life and his

relationship with the French settlers at Port-Royal. They can also find out about the relationships between the settlers and Aboriginal peoples at other times and in other parts of the country.

# Selected Resources

## PARKS CANADA WEB SITE

[www.pc.gc.ca/resource3](http://www.pc.gc.ca/resource3)

## NATIONAL HISTORIC SITES

- **administered by Parks Canada:**
  - Cartier-Brébeuf National Historic Site of Canada
  - Grand Pré National Historic Site of Canada
  - Monument Lefebvre National Historic Site of Canada
  - Port-Royal National Historic Site of Canada
- **links to sites administered by partners of parks Canada**
  - Saint Croix Island International Historic Site

## TEACHER'S CORNER

- **Commemorating Canada's History:**
  - **People, Places, and Events:**
    - Search the keywords "Membertou", "Champlain", "Cartier", "Grand-Pré", "Port-Royal"

## THIS WEEK IN HISTORY ARCHIVES

- Search the keyword "Acadian"
- Relevant Results: "National Acadian Day", "Champlain Charts Coast", "The Return of the Acadians"

## WHAT'S NEW

- **News Releases:**
    - Outdoor Exhibit at St. Croix Island Officially Opened
- Check the bottom of the news releases for associated backgrounders.

## OTHER RESOURCES

### WEB SITES:

- The Acadian Odyssey
- Biographies of Early Acadians and Nova Scotians.
- Extract from Samuel de Champlain's journal.
- Kespitukik to Port-Royal: The Living History of Nova Scotia's Western Valley.
- Samuel de Champlain.

### BOOKS:

- *The Travels of Samuel De Champlain (Explorers and Exploration)* by Joanne Mattern. Austin, Texas: Raintree Steck-Vaughn Publishers, 2001

## Note

Links to all the Web sites on this page are found at [www.pc.gc.ca/resource3](http://www.pc.gc.ca/resource3)

Port-Royal National Historic Site of Canada © Parks Canada, photographer: Gibson



# 3

## CONFLICT AND COMPETITION: THE KLONDIKE GOLD RUSH (GRADES 7-9)

Dawson Historical Complex National Historic Sites of Canada © Parks Canada, photographer: J.F. Bergeron/ENVIROFOTO



In 1896, gold was discovered at Rabbit Creek, in what would later become the Yukon Territory. Rabbit Creek was re-named Bonanza Creek as a result. Though gold miners had already been extracting gold for a number of years, and a slow and steady stream of miners began finding gold along various points of the Yukon River, the Bonanza strike was the catalyst for the Klondike Gold Rush.

How was gold discovered at Rabbit Creek? Prospector Robert Henderson suggested to George Carmack, another prospector, that he come over to Gold Bottom Creek where he was panning, and try his luck. Carmack was encouraged to take a short cut up Rabbit Creek and hike over the divide. Carmack, along with companions Skookum Jim and Dawson Charlie, took Henderson up on his invitation. With no luck on Gold Bottom Creek, Jim and the others hiked back over the divide to Rabbit Creek, where something shiny caught his eye. To his amazement, he saw, in the creek, several large, shiny, gold nuggets!

This activity examines the far-reaching consequences of this discovery.

### To the Students

In this activity, you will:

- understand the impact of the Gold Rush on individuals and the values they held
- analyze the effects of specific events and decisions on the Yukon and the Gold Rush
- understand how physical and geographic factors influenced the development of the Klondike Gold Rush
- recognize how conflict and competition affected the use and allocation of resources

1. Visit the Parks Canada Web site: [www.pc.gc.ca](http://www.pc.gc.ca) > National Historic Sites > administered by Parks Canada > Dawson Historical Complex and/or Chilkoot Trail to find out about these national historic sites. Also read about “Skookum Jim” and “Discovery Claim” by using the search function and these keywords.
2. With your class, discuss why the Government of Canada has designated this person and this event as being nationally significant. What long-term legacy has Skookum Jim left behind him?

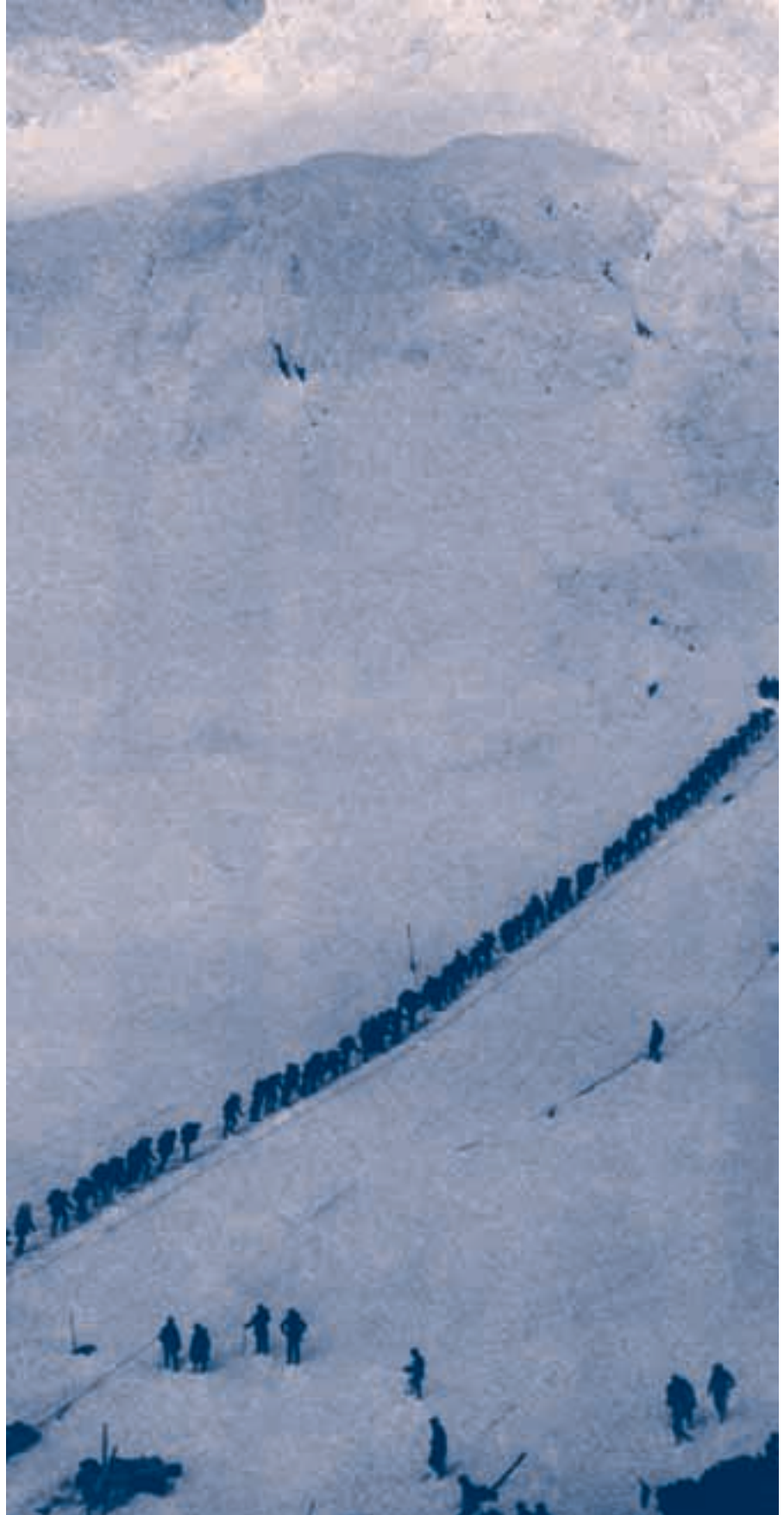
## To the Students

3. Now find out about the effects of the Gold Rush on the North, especially on what would later become the Yukon, and on Alaska. Investigate one of the following:
- change in the population of the area
  - the growth of the transportation system
  - the economic impact of mining
  - how the influx of stampedes affected Aboriginal people in the area
  - the impact on the environment of the Yukon
  - the role and experiences of women who were there or who participated in the Rush, such as Belinda Mulroney or Martha Black

What long-term effects did the Gold Rush have on Canada?

- Meet with other students who researched the same topic and plan a section of a bulletin board display to teach others what you learned.
4. Create a class bulletin board on the Klondike Gold Rush entitled “Conflict and Competition: The Klondike Gold Rush.” Show the key individuals and groups involved and how the Klondike Gold Rush affected them and the environment.
5. With your group, present your section of the bulletin board to the class.

Chilkoot Trail National Historic Site of Canada © NAC



# To the Teacher

## ASSESSMENT

- This activity lends itself well to teacher observation. Provide students with the following criteria before they start their bulletin board. The final bulletin board should demonstrate understanding of:
  - reasons for conflict and change associated with the Gold Rush
  - how people and events altered the Yukon both positively and negatively
  - how the environment affected people and events
  - how the meeting of two different cultures changed both of them
  - the impact of the Gold Rush on the environment in the Yukon
- See: [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher's Guide > Our Roots, Our Future > Curriculum Correlations to find:
  - a summary of the correlation with the curriculum for your province or territory
  - a more detailed explanation of the links between each activity and each provincial/territorial curriculum.

## TEACHER TIPS

- Using an atlas, examine the geography of the area with the class and discuss what it would be like to live and travel there at the time of the Gold Rush.
- You may wish to talk about the processes involved in the mining and refining of gold.

## RELATED ACTIVITIES

- Discuss the meaning of the “miner’s code of ethics”: “Do unto others as you would be done by” as well as other examples of codes of ethics.
- Students can investigate the role of the Northwest Mounted Police during the Gold Rush.
- Ask: Would you be willing to “drop everything,” as many of the Klondike prospectors did, for a chance to make a fortune? Why? Discuss modern-day get-rich schemes and how they might compare with the Gold Rush.
- Invite a local stock or commodities broker to talk to the class about the role of gold in today’s economy.
- Students can do a Reader’s Theatre presentation of one of Robert Service’s poems or recreate the story line in a play format.
- Using a search engine, students can find another site

Mining in the Klondike 1898-1900 © NAC/C-5394



on the Internet that contains information about the Klondike Gold Rush, such as The Klondike Visitors Association Web site, particularly the section “Stories from the Past” (see Selected Resources). Compare the information it provides with the information at the Parks Canada Web site. Discuss: Which would you recommend to your classmates and why?

## Selected Resources

### PARKS CANADA WEB SITE

[www.pc.gc.ca/resource4](http://www.pc.gc.ca/resource4)

### NATIONAL HISTORIC SITES

- **administered by Parks Canada:**
  - Chilkoot Trail National Historic Site of Canada
  - Dawson Historical Complex National Historic Sites of Canada
  - Dredge No. 4 National Historic Site of Canada
  - S.S. Keno National Historic Site of Canada
  - S.S. Klondike National Historic Site of Canada

### TEACHER'S CORNER

- **Commemorating Canada's History:**
  - **People, Places, and Events:**
    - Search the keywords "Klondike", "gold rush"
  - **Historical Trivia:** People: Questions 1 and 3; People & Events: Question 1
- **Images of Parks Canada:**
  - Dawson Historical Complex National Historic Sites of Canada
  - S.S. Keno National Historic Site of Canada
  - S.S. Klondike National Historic Site of Canada

### THIS WEEK IN HISTORY ARCHIVES

- Search the keyword "Klondike"
- Relevant Results: "Gold!!!", "'First Lady' of the Yukon", "Songs of a Sourdough"

### WHAT'S NEW

- **News Releases:**
    - Discovery Claim
    - James "Skookum Jim" Mason
- Check the bottom of the news releases for associated backgrounders.

### VIDEOS

- *Places in Time* (video) — segment on "Dawson City"
- *Historylands* — Episode 3 — "Chilkoot Trail," Episode 20 — "Heart of the Klondike, Dawson City," Episode 28 — "Money to Die For — Royal Canadian Mint"



Skookum Jim "Keish" Mason, Person of National Historic Significance © NAC/C-25640

### OTHER RESOURCES

#### WEB SITES:

- Dawson City Buildings
- The Klondike Visitors Association
- Museum of Civilisation
  - Search the keywords "Yukon Gold Rush".
- Yukon Photographers: Gold Rush Era

#### BOOKS:

- *The Best of Robert Service*. Wm. C. Brown, 2001
- *Chilkoot Trail: Heritage Route to the Klondike* by David Neufeld and Frank Norris. Lost Moose, The Yukon Publishers, 1996. ©Parks Canada
- *Klondike: The Last Great Gold Rush* by Pierre Berton. Doubleday Canada, 2001
- *The Songs of Robert Service*. McLaughlin Prescott Entertainment, 2000. (CD)
- *Yukon Gold: Story of the Klondike Gold Rush* by Charlotte Jones. Thomas Allen and Son, 1998

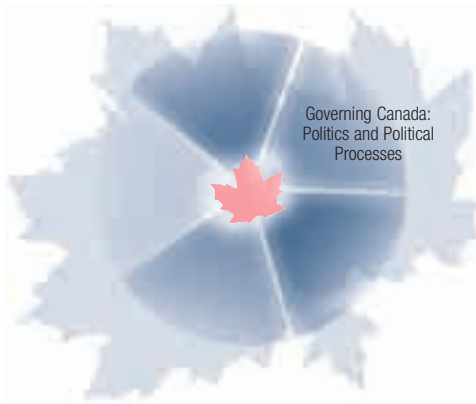
### Note

Links to all the Web sites on this page are found at [www.pc.gc.ca/resource4](http://www.pc.gc.ca/resource4)

# 4

## THE GREATEST PRIME MINISTER (GRADES 7–9)

Bellevue House National Historic Site of Canada © Parks Canada



Sir John A. Macdonald took office as our first prime minister on July 1, 1867. He is remembered for being a “nation builder,” supporting a transcontinental railway, and his strong belief in nationalism. Since then, each prime minister has added his or her unique perspectives and abilities to the development of our country. This activity raises the questions, “What does it take to be a great prime minister?” “Which prime minister achieved greatness?” and “What qualities made him or her great?”

### To the Students

In this activity, you will:

- describe the role of the prime minister as leader of Canada
- discover how individual prime ministers have contributed to the political process and the development of Canada
- use a decision-making process in order to arrive at a decision with supporting data

1. Find out about the places that have been commemorated to honour our prime ministers by visiting the Parks Canada Web site: [www.pc.gc.ca](http://www.pc.gc.ca) > National Historic Sites > administered by Parks Canada > Bellevue House, Laurier House, Louis S. St. Laurent, Sir Wilfrid Laurier, and Woodside.
2. Discuss the following: Would you want to be prime minister? Explain. Describe what you know about the day-to-day duties of the prime minister. What would be the best part of the job? What would be the worst part? What skills and traits would help someone succeed as prime minister? If you were elected prime minister, what would you do? —  
promote world peace? balance the budget? reduce regional differences? something else?
3. Develop a job description for the ideal prime minister, outlining legal requirements, personality traits, leadership qualities, and preferred previous experiences. To help you with your description, visit the Parks Canada Web site: [www.pc.gc.ca](http://www.pc.gc.ca) > National Historic Sites > Grave Sites of Canadian Prime Ministers (PDF format, page 2) and the Library of Parliament Web site: [www.parl.gc.ca/information/about/people/key/PrimeMinister.asp?Language=E](http://www.parl.gc.ca/information/about/people/key/PrimeMinister.asp?Language=E) > Prime Ministers of Canada.

## To the Students

4. Find out about other prime ministers who have been commemorated by searching the Parks Canada Web site: [www.pc.gc.ca](http://www.pc.gc.ca).
  - Conduct a keyword search for individual names or for “prime minister”.
  - Go to What’s New > News Releases and search for individual names or for “prime minister”. Check the bottom of the news releases for associated backgrounders.
  - Go to Teacher’s Corner > Commemorating Canada’s History > People, Places, and Events and search the “Political” theme or the keywords “prime minister”.
  - Go to This Week in History Archives and search the keywords “prime minister”.
  
5. Make note of the following:
  - Which prime ministers have been designated as a person of national historic significance?
  - How and why has each one been designated as a person of national historic significance?
  - Which prime ministers have not yet been designated? Why do you think this is so?
  
6. Working in groups, choose five prime ministers, still living or deceased, whom you would describe as “great.” Each member of the group chooses one of these five prime ministers and does any additional research that is needed to ensure that all group members have an understanding of his or her qualities, accomplishments, and achievements.
  
7. Each group member then creates a trading card about the prime minister he or she has studied.
  
8. The trading card should include the following information: picture and name of prime minister, birthday, brief biography, reasons for his or her fame. Consider the following:
  - In what way did this prime minister affect our history?
  - How was this prime minister a good role model?
  - What events in his or her life helped this person to become prime minister?
  - What will Canadians remember most about this prime minister?
  
9. Use the “Decision-Making Chart” to help you decide which prime minister was the greatest. Share your decision with the class and be prepared to defend your selection with data about this prime minister’s record.

### DECISION-MAKING CHART

1. In the first column of the chart, list five prime ministers you consider great.
2. In the first row across the chart, write the qualities of greatness that you think are most important.
3. Examine each prime minister for his or her ability to demonstrate each quality and give a rating from 1 to 5 for each (1 = lowest, 5 = highest).
4. Total the ratings to determine which prime minister is the greatest according to your criteria.

Louis S. St. Laurent National Historic Site of Canada © Parks Canada



Prime Minister	Great Quality 1	Great Quality 2	Great Quality 3	Great Quality 4	Great Quality 5	Total Score

# To the Teacher

## ASSESSMENT

- You may wish to develop a rubric for assessing the students' performance in this activity. Before the students begin their assignment, inform them of the following assessment criteria:
  - describe the complexity of the role of prime minister
  - accurately explain the life and contributions of one or more prime ministers
  - connect individual prime ministers and the political events with which they were involved
  - generate a reasonable decision based on factual information
  - communicate and support their decision about their chosen prime minister

You may also wish to use Assessing Teamwork Skills on page 67.

- See: [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher's Guide > Our Roots, Our Future > Curriculum Correlations to find:
  - a summary of the correlation with the curriculum for your province or territory
  - a more detailed explanation of the links between each activity and each provincial/territorial curriculum.



## TEACHER TIPS

- Groups of five will work well for this activity.
- Begin this activity with a class discussion about what qualities effective leaders demonstrate.
- Sample job description formats can be obtained from human resources departments in your school board or district or from local businesses. Students may use these formats as a guide for completing Question #3 in the main activity (prime minister's job description).

## RELATED ACTIVITIES

- Invite students to prepare a news report based on a mock interview with Sir John A. Macdonald. Macdonald is usually ranked among the greatest of Canada's political leaders. Encourage students to examine the reasons why Macdonald went to the Charlottetown Conference in Prince Edward Island in 1864, his role in the formation of the country, and how he was able to convince the other provinces that union was a good idea. Students could use the video *A Great Dream: The Charlottetown Conference 1864* to research the topic and prepare for the interview.
- Have students use a graphics program to create a tri-fold promotional brochure to encourage other students to visit one of the national historic sites that commemorates a specific prime minister. They can include biographical information, a timeline of important events in the prime minister's life, greatest achievements, a picture, and what visitors will find at the site.
- Have students create cards with answers and questions about the prime ministers that can be used to create crossword puzzles or to play a Jeopardy-type game.

Sir Wilfrid Laurier, Person of National Historic Significance © NAC/C-3930, L.P. Picard  
Lester B. Pearson, Person of National Historic Significance © NAC/C-94168  
John George Diefenbaker, Person of National Historic Significance © NAC/Neg No 16063  
William Lyon Mackenzie King, Person of National Historic Significance © NAC

# Selected Resources

## PARKS CANADA WEB SITE

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[www.pc.gc.ca/resource5](http://www.pc.gc.ca/resource5)

## NATIONAL HISTORIC SITES

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- **administered by Parks Canada:**
  - Bellevue House National Historic Site of Canada
  - Laurier House National Historic Site of Canada
  - Louis S. St. Laurent National Historic Site of Canada
  - Sir Wilfrid Laurier National Historic Site of Canada
  - Woodside National Historic Site of Canada
- **Grave Sites of Canadian Prime Ministers:**
  - The Office of the Prime Minister

## TEACHER'S CORNER

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- **Commemorating Canada's History:**
  - **People, Places, and Events:**
    - Search the keywords "prime minister" and the "Political" theme

## THIS WEEK IN HISTORY ARCHIVES

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- Search the keywords "prime minister"
- Relevant Results: "A King Is Born", "A Prime Minister in Exile", "A Scandal Exposed", "Birth of Sir Wilfrid Laurier", "Birthday of Canada's First Prime Minister", "Canadian Wins Nobel Peace Prize", "Death of Arthur Meighen" (Other articles found using this search term provide additional topics connected with the challenges various prime ministers faced and decisions they made during their time in office.)

## WHAT'S NEW

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- **News Releases:**
  - Sir Wilfrid Laurier HouseCheck the bottom of the news releases for associated backgrounders.

## VIDEOS

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- *A Great Dream: The Charlottetown Conference 1864* (video)

This 15-minute video (1999) provides an overview of Confederation and the political issues of the time, and is suitable for students in Grade 6 and up. A Teacher's Guide has been produced to accompany the video. For information on obtaining a copy of the video and guide, contact Province House National Historic Site of Canada (Tel: 1-902-566-7626, Fax: 1-902-566-8295).

## OTHER RESOURCES

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WEB SITES:

- Canada Speaks
- *The Canadian Encyclopedia*. Toronto: McClelland and Stewart Inc., 2000 or The Canadian Encyclopedia
- CANOE Politics: The Prime Ministers of Canada
- First Among Equals
- Library of Parliament (Table of Contents)
  - Canadian Prime Ministers since 1867
  - The Institutions of our Federal Government
    - Prime Minister
- National Library Canadian Confederation
- Prime Minister of Canada

## Note

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Links to all the Web sites on this page are found at [www.pc.gc.ca/resource5](http://www.pc.gc.ca/resource5)

# 5

## WHERE WE LIVE ↔ WHO WE ARE (GRADES 7–10)

Port au Choix National Historic Site of Canada © Parks Canada, photographer: Dale Wilson



The heritage and history of some Canadians go back much further in Canada than those of others. These first inhabitants developed technologies that enabled them to live in balance with the environment in which they lived. In each region of the country, they developed different cultures and ways of life, depending in part on the climate and the natural resources available to them. This activity explores the history of how different Aboriginal groups interacted with the environment in which they lived. Aboriginal peoples of Canada adapted to change in the past, and continue to do so today.

### To the Students

In this activity, you will:

- understand different types of human-environment interaction
- explain how the interrelationships between humans and their environment shape the characteristics of both the people and the environment
- analyze how the characteristics of regions of the country can explain similarities and differences of people
- communicate your learning in a computer slide show presentation

#### PART A

1. Humans have occupied what is now called Port au Choix National Historic Site of Canada (located in Newfoundland) for at least 5500 years. The resources of the area influenced the culture and ways of life of the people who lived there, and they in turn left their mark on the land. Find out more by visiting the Parks Canada Web site: [www.pc.gc.ca](http://www.pc.gc.ca) > National Historic Sites > administered by Parks Canada > Port au Choix.
2. Work in groups, with each member choosing one topic from among the following to research:
  - the characteristics of the area, e.g., natural features, landforms, vegetation, climate
  - who used the site before the Europeans arrived, when they used it (time period), how they used it, and why it was important to them
  - how the people who used the site depended on their environment, adapted to their environment, and/or modified their environment
  - why the place was designated as nationally significant

## To the Students

3. Share what you found out with your group.
4. Be prepared to discuss the following with the class:
  - How did the characteristics (natural features, landforms, vegetation, climate) of Port au Choix affect the people who lived there long ago?
  - How did the people who lived in the Port au Choix area affect the environment in which they lived?
- adapted to its environment
- modified its environment
- used its environment to develop technology
6. As a class, discuss similarities and differences in the relationships between people and the environment.

*Adapted from the Saskatchewan Elementary Social Studies Curriculum*

### PART B

1. Your teacher will assign another area to your group (the Pacific Coast, the Cordillera, the Prairies, the Canadian Shield, the Great Lakes–St. Lawrence Lowlands, the Atlantic Provinces–Appalachian Region, or the Arctic). Research its characteristics. For example, find out about the natural features, landforms, vegetation, and climate.
2. Imagine that you are the first people to arrive in your assigned area and you need to establish a home. List your basic needs and tell how they might be met in that region. What resources are available for you to use to survive, for example, water, plant life, wildlife, minerals?
3. Find out about the experiences of the first groups of Aboriginal peoples to live in the region. How did they use their logic, knowledge, and wits to make their home in their new environment?
4. What types of technology did the Aboriginal peoples develop from the land and water resources to help them survive in their new environment/home? Examples of technology might include arrowheads, harpoon heads, baskets, or clothing.
5. Create a computer slide show presentation that describes the life of these Aboriginal peoples in their new environment and the tools and practices they used to establish a home. Include an explanation of how the group:
  - depended on its environment

*Aboriginal peoples are the descendants of the original inhabitants of North America. The Canadian Constitution recognizes three groups of Aboriginal people — **Indians**, **Métis**, and **Inuit**. These are three separate peoples with unique heritages, languages, cultural practices, and spiritual beliefs.*

***First Nation:** A term that came into common usage in the 1970s to replace the word “Indian,” which many people found offensive. . . Among its uses, the term “First Nations peoples” refers to the Indian people in Canada . . . Many Indian people have also adopted the term “First Nation” to replace the word “band” in the name of their community.*

***Indian:** A term that describes all the Aboriginal people in Canada who are not Inuit or Métis. . . There are three legal definitions that apply to Indians in Canada: Status Indians, Non-Status Indians, and Treaty Indians.*

***Inuit:** An Aboriginal people in northern Canada who live above the tree line in Nunavut, the Northwest Territories, northern Quebec, and Labrador. The word means “people” in the Inuit language, Inuktitut. The singular of “Inuit” is “Inuk.”*

***Métis:** People of mixed First Nation and European ancestry who identify themselves as Métis people, as distinct from First Nations people, Inuit, or non-Aboriginal people. The Métis have a unique culture that draws on their diverse ancestral origins, such as Scottish, French, Ojibway, and Cree.*

*From: Information: Definitions, Department of Indian and Northern Affairs Canada, March 2000*

# To the Teacher

## ASSESSMENT

- Before students begin to create their computer slide show, develop with them a list of criteria for assessing knowledge and understanding, inquiry and research skills, communications, application skills, and teamwork. You may also wish to use or adapt the Assessing Research Skills on page 64 or 65 (depending on grade level) or Assessing Teamwork Skills on page 67.
- See: [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher's Guide > Our Roots, Our Future > Curriculum Correlations to find:
  - a summary of the correlation with the curriculum for your province or territory
  - a more detailed explanation of the links between each activity and each provincial/territorial curriculum.

## TEACHER TIPS

- For Part B, assign one region to each group of students — the Pacific Coast, the Cordillera, the Prairies, the Canadian Shield, the Great Lakes–St. Lawrence Lowlands, the Atlantic Provinces–Appalachian Region, and the Arctic. The *National Parks System Plan* is on the Parks Canada Web site in PDF and can be printed. It is also a good source of information organized by natural regions: Western Mountains, Interior Plains, Canadian Shield, Appalachian Region, Arctic Lowlands, and High Arctic Islands. Students will find relevant information in the Map Cabinet section on the homepage of the Parks Canada Web site.
- Specific national historic sites of Canada are listed in Appendix 1 (Canada's Earliest Inhabitants, Settlement, People, and the Natural Environment) and Appendix 2 (Hunting and Gathering) in the *National Historic Sites of Canada System Plan*. See Selected Resources.



Port au Choix National Historic Site of Canada  
© Parks Canada, photographer: A. Cornellier

- The text of plaques that explain the reason for the national historic significance of places connected to Aboriginal peoples can be found at the Parks Canada Web site: [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher's Corner > Commemorating Canada's History > People, Places, and Events. Search the theme: Aboriginal Peoples.
- For Part B, Question 5, you might discuss with the class the definition of "technology" from an anthropological perspective (i.e., the knowledge available to members of a particular civilization that enables them to create tools and implements, practise certain skills and crafts, and utilize resources and materials from their environment).
  - Invite an Aboriginal speaker from a friendship centre or an area band to visit the class to talk about the past — and to present the culture and lifestyle of the group he or she represents.

## RELATED ACTIVITIES

- Students could discuss whether or not they feel that the Aboriginal peoples they studied respected their environment and used practices that would ensure its long-term sustainability.
- Students can learn about the treaties between Aboriginal peoples and the Canadian government that were signed in the past — four can be located at [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > at Teacher's Corner > Commemorating Canada's History > People, Places, and Events > search keyword "treaty". Additional information and perspectives can be found in the Royal Commission on Aboriginal Peoples report at [www.ainc-inac.gc.ca/ch/rcap/index\\_e.html](http://www.ainc-inac.gc.ca/ch/rcap/index_e.html). Students might discuss the impact these and other treaties have had on the lives of Canadian Aboriginal people.
- The students could investigate current issues related to Aboriginal peoples and the land (for example, land claims or hunting and fishing rights). Students might then write a position paper with regard to one of the issues.

# Selected Resources

## PARKS CANADA WEB SITE

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[www.pc.gc.ca/resource6](http://www.pc.gc.ca/resource6)

## NATIONAL HISTORIC SITES

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- **administered by Parks Canada:**
  - Batoche National Historic Site of Canada
  - Kejimikujik National Historic Site of Canada
  - Kitwanga Fort National Historic Site of Canada
  - Port au Choix National Historic Site of Canada
  - Red Bay National Historic Site of Canada
  - Riel House National Historic Site of Canada
  - Rocky Mountain House National Historic Site of Canada
  - Southwold Earthworks National Historic Site of Canada
- **links to Web sites administered by partners of Parks Canada:**
  - Christ Church Royal Chapel National Historic Site of Canada
  - Manitou Mounds National Historic Site of Canada
- **National Historic Sites of Canada System Plan**

## NATIONAL PARKS

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- Gwaii Haanas National Park Reserve and Haida Heritage Site
- Kejimikujik National Park of Canada
- Pukaskwa National Park of Canada
- Sirmilik National Park of Canada
- Wapusk National Park of Canada

## LIBRARY

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- **Policies:**
  - Parks Canada Guiding Principles and Operational Policies
    - Policy Context: Aboriginal Interests

## TEACHER'S CORNER

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- **Commemorating Canada's History:**
  - **People, Places, and Events:**
    - Search the theme "Aboriginal Peoples"

## THIS WEEK IN HISTORY ARCHIVES

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- Search the keyword "Beothuk"
- Relevant Results: "Death of Shanawdithit and the Beothuk", "In Search of Family"

## WHAT'S NEW

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- **News Releases:**
    - Beothuk Site
    - Huron-Wendat
    - Shanawdithit
- Check the bottom of the news releases for associated backgrounders.

## WORLD HERITAGE

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- **Canadian World Heritage Sites:**
  - Head-Smashed-In Buffalo Jump National/Provincial Historic Site of Canada

## VIDEOS

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- *Places in Time* (video) — segments on Igloolik Island and Head-Smashed-In Buffalo Jump National Historic Sites of Canada
- *Historylands* (video) — Episode 18 — "A Gathering Place," "Wanuskewin Heritage Park"; Episode 25 — "Death of a Nation," "Village of Nan Sdins"; Episode 39 — "Deline"

## OTHER RESOURCES

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### WEB SITES:

- Archaeological Survey of Canada: Virtual Exhibits
- The Five Ancient Cultures of the Northern Peninsula
- Indian and Northern Affairs
- New Brunswick's Oxbow Site and Augustine Mound
- Newfoundland and Labrador Heritage: Aboriginal Peoples
- The Nunavut Handbook: Igloolik
- The Plains Cree: Part One: A Historical and Ethnographic Study
- Windspeaker: Classroom Edition

## Note

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Links to all the Web sites on this page are found at [www.pc.gc.ca/resource6](http://www.pc.gc.ca/resource6)

# 6

## HOLDING UP HALF THE SKY (GRADES 8–10)

Persons Case, Event of National Historic Significance © NAC/C-054523



“Women hold up half the sky” is a saying that values the contributions of women to our world. Although in some eras women may have been kept from taking public roles in areas such as law, medicine, and government, they have nevertheless long been involved with trying to change the society around them for the better. In Canada, they formed groups such as the YWCA, the Women’s Institute, the Victorian Order of Nurses, and the Woman’s Christian Temperance Union to work together to improve the lives of women and children. Many women were also active in missionary work, helping the disadvantaged and caring for the sick. The Sisters of Charity, for example, operated the Grey Nuns’ Hospital in Montreal for over a century, providing assistance and support to those in need. This activity introduces some of Canada’s remarkable female “agents of change” and the organizations with which they worked.

### To the Students

In this activity, you will:

- recognize that social organizations are an integral part of our society
- describe how co-operative efforts can effect change
- learn about some of the contributions of Canadian women to Canadian society
- understand how responsible participation in the democratic process can foster change
- communicate one woman’s experience and perspective

1. At the Parks Canada Web site: [www.pc.gc.ca](http://www.pc.gc.ca), visit the following National Historic Sites of Canada:

- Ann Baillie Building, St. Ann’s Academy:  
Search: National Historic Sites > Links to sites administered by partners of Parks Canada
- Grey Nuns’ Hospital:  
Search: Teacher’s Corner > Commemorating Canada’s History > People, Places, and Events > search the theme “Women’s History”

- Ann Baillie Building, Begbie Hall, Hershey Pavilion, Nurses’ Residence at St. Boniface Hospital, Pavillon Mailloux, Women’s College Hospital:  
Search: What’s New > News Releases > search the building name (Backgrounders for these places are found at the end of the News Release.)

2. Why have these sites been designated as nationally significant? What did you learn about women’s contributions to Canadian society by visiting these sites?

## To the Students

3. Each of the women on the list below has made a significant contribution to the development of our country and has been recognized as being of national historic significance by the Government of Canada.

- With a partner, choose one woman to learn more about.

Dr. Maude E. Abbott  
Lady Ishbel Aberdeen  
Edith Jessie Archibald  
Martha Louise Black  
Sainte-Marguerite Bourgeoys  
Sainte-Marie-Marguerite d'Youville  
Henrietta Muir Edwards  
Marie Gérin-Lajoie  
E. Cora Hind  
Adelaide Hunter Hoodless  
Joan Barbara Kennedy  
Grace Annie Lockhart  
Helen Gregory MacGill  
Dr. Helen MacMurphy  
Agnes Campbell Macphail  
Jeanne Mance  
Nellie Mooney McClung  
Louise McKinney  
Violet Clara McNaughton  
Emily Ferguson (Janey Canuck) Murphy  
Margaret Newton  
Mary Irene Parlby  
Georgina Pope  
Idola Saint-Jean  
Mary Ann Shadd  
Mary Southcott  
Emily Howard Stowe  
Letitia Youmans

4. Start your research at the Parks Canada Web site:

[www.pc.gc.ca](http://www.pc.gc.ca) by:

- conducting a search for the woman's name or searching the keyword "woman"
- searching Teacher's Corner > Commemorating Canada's History > People, Places, and Events using the theme "Women's History"
- searching This Week in History Archives using the keywords "women" and/or "organizations"

5. Find out about her childhood, personal life, family life, education, the kind of changes she wanted to make and why, her accomplishments, the people and groups she worked with, and any other interesting information. Be sure to include information about the social organization(s) she worked with, how and why they were founded, the work they did, and the changes they promoted. Jot some notes on key facts.

6. Discuss the person you investigated with your partner so that you feel sure you understand who this person was, what motivated her, and what she achieved.

7. Form groups of five in which each group member represents the person he or she researched. The topic of the discussion is "Women and Change — Working Together." What issues mattered to these women? How have they worked for social change?

8. In your notebook or journal, make note of what you learned about working collectively for change and about how individuals and groups of people work collaboratively within a democracy to effect change for themselves and others.



Winning the Vote by Women, Event of National Historic Significance © NAC, DAP 1971-271 National Film Board Collection, item 87, 348 Neg. No. PA-143958

# To the Teacher

## ASSESSMENT

- Devise self-assessment forms for the students to use as they reflect on their performance in this activity. Focus the assessment on the following:
  - expression of factual information about nationally significant Canadian women and their social organizations
  - understanding of how collaboration works as part of the democratic process
  - appreciation of how co-operative efforts can effect change
  - accurate and efficient oral and written communication
- You might also want to assess the students' ability to conduct research using Assessing Research Skills (Grades 8–10) on page 65.
- See: [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher's Guide > Our Roots, Our Future > Curriculum Correlations to find:
  - a summary of the correlation with the curriculum for your province or territory
  - a more detailed explanation of the links between each activity and each provincial/territorial curriculum.

## TEACHER TIPS

- Some students may benefit from using an outline or organizer to focus their research.
- You may wish to provide specific guidelines for the group discussion, for example, key topics to cover (see #5), or effective listening and speaking in social situations — allowing others to complete what they are saying before you speak, drawing others into the conversation, or asking questions of the speaker.
- Following the group activity, debrief the experience with the students, discussing what they have learned about how change is effected by individuals and groups of people working collaboratively within a democracy.

## RELATED ACTIVITIES

- Structure the group activity as a panel discussion during which each student makes a brief presentation about the person's life and accomplishments, followed by questions from the moderator and the audience.
- Have students discuss the following: Why aren't there more national historic sites designated to commemorate women's work in social organizations? In their groups, ask students to think of a suitable "place" to commemorate the women they researched and explain why they would choose this site. Refer students to the Selected Resources > Historic Sites and Monuments Board of Canada > Criteria for guidelines on selecting a place of national significance. Visit [www.pc.gc.ca](http://www.pc.gc.ca) > What's New > News Releases. Search the keywords "women", "organization", or the names of individual women and organizations. Read about some of the organizations women worked with to foster positive change. What did all these organizations have in common? What is the situation or status of each organization in the present day?

Ann Baillie Building National Historic Site of Canada © Parks Canada, J. De Jonge



# Selected Resources

## PARKS CANADA WEB SITE

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[www.pc.gc.ca/resource7](http://www.pc.gc.ca/resource7)

## NATIONAL HISTORIC SITES

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- **links to sites administered by partners of Parks Canada:**
  - Ann Baillie Building National Historic Site of Canada
  - St. Ann's Academy National Historic Site of Canada
- **Canadian Women's History**
- **The Historic Sites and Monuments Board of Canada**
- **The Underground Railroad in Canada**
- **Women Winning the Vote in Canada**

## TEACHER'S CORNER

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- **Canadian Stories: Votes for Women**
- **Commemorating Canada's History:**
  - **People, Places, and Events:**
    - Search the theme "Women's History" or the names of individual women and/or organizations.

## THIS WEEK IN HISTORY ARCHIVES

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- Search the keywords "women", "organization", or the names of individual women and organizations
- Relevant Results: "First Lady of the Yukon", "A Pioneer of Women's University Education", "A Voice for Freedom", "Birthday of Activist Emily Murphy", "Grey Nuns Arrive at Saint-Boniface", "Ground Broken for New Nurses' Home", "The Victorian Order of Nurses in Canada", "The First Women's Institute", "The Mother of Universal Charity", "Winnipeg Women Hold 'Mock' Parliament", "Women Are Persons ... Aren't They?" "Women Doctors", "Canada's First Parents' Association"

## WHAT'S NEW

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- **News Releases:**
    - Maude Abbott
    - Edith Jessie Archibald
    - Ann Baillie Building
    - Begbie Hall
    - Canadian Woman's Christian Temperance Union
    - Hersey Pavillion
    - E. Cora Hind
    - The Ladies' Seminary, Acadia University
    - Helen Gregory MacGill
    - (Dr.) Helen MacMurchy
    - Jeanne Mance
    - Violet Clara McNaughton
    - Margaret Newton
    - Nurses' Residence (St. Boniface Hospital)
    - Pavillon Mailloux (Hôpital Notre Dame)
    - Idola Saint-Jean
    - Mary Ann Shadd
    - Mary Southcott
    - Dr. Emily Stowe
    - Dr. Jenny Trout
    - The Victorian Order of Nurses
    - Women Winning the Vote
    - Women's College Hospital
    - Young Women's Christian Association
- Check the bottom of the news releases for associated backgrounders.

## VIDEOS

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- *Historylands* (video) — Episode 47 — "Women's College Hospital — A Legend of Caring"

## OTHER RESOURCES

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WEB SITES:

- The Canadians: Biographies of a Nation
- Celebrating Women's Achievements
- Historica Minutes

## Note

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Links to all the Web sites on this page are found at [www.pc.gc.ca/resource7](http://www.pc.gc.ca/resource7)

# 7

## LOUIS RIEL: MARTYR, TRAITOR, HERO, OR ... ? (GRADES 8–10)

Riel House National Historic Site of Canada © Parks Canada



Louis Riel has been interpreted differently by different groups and individuals at different times in our history. Some think he was a murderer and traitor; others think he was a martyr. To the Métis, he was a spiritual leader and a hero who fought for their rights. The debate has continued into the present. Poems, books, plays, and songs have been created to explain Louis Riel. The diverse images of this man have always reflected the politics of the times and they continue to do so. This activity prompts the question, “Who was the ‘real’ Louis Riel?”

### To the Students

In this activity, you will:

- locate, analyze, and synthesize historical information
- analyze and describe differing viewpoints about a historical issue
- express a critical analysis of an issue

#### PART A

1. Visit the Parks Canada Web site:  
[www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher’s Corner > Commemorating Canada’s History > People, Places, and Events. Search for the keywords “Louis Riel”. Discuss why he is designated as a nationally significant Canadian and how he has been commemorated. How has history remembered Riel?
2. Visit Riel House National Historic Site of Canada at [www.pc.gc.ca](http://www.pc.gc.ca) > National Historic Sites > administered by Parks Canada > Riel House. Take a virtual tour of the site and an on-line guided tour. What insights do you gain about the character of Louis Riel?
3. Visit Riel House National Historic Site of Canada > Cultural Treasures to find these subsections: Historic Themes > Louis Riel, Métis Leader and Founder of the province of Manitoba. Visit Batoche National Historic Site of Canada > Cultural Treasures > History to find these subsections: Unrest in the North West, North West Rebellion/Métis Resistance, The Battle of Batoche.
  - What role did Riel play in establishing a provisional government at Red River in 1869?

## To the Students

- How was he involved in the North West Rebellion in 1885?
4. Explore the Parks Canada Web site to find other places, people, and events that also relate to the Riel story. Discuss: In what way is each significant? In what way does each contribute to our understanding of Riel's importance?

### PART B

1. In triads, read the poem "The Last Words of Louis Riel" by John Robert Colombo at [www.cenlyt.com/Batoche/colombo.htm](http://www.cenlyt.com/Batoche/colombo.htm) or <http://members.aol.com/CanLit/Coteau/Morrissey/Batoche/colombo.htm>. This poem is based on selections from Riel's final speech during his trial, both before and after his sentence was handed down. Reading the poem aloud will give you a sense of how the speech might have sounded when Riel spoke.



Louis Riel, Person of National Historic Significance © NAC/C-006688D

2. Discuss the following: What image of Riel does Colombo portray through the parts of the speech that he has chosen? Describe how Colombo views Riel. How does Colombo's image compare with your impression of Riel?
3. At the time he lived and after he died, Louis Riel and his actions have been interpreted differently by different individuals and groups. The "real" Riel has yet to be defined. Choose one of the following individuals and in your group find out how he viewed Riel and why: André Nault, John A. Macdonald, William McDougall, Thomas Scott, Colonel Garnet Wolseley, Judge Hugh Richardson, Gabriel Dumont, William Van Horne, Big Bear, or Poundmaker. Start at the Parks Canada Web site and search the individual's name.
4. Jigsaw the information by forming new groups in which each group member has researched a different individual. Have each person share the information he or she has gathered. Discuss similarities and differences in the various viewpoints and the reasons the individuals felt as they did.
5. Choose one of the following:
  - Based on the information you now have about Louis Riel, write an essay on the theme "Louis Riel: Martyr, Traitor, Hero, or . . . ?" in which you describe Riel as you view him and give examples to support your perspective.
  - With a small group, develop a simulated television program in newsmagazine format to address the issue "Was Louis Riel a Martyr, Traitor, Hero, or . . . ?" Role-play the program with your group.
  - Work with others in your class to re-create one or more important moments in the final trial of Louis Riel that you have learned about.

# To the Teacher

## ASSESSMENT

- This activity lends itself well to teacher and/or self-assessment. Before the students begin their assignment, inform them of the assessment criteria listed below.
- When assessing the students' essays or simulations, make note of the degree to which they:
  - understand the complexity of Riel's character and what contributed to its development
  - understand differing views of Riel and the sources of these views
  - support a viewpoint with historical data
  - understand Louis Riel's place in Canadian history
- You may also wish to use Assessing Teamwork Skills on page 67.
- See: [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher's Guide > Our Roots, Our Future > Curriculum Correlations to find:
  - a summary of the correlation with the curriculum for your province or territory
  - a more detailed explanation of the links between each activity and each provincial/territorial curriculum.

## TEACHER TIPS

- See Teacher Tips on page 33 for definitions of the following terms:  
Aboriginal peoples  
First Nation  
Indian  
Inuit  
Métis
- In his speech, Riel used the terms "half breed," which is no longer acceptable, and "Indian," which is now used only in specific circumstances. Discuss the current acceptable terminology with the students and ask them to identify changes in how other groups of people have been labelled. Discuss why these kinds of changes take place and how to decide which term is the appropriate one to use.

## RELATED ACTIVITIES

- In his speech, Riel describes his vision of a multicultural Canada. Have students compare his vision with the federal government's current policy on multiculturalism. See the Department of Canadian Heritage Web site at [www.pch.gc.ca](http://www.pch.gc.ca) for a copy of the legislation.
- Students might examine the cultural activities of the times, including music, dance, literature, storytelling, and visual arts — the kinds of cultural activities enjoyed by Canadians of British and French origins and the Aboriginal peoples — and discuss what these activities tell us about their cultures and their perspectives on life.
- Discuss the concept of "insanity" — how it is defined, who defines it, and how the definitions may change. Relate the discussion to the use of the insanity plea in Riel's court case.
- Compare Colombo's version of Riel's speech with the original transcript or with Raymond Souster's "Found Poem: Louis Riel Addresses the Jury." Discuss the different images of Riel and how the writers developed them. The original transcript of the trial is available in *The Queen v Louis Riel* (see Other Resources).

# Selected Resources

## PARKS CANADA WEB SITE

[www.pc.gc.ca/resource8](http://www.pc.gc.ca/resource8)

## NATIONAL HISTORIC SITES

- administered by Parks Canada:
  - Batoche National Historic Site of Canada
  - Riel House National Historic Site of Canada

## TEACHER'S CORNER

- Commemorating Canada's History:
  - People, Places, and Events:
    - Search the keywords "Louis Riel", "Riel"

## THIS WEEK IN HISTORY ARCHIVES

- Search the keyword "Riel"
- Relevant Results: "Parliament Passes the Manitoba Act", "Trouble at Red River"

## VIDEOS

- *Places in Time* (video) — "The Forks" National Historic Site of Canada
- *Historylands* (video) Episode 8 — "Batoche Settlement"

## OTHER RESOURCES

### WEB SITES:

- Heroes of Lore and Yore: Canadian Heroes in Fact and Fiction > Voices of the People
- Historica Minutes: Louis Riel
- Louis Riel and the North-West Rebellion

- Métis Development and the Canadian West — Book 1: Contrasting Worlds
- Riel, Dumont, and the 1885 Rebellion Web site

### BOOKS:

- "Address to the Jury" by Kim Morrissey in *Batoche*. Regina: Coteau Books, 1985 (poem)
- "Found Poem: Louis Riel Addresses the Jury" by Raymond Souster in *Seventh Inning*. Canada: Oberon, 1977
- *The Queen v Louis Riel*, introduction by Desmond Morton. Toronto: University of Toronto Press, 1974
- *The Trial of Louis Riel* by John Coulter, 1960 (play)
- *Riel: A Life of Revolution* by Maggie Siggins. Toronto: HarperCollins Publishers, 1994
- *Louis Riel* by Harry Sommers and Mavor Moore, 1967 (opera)
- "Maria's Place/Batoche" by Connie Kaldor in *Moonlight Grocery* album (song)
- *Making History: Louis Riel and the North-West Rebellion of 1885*. National Film Board, 1997

## Note

Links to all the Web sites on this page are found at [www.pc.gc.ca/resource8](http://www.pc.gc.ca/resource8)

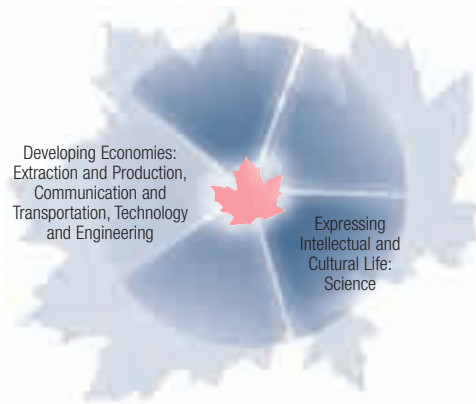
Batoche National Historic Site of Canada © Parks Canada, photographer: D. McArthur



# 8

## DREAMS BECOME REALITIES (GRADES 8–10)

Marconi National Historic Site of Canada © Parks Canada



Canadians have been responsible for many inventions, technological advances, and discoveries that are known and used around the world. Canadian inventors have patented more than a million inventions and some inventors are designated as nationally significant because of their contributions. The goal of the inventor is usually to solve a problem, meet a specific need, and make life better for people in some way. But do all inventions and innovations have only positive effects?

### To the Students

In this activity, you will:

- recognize the impact of science and technology (inventions) on the lives of Canadians
- present and support a point of view
- locate and summarize information using various sources

1. With a partner, visit the Parks Canada Web site at [www.pc.gc.ca](http://www.pc.gc.ca) and create a list of Canadian inventors and discoveries that have been commemorated as nationally significant. You might begin by visiting Alexander Graham Bell National Historic Site of Canada and/or Bethune Memorial House National Historic of Canada Site at [www.pc.gc.ca](http://www.pc.gc.ca) > National Historic Sites > administered by Parks Canada > Alexander Graham Bell and/or Bethune Memorial House.
  - Check the following sections in the Appendices of the *National Historic Sites of Canada System Plan* (see Selected Resources)

— Developing Economies: Extraction and Production, Communication and Transportation, Technology and Engineering, and Expressing Intellectual and Cultural Life: Science.

- Conduct a general site search for the keywords “inventor” and “invention”.
- Search the theme “Scientific Achievements” in Teacher’s Corner > Commemorating Canada’s History > People, Places, and Events.
- Search the keywords “invent” and “discovery” in This Week in History Archives.

## To the Students

- Choose one important Canadian inventor and his/her invention and discuss how life would be different without it. Consider both the advantages and the disadvantages of this invention.
- With your partner, develop opposing arguments on the following statement: "Inventions always improve our lives." Be sure to develop both sides completely, addressing all the pros and cons.



Alexander Graham Bell National Historic Site of Canada © Parks Canada, photographer: J. Steeves

- Create a discussion chart like the sample below for recording your arguments. At this stage, you should focus on developing the strongest possible arguments on both sides. Try to set aside your personal opinions and represent both sides fairly.

Inventions Always Improve Our Lives	
Yes — Reasons	No — Reasons
Conclusions	

- Meet with another pair of students to discuss your chart and try to come to a consensus on the question. Add additional arguments to your discussion chart.
- Write your group's conclusions on the chart.
- Choose a spokesperson to present your conclusions to the class. He or she has three minutes to explain the reasons for the conclusions. The spokesperson should also mention any dissenting viewpoints from your discussions.
- Write your own personal response to the question in your journal or notebook.

# To the Teacher

## ASSESSMENT

- This activity lends itself well to teacher assessment. You may wish to use the Assessing Research Skills form on page 65. Before the students begin their assignment, inform them of the criteria listed below.
- When assessing the students' personal responses, make note of the degree to which they can:
  - locate and organize information effectively
  - use a variety of resources
  - present and support an opinion
  - connect scientific and technological changes to the Canadian lifestyle
  - explain the pros and cons of any invention or innovation
- You may also wish to use Assessing Teamwork Skills on page 67.
- See: [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher's Guide > Our Roots, Our Future > Curriculum Correlations to find:
  - a summary of the correlation with the curriculum for your province or territory
  - a more detailed explanation of the links between each activity and each provincial/territorial curriculum.

## TEACHER TIPS

- To start this activity, you may wish to give each student or pair of students a small card with the name or picture of a Canadian invention on it but provide no information about the invention. The students' task is to find out four things about the invention: what it is used for, who invented it, where it was invented and first used, and why it was an important invention. Once they have the information, have them share what they learned with another pair of students. Ask each foursome to list what all their inventions have in common. Then extend the discussion to include the whole class. One similarity they will discover is that all the inventions are Canadian. Discuss what they learned from this activity that they did not know before.
- You might develop a class list of criteria of what makes an invention desirable and what makes an invention undesirable. Students could then refer to this list during the activity.

## SOME CANADIAN INVENTIONS/DISCOVERIES

<i>acetylene gas*</i>	<i>acrylics</i>
<i>analytical plotter</i>	<i>andromonon</i>
<i>anti-gravity suit</i>	<i>automatic machinery lubricator</i>
<i>automatic postal sorter</i>	<i>aircraft de-icer</i>
<i>Avro Arrow</i>	<i>battery-less radio</i>
<i>basketball*</i>	<i>Bovril</i>
<i>Canadarm</i>	<i>carbide</i>
<i>cardiac pacemaker</i>	<i>chocolate nut bar</i>
<i>cobalt bomb*</i>	<i>computerized Braille</i>
<i>ear piercer</i>	<i>electric car heater</i>
<i>electric cooking range</i>	<i>electron microscope</i>
<i>electric streetcar</i>	<i>electric organ</i>
<i>film colourization</i>	<i>film developing tank</i>
<i>first commercial radio station</i>	<i>first heart valve operation</i>
<i>five-pin bowling</i>	<i>goalie mask</i>
<i>gold discovery*</i>	<i>hydrofoil boat</i>
<i>IMAX</i>	<i>instant mashed potatoes</i>
<i>insulin discovery*</i>	<i>Java (programming language)</i>
<i>Jolly Jumper</i>	<i>kerosene*</i>
<i>McIntosh apples*</i>	<i>music synthesizer</i>
<i>odometer</i>	<i>paint roller</i>
<i>panoramic camera</i>	<i>Plexiglas</i>
<i>plastic garbage bag</i>	<i>pulp newsprint</i>
<i>quarantine stations*</i>	<i>railway sleeper car</i>
<i>red fife wheat*</i>	<i>safety paint</i>
<i>screw propeller</i>	<i>snow blower</i>
<i>snowmobile*</i>	<i>sonic depth finder*</i>
<i>standard time</i>	<i>steam foghorn*</i>
<i>steam-powered boom derrick*</i>	<i>submarine telegraph cable*</i>
<i>system of tide gates*</i>	<i>telephone*</i>
<i>television camera</i>	<i>walkie-talkie</i>
<i>wire photo</i>	<i>zipper</i>

\*Events of National Historic Significance

## RELATED ACTIVITIES

- Ask students to identify a problem or issue that could be solved with an innovation or new invention. They might develop a sketch of a new or improved product to solve the problem.
- Invite students to identify the scientific processes and principles used by the inventor they researched.
- Have students investigate the role of technology in the construction of canals. Ask them to describe aspects of the technology that they find innovative.

## Selected Resources

### PARKS CANADA WEB SITE

[www.pc.gc.ca/resource9](http://www.pc.gc.ca/resource9)

### NATIONAL HISTORIC SITES

- **administered by Parks Canada:**
  - Alexander Graham Bell National Historic Site of Canada
  - Bethune Memorial House National Historic Site of Canada
  - Marconi National Historic Site of Canada
  - Signal Hill National Historic Site of Canada
  - Carillon Canal National Historic Site of Canada
  - Chambly Canal National Historic Site of Canada
  - Lachine Canal National Historic Site of Canada
  - Rideau Canal National Historic Site of Canada
  - Saint-Anne-de-Bellevue Canal National Historic Site of Canada
  - Saint Ours Canal National Historic Site of Canada
  - Sault Ste. Marie Canal National Historic Site of Canada
  - Trent–Severn Waterway National Historic Site of Canada
- **National Historic Sites of Canada System Plan**

### TEACHER'S CORNER

- **Canadian Stories: Scientists and Inventors**
- **Commemorating Canada's History:**
  - **People, Places, and Events**
    - Search the theme "Scientific Achievements" and "Engineering Achievements"

### THIS WEEK IN HISTORY ARCHIVES

- Search the keywords "invent", "discovery"
- Relevant Results: "Mr. Watson, come here, I want you!", "Slam Dunk" (James Naismith), "Radio Signals Across Atlantic" (Marconi), "Cape Breton Man Flies Through the Air", "Cars That Ride on Snow" (Bombardier), "The First Successful Test of Insulin"

### WHAT'S NEW

- **News Releases:**
  - Edward William Archibald

- Banting House National Historic Site
- Cobalt Bomb
- McIntosh Apple
- Victoria Tubular Bridge

Check the bottom of the news releases for associated backgrounders.

### VIDEOS

- *Historylands* (video) — Episode 41 — "Church Hill Research Range — Rockets Across the Tundra"

### OTHER RESOURCES

#### WEB SITES:

- Black inventors and their inventions
- Canadian Science and Engineering Hall of Fame
- Famous Canadian Patents
- Heroes of Lore and Yore: Canadian Heroes in Fact and Fiction
- Historica Minutes: Sir Sanford Fleming, Joseph-André Bombardier, James Naismith, Marconi, Jacques Plante
- Wow, Inventions!!!

#### BOOKS:

- *Great Canadians: Inventors* by Carlotta Hacker. Calgary: Weigl Educational Publications, 2000
- *Made in Canada: Stories of Canadian Inventions and Accomplishments*. Bedford, Quebec: Laubach Literacy of Canada, 1994

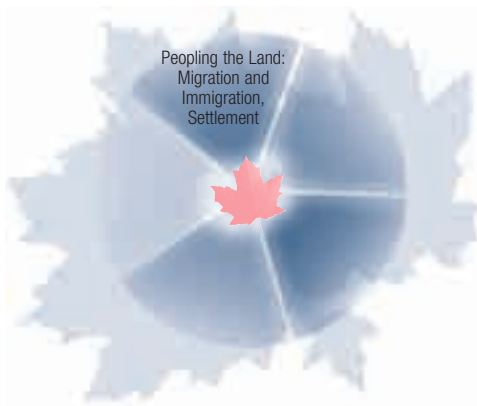
### Note

Links to all the Web sites on this page are found at [www.pc.gc.ca/resource9](http://www.pc.gc.ca/resource9)

# 9

## A NEW LAND, A NEW LIFE (GRADES 8–10)

Grosse Île and the Irish Memorial National Historic Site of Canada © Parks Canada



Immigrants have always been an integral and valuable part of Canada's development. Many different groups of people from different countries have found freedom, a home, and prosperity in Canada. In this activity, students will learn more about the people of diverse origins who have been commemorated as nationally significant — people who made a new life in a new land and shaped our history. The exploration of the immigrant story begins with the national historic sites that commemorate the places where various immigrant groups first arrived in Canada, then looks at what happened to these groups over time.

### To the Students

In this activity, you will:

- understand the diverse nature of Canada's population
- understand the push/pull factors related to immigration
- describe the contributions immigrants have made to this country
- explain how moving to Canada affected the lives of immigrants
- organize information in a computer database

#### PART A

1. Visit the Parks Canada Web site at [www.pc.gc.ca](http://www.pc.gc.ca). Search the keywords "immigration" and "underground railroad".
2. On a map of Canada, indicate the geographic location of all the references you locate. Include information such as place name, group, and date. What patterns do you see? How would you explain them?

#### PART B

1. Each member of your group will investigate a location where immigrants first arrived in Canada. You might start with the following national historic sites found at the Parks Canada Web site [www.pc.gc.ca](http://www.pc.gc.ca).
  - National Historic Sites
    - > administered by Parks Canada > Grosse Île and the Irish Memorial, The Forks.
    - > links to sites administered by partners of Parks Canada > Pier 21
  - What's New: search for New Iceland National Historic Site of Canada
  - National Historic Sites > The Underground Railroad in Canada

## To the Students

- Find out information such as:
  - what groups have immigrated to Canada
  - where the people came from
  - why they left their native country to come to Canada
  - when and how they arrived
  - where they settled after their arrival and why
  - how the places where they first arrived have been commemorated and why
  - how the places where they settled have been commemorated and why
- Report your findings to your group and together create a computer database to record and organize the information about immigrants and immigration. You might use categories such as “home country”, “reason for leaving”, “entry point”, “language spoken”, “numbers who arrived and when”, “where they settled and why”, “the screening process”, and “other relevant information.”
- Examine the information in your database for patterns, similarities, and differences. Share your findings and conclusions with the rest of the class.
- Discuss how the lives of these immigrants changed after they immigrated and why. What influenced these changes? How is immigration in the present different from immigration in the past? Why are the national historic sites that commemorate the immigrants’ arrival considered to be nationally significant?

### PART C

- Half of your group will interview an individual or family who immigrated to Canada. The other half will explore your community to find out how it has been affected by immigration. You may choose to make an audiotape or videotape of the interview and present it to the interviewee(s) as a heritage keepsake for future generations.
- Share the information you collect with the rest of your group. You might prepare a news report for a television program aimed at new Canadians or a “Heritage Minute” about immigrants for a local community television station or radio program. Include information on:
  - what contributions immigrants have made to Canadian heritage
  - how immigrants have been shaped by Canada
  - how Canada has been shaped by its immigrants

Victoria's Chinatown National Historic Site of Canada © Parks Canada



# To the Teacher

## ASSESSMENT

- This activity lends itself well to group self-assessment. Students can focus on their performance with regard to the collection, organization, and analysis of data; collaboration and teamwork; communication skills; contribution to task completion; and understanding of the concepts. You may wish to use Assessing Research Skills on page 65 or Assessing Teamwork Skills on page 67.
- See: [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher's Guide > Our Roots, Our Future > Curriculum Correlations to find:
  - a summary of the correlation with the curriculum for your province or territory
  - a more detailed explanation of the links between each activity and each provincial/territorial curriculum.

## TEACHER TIPS

- Some students may hold stereotypes of various immigrant groups. You may wish to discuss how stereotypes are developed, what stereotypes are commonly held, and how to counteract them. Prepare the students for potentially discriminatory comments or reactions they may encounter in their interviews and help them develop strategies for dealing with these kind of comments/reactions.

Nazrey African Methodist Episcopal Church National Historic Site of Canada © Ken Elder, HCP, PWGSC



- For this activity, ensure that the students focus on the experiences of groups, not of individuals.
- Students may need assistance with developing appropriate interview questions and ideas of what to look for in terms of the impact of immigration on the community.
- Some students may need to review the creation and use of databases.
- It may be appropriate for some students to approach this activity from the perspective of immigrants in their own age group.
- In some communities, students may have difficulty finding people who have immigrated to Canada. In this case, instead of conducting an interview, you might have students gather information from the “immigration testimonials” available on the Pier 21 Web site at Resource Centre > Pier 21 Online Story Collection. (See Selected Resources)

## RELATED ACTIVITIES

- Discuss the degree to which immigrants have been accepted in Canada. Explore the different experiences different immigrant groups have had.
- Invite a citizenship court judge to visit the class or visit a citizenship court.
- Have students create a fictional diary of a new immigrant coming to Canada in search of a better life.

## Selected Resources

### PARKS CANADA WEB SITE

[www.pc.gc.ca/resource10](http://www.pc.gc.ca/resource10)

### NATIONAL HISTORIC SITES

- **administered by Parks Canada:**
  - The Forks National Historic Site of Canada
  - Grosse Île and the Irish Memorial National Historic Site of Canada
- **links to sites administered by partners of Parks Canada:**
  - Pier 21 National Historic Site of Canada
- **National Historic Sites of Canada System Plan**
  - Appendix 2
- **The Underground Railroad in Canada**

### NATIONAL PARKS

- Elk Island National Park of Canada
  - Cultural Treasures > Cultural Heritage > History: Historical Buildings

### TEACHER'S CORNER

- **Canadian Stories: Coming to Canada**
- **Commemorating Canada's History:**
  - **People, Places, and Events:**
    - Search the theme "Immigration"

### THIS WEEK IN HISTORY ARCHIVES

- Search the keywords "immigrant", "immigration", and "refugee"
- Relevant Results: "Susanna Moodie: Pioneer and Writer", "A Gateway to Canada for Many New-comers", "A Time of Tragedy", "A Voice for Freedom", "Doukhobors Arrive at Halifax Harbour, Grosse Île", "Home Children", "Legalizing Racism", "Mormons Choose Alberta Home", "The *Komagata Maru* Incident", "The Republic of New Iceland", "Ukrainians Arrive in Canada", "Commemorating Chinese Railroad Workers", "A Stalwart Peasant in a Sheepskin Coat", "Taking a Stand", "War Brides", "Champion of Freedom!", "Josiah Henson — Birth of a Leader", "Shadrach Minkins", "A Place of Their Own"

Sir Clifford Sifton, Person of National Historic Significance © NAC



Józef Olesków (1860-1903), Person of National Historic Significance © NAC/C-9366



# Selected Resources

## WHAT'S NEW

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- **News Releases:**
    - Thornton and Lucie Blackburn
    - Buxton Settlement
    - Chinese Cemetery at Harling Point Oak Bay
    - Josiah Henson
    - William Hespeler
    - Home Children
    - Dr. Frederick Montizambert
    - Nazrey African Methodist Episcopal (AME) Church
    - New Iceland
    - Józef Olesków (Ukrainian Immigration to Canada)
    - Pier 21
    - R. Nathaniel Dett British Methodist Episcopal Church
    - Sandwich First Baptist Church
    - Mary Ann Shadd
    - St. Catharines British Methodist Episcopal Church (Salem Chapel)
    - Underground Railroad in Canada
    - War Brides
- Check the bottom of the news releases for associated backgrounders.

## VIDEOS

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- *Places in Time* (video) — segments on “Victoria’s Chinatown” National Historic Site, “The Forks” National Historic Site
- *Historylands* (video) — Episode 10 — “Grosse Île Immigration Station”, Episode 12 — “Victoria’s Chinatown”, Episode 17 — “Tin Cans and Iron Chinks”, Episode 31 — “Path to Freedom — Buxton Settlement”, Episode 42 — “Montreal Main — Boulevard of Dreams”, Episode 46 — “Moravian Missions — A Culture Divided”, Episode 51 — “York Factory — The Most Respectable Place”
- *A Scattering of Seeds* (videos, lesson plans/student worksheets) — A 39-part series that explores the various immigrant groups that settled in Canada and how they shaped its future. Available for purchase from McNabb & Connolly, 60 Briarwood Avenue, Mississauga, Ontario, L5G 3N6. Phone: toll free 1-866-722-1522 or 905-278-0566.

Fax: toll free 1-866-722-1822 or 905-278-2801.

E-mail: [mcnabbconnolly@homeroom.ca](mailto:mcnabbconnolly@homeroom.ca). For a copy of the lesson plans/student worksheets, visit [www.whitepinepictures.com/seeds](http://www.whitepinepictures.com/seeds) > For Teachers.

## OTHER RESOURCES

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### WEB SITES:

- Alberta, Home, Home on the Plains
- Anti-Slavery Movement in Canada
- Boat People No Longer: Vietnamese Canadians
- The Canadian West
- Citizenship and Immigration Canada
- Historica Minutes: Nitro
- The Last Best West: Advertising for Immigrants to Western Canada, 1870-1930
- Multiculturalism in Canada
- Susanna Moodie and Catharine Parr Traill
- Welcome to the Canadian Genealogy Centre

### BOOKS:

- *Immigrant Kids* by Russell Freedman. Scott Foresman, 1995
- *Land of Immigrants* by Sandra Stotsky, ed. Chelsea House, 1995
- Current newspapers and magazines

## Note

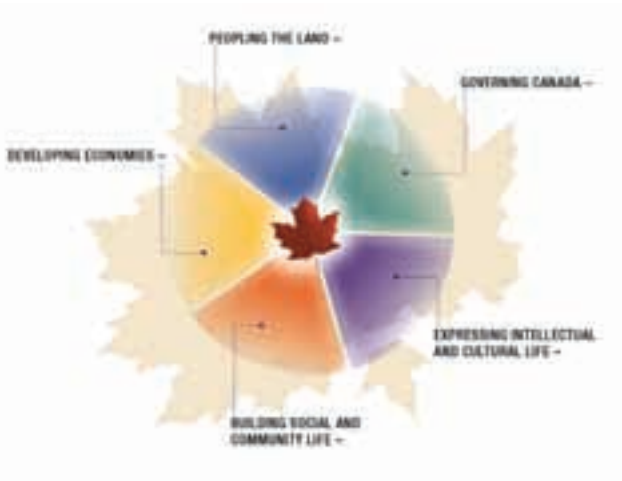
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Links to all the Web sites on this page are found at [www.pc.gc.ca/resource10](http://www.pc.gc.ca/resource10)

# 10

## 400 YEARS OF FRENCH PRESENCE IN CANADA (GRADES 9-11)

Grand-Pré National Historic Site of Canada, Parks Canada



The year 2004 marked the 400th anniversary of the beginning of permanent French settlement in North America, which began with the arrival of Pierre Dugua, Sieur de Mons at Saint Croix Island in 1604. As more immigrants arrived from France, the French colony expanded in size, scope and impact. The settlement of the Acadians, the formation of new relationships with Aboriginal peoples, the beginnings of commerce, the expansion towards the West and the influence of women were major factors in the development of the “French presence” in Canada. This activity explores the successes and challenges of the French culture in Canada and its impact on the country’s development. It also helps students understand how people settled, lived on and adapted to this new land.

### To the Students

In this activity, you will:

- explore the importance and role of Canadians of French ancestry and their relationships with Aboriginal peoples and English Canadians
- understand how places (e.g. Port-Royal National Historic Site of Canada), people (e.g. Louis Riel) and events of national historic significance (e.g. The Great Peace of Montreal) contributed to Canadians’ growing sense of identity from 1604 to the present
- identify the lasting effects of the French settlement on the Canadian identity over the last 400 years

#### PART A

1. Visit the Parks Canada Web site [www.pc.gc.ca/saintcroix](http://www.pc.gc.ca/saintcroix) to discover why Saint Croix Island International Historic Site is so important to the story of the “French presence” in Canada.
2. Discuss the following with the rest of the class:
  - Why is St. Croix important to the story of the French in Canada?
  - What does the term “French presence” mean? Is there a “French presence” where you live — in your town or city, your province or territory?
  - How does the “French presence” affect you in your everyday life? Give some specific examples.
3. Your group has been assigned one of the themes listed below to explore. Each person in the group must choose a place, person or event of national historic significance from the appropriate list to research.
  - “The “French presence” in Canada has contributed to the development of the country.” What does this statement mean in general? How has the “French presence” shaped our country’s identity?

# To the Students

## GROUP A - THE PRESENCE OF ACADIANS

Choose among the following National Historic Sites of Canada: Port-Royal, Grand-Pré, Monument-Lefebvre, Denys Fort/Habitation; Choose the following site: Saint Croix Island International Historic Site. Choose among the following National Historic Persons of Canada: Nicholas Denys, Camille Lefebvre, Samuel de Champlain. Choose among the following National Historic Events of Canada: Acadian Odyssey, System of Tide Gates (Aboiteaux).

## GROUP B - RELATIONSHIPS WITH ABORIGINAL PEOPLES

Choose among the following National Historic Sites of Canada: Cartier-Brébeuf, Pointe-à-Callière, Notre-Dame-de-Lorette Church. Choose among the following National Historic Persons of Canada: Huron-Wendat, Jean de Brébeuf, Donnacona, Jacques Cartier, Louis-Hector de Callière, Jean-Baptiste Lagimodière, Albert Lacombe, Paul de Chomedey de Maisonneuve, Kondiaronk. Choose the following National Historic Event of Canada: Great Peace of Montreal.

## GROUP C - THE PRESENCE AND INFLUENCE OF WOMEN

Choose among the following National Historic Sites of Canada: Ursulines Monastery, Grey Nun's Hospital/Convent. Choose among the following National Historic Persons of Canada: Jeanne Mance, Marguerite Bourgeoys, Marie Travers, Marguerite d'Youville, Idola Saint-Jean, Marie-Anne Gaboury, Marie Lacoste-Gérin-Lajoie, Madeleine de Verchères, Jean-Baptiste Lagimodière.

## GROUP D - THE DEVELOPMENT OF COMMERCE AND INDUSTRY

Choose among the following National Historic Sites of Canada: Forges du St-Maurice, Fortress of Louisbourg, Denys Fort/Habitation. Choose among the following National Historic Persons of Canada: Nicholas Denys, Pierre-Esprit Radisson, Jean Talon, Charles LeMoynes, Joseph-Armand Bombardier, Marie-Anne Gaboury, Pierre Gaultier de La Vérendrye. Choose among the following National Historic Events of Canada: Fur Trade, Tadoussac, Nineteenth Century Shipbuilding at Québec, Voyageurs.

## GROUP E - THE EXPANSION TOWARDS THE WEST

Choose among the following National Historic Sites of Canada: Batoche, Fort à la Corne, The Forks, Gravelbourg Ecclesiastical Buildings, Riel House. Choose among the following National Historic Persons of Canada: Louis Riel, Gabriel Dumont, Jean-Baptiste Lagimodière, Marie-Anne Gaboury, Albert Lacombe. Choose among the following National Historic Events of Canada: Fur Trade, Voyageurs.

4. Search the Parks Canada Web site [www.pc.gc.ca](http://www.pc.gc.ca) using the names of the places, people or events you have chosen as keywords, with the following questions in mind:

If you have chosen a **place or event** of national historic significance, ask:

- Why is this place or event important to the story of Canada? List the reasons why the place or event fits the theme it relates to. Include information such as:
  - major events or activities
  - who was involved and how
  - the economic and/or political impacts

If you have chosen a **person** of national historic significance, ask:

- Why is this person important to the story of Canada? List reasons why that person fits that particular theme. Include information such as:
    - personal successes and challenges
    - how was this person influenced by other people or events? Have these influences been positive or negative?
    - how has this person influenced other people or events?
    - economic, political and/or social impact of this person's activities
5. Based on what you found in your research, prepare a short dramatic scene or skit (2-4) minutes with your group that includes the information you found as well as your answers to the questions above. The goal of your presentation is to help your classmates gain an understanding of how the person, place or event that you researched contributed to the "French presence" in Canada.
  6. Discuss as a class:
    - Some places relate to more than one theme (for example, Denys Fort/Habitation National Historic Site). Does that make them more important? Why or why not?
    - Some people relate to more than one theme (for example, Marie-Anne Gaboury). Does that make them more important? Do you think that they contributed more to the development of Canada? Why or why not?
    - What have you learned about the interactions among the French, the English and Aboriginal peoples?
    - What impact has the "French presence" had on Canada's development as a country? On Canada's identity?

## To the Students

### PART B

1. With a partner, reflect on what you learned in Part A and take another look at your original definition of “French presence”. What do you think the term means now? Has your thinking changed? If so, how? What have you learned about how the “French presence” has contributed to the development of Canada?
2. A grade 10 class from France is interested in visiting Canada this summer. The students are mainly interested in the events that have taken place in Canada since their ancestors arrived in this country. You will be their tour guide when they arrive in Canada. Your group is responsible for creating a travel guide, for example, a booklet, a pamphlet or a Web site for them before they start their trip. You may choose the places on their

itinerary. You must include the information you learned in Part A. Include the following:

- an itinerary for the duration of their trip
- a map of Canada showing the locations of places, people and events related to the “French presence” in Canada
- a description of what the “French presence” means in Canada today
- a catchy title
- illustrations of the places, people and events researched in Part A and a description of how they relate to each other
- other visuals such as graphics, text, captions, and titles

Remember to check out the Parks Canada Web site [www.pc.gc.ca](http://www.pc.gc.ca) for information.

## To the Teacher

### ASSESSMENT

- To assess the students’ ability to work as a member of a team, you may wish to use the “Assessing Teamwork Skills” self-assessment form on page 65.
- To assess the student’s understanding of the content, observe the degree to which they:
  - articulate the meaning of the term “French presence”
  - give examples of the “French presence” in Canada – locally, provincially/territorially, and/or nationally
  - demonstrate how a specific person, place or event illustrates the “French presence” and its impact on the Canadian identity
  - understand the relationships between the French, the English and Aboriginal peoples in the past
  - describe the influence of the “French presence” in present-day Canada
  - communicate their knowledge and understanding to others
- See: [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher’s Guide > Our Roots, Our Future > Curriculum Correlations to find:
  - a summary of the correlation with the curriculum for your province or territory
  - a more detailed explanation of the links between each activity and each provincial/territorial curriculum.

### TEACHER TIPS

- To introduce the activity, have each student write down his or her own definition of the term “French presence”. This will be looked at again later in the activity. With the class, brainstorm a web of thoughts and ideas related to the term.
- Some recent and current French-Canadian influences in society include the following:
  - Arts:** Céline Dion (music), Roch Voisine (music), Roy Dupuis (television), Roch Carrier (author), Cirque du Soleil (entertainment)
  - Sports:** Patrick Roy (hockey), Maurice Richard (hockey), Jacques Villeneuve (car racing), Mario Lemieux (hockey)
  - Aerospace:** Marc Garneau, Julie Payette
  - Celebrations:** Festival du Voyageur, Carnaval of Québec (festival), National Acadian Day (festival)
  - Food:** tourtière, poutine, pea soup, sugar pie
  - Politics:** Pierre Elliot Trudeau, Jean Chrétien
- The following learning activities, from the teacher’s guide on the Parks Canada Web site, under Teacher’s Corner > Our Roots, Our Future can also be used to supplement this lesson plan:
  - “As Seen Through Your Eyes”
  - “In the Voyageurs’ Footsteps”
  - “Louis Riel: Martyr, Traitor, Hero or...?”

## To the Teacher

### RELATED ACTIVITIES

- Students can research the relationship between the French, the English and Aboriginal peoples since 1604, and discuss how they have progressed among their descendants.
- Have the class work in groups of three to research one of the following themes using the National Historic Sites of Canada System Plan [www.pc.gc.ca](http://www.pc.gc.ca) > National Historic Sites of Canada > System Plan.
  - Peopling the Land (settlement, environment, etc.)
  - Developing Economies (trade, commerce, hunting, gathering, transportation, etc.)
  - Building Social and Community Life (religion, community organizations, etc.)
  - Expressing Intellectual and Cultural Life (arts, science, sports, leisure, spirituality, etc.)
  - Governing Canada (politics, military, law, military, etc.)

Using what they've learned through their research, have the groups discuss one topic from the theme they researched. For the discussion, assign roles — one student as a Canadian with French roots, another with English roots, and the third with Aboriginal roots living today. How are their perspectives similar? How are their views different?

Can these differences be attributed to culture, environment or other factors? After the role-playing, bring the students together to discuss their experience while playing their roles — how they felt, what they thought and what they learned.

- Have students make a scrapbook containing examples of traditions, foods, music, clothing, dances, expressions, etc. that are characteristic of French-Canadian culture. They can then research the sources of these traditions.
- Invite students to write a biography of one person of French-Canadian heritage who has had a lasting impact on the Canadian identity.
- To recognize the founding of St. Croix in 1604, and to celebrate the French culture and influence in New Brunswick, the Royal Canadian Mint has released a new one-dollar silver coin, designed by Canadian artist Robert-Ralph Carmichael. Have the students discover more about this coin and about other coins that have been struck to recognize the “French presence” in Canada. They can also find out how else the “French presence” has been officially celebrated, for example, on postage stamps.

## Selected Resources

### PARKS CANADA WEB SITE

[www.pc.gc.ca/resource11](http://www.pc.gc.ca/resource11)

### NATIONAL HISTORIC SITES

- administered by Parks Canada:
  - Batoche National Historic Site of Canada
  - Cartier-Brébeuf National Historic Site of Canada
  - Forges du Saint-Maurice National Historic Site of Canada
  - Fortress of Louisbourg National Historic Site of Canada
  - Grand-Pré National Historic Site of Canada
  - Monument Lefebvre National Historic Site of Canada
  - Port-Royal National Historic Site of Canada
  - Riel House National Historic Site of Canada
- administered by partners of Parks Canada:
  - Saint Croix Island International Historic Site ([www.pc.gc.ca/saintcroix](http://www.pc.gc.ca/saintcroix))

### TEACHER'S CORNER

- **Commemorating Canada's History:**
  - **People, Places, and Events:**  
Search the themes “Aboriginal Peoples”, “Architectural Achievements”, “Cultural Communities”, “Education”, “Engineering Achievements”, “Exploration”, “Fur Trade”, “Immigration”, “Literary/Artistic Achievements”, “Military”, “Political”, “Religion”, “Scientific Achievements”, “Settlement Patterns”, “Women's History”
- **Images of Parks Canada**

### THIS WEEK IN HISTORY ARCHIVES

- Search the archives:
- Relevant Results: “A Forward-thinking Saint”, “Cartier Arrives at Stadacona”, “Champlain Charts Coast”, “Filles du Roi”, “Heroine of Verchères”, “Monopoly!”, “Montréal Bound”, “National Acadian Day”, “Parliament Passes the Manitoba Act”, “The ‘White Lady’ of the West”, “The Death of Jean de Brébeuf”, “The Return of the Acadians”, “Trouble at Red River”, “We reap what we sow!”

## Selected Resources

### WHAT'S NEW

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- **News Releases:**
- **Search the keywords “French”, “France”**
  - Charles LeMoynes and his Family
  - Father Camille Lefebvre
  - Fortress of Louisbourg National Historic Site of Canada
  - Gravelbourg Ecclesiastical Buildings National Historic Site of Canada
  - Grand-Pré National Historic Site of Canada
  - Great Peace of Montréal, Kondiaronk and Louis-Hector de Callière
  - Jeanne Mance
  - Louis-Hector de Callière
  - Louis Riel
  - Marie Lacoste-Gérin-Lajoie
  - Mary Travers
  - Monument-Lefebvre National Historic Site of Canada
  - Pointe-à-Callière
  - Saint Croix Island International Historic Site
  - The Dispersal of the Hurons-Wendat and Their Settlement in Wendake
  - Voyageurs

Check the bottom of the news releases for associated backgrounders.

### VIDEOS

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- *Places in Time*
  - segments on “Riel House”, “Fortress of Louisbourg”, “Port-Royal” National Historic Sites of Canada

### OTHER RESOURCES

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#### WEB SITES:

- About Canada
- The Acadian Odyssey
- Canada: A People’s History - CBC
- Canada’s Digital Collections
- The Canadian Encyclopedia
- The Canadian West
- Dictionary of Canadian Biography Online
- Historica
- Museum of Civilization: “Exhibitions” > “Canada Hall”
- New France New Horizons
- Virtual Museum of New France

### Note

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*Links to all the Web sites on page 56 and this page are found at [www.pc.gc.ca/resource11](http://www.pc.gc.ca/resource11)*

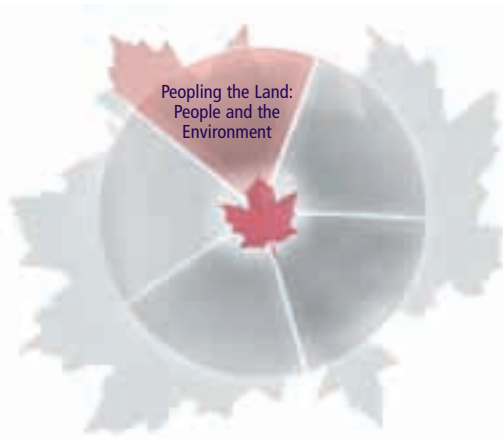


Batoche National Historic Site of Canada, Parks Canada, photographer: I. Wilson

# 11

## WORLD HERITAGE SITES OF CANADA (GRADES 9-11)

Old Town Lunenburg, Parks Canada, photographer: P. St-Jacques



Our precious and irreplaceable natural and cultural heritage must be protected so that future generations can inherit the treasures of the past. National and international efforts are undertaken to protect natural and cultural properties against the threat of damage. Preserving our heritage is the work of everyone.

Parks Canada protects nationally significant examples of Canada's natural and cultural heritage to foster public understanding, appreciation and enjoyment in ways that ensure their ecological and commemorative integrity for present and future generations. As well, the United Nations Educational, Scientific and Cultural Organization (UNESCO) defines and contributes to the preservation of sites throughout the world that are part of our global heritage, including 13 sites in Canada. Most of these sites face a variety of threats such as inappropriate developments and changes in land-use or pollution. Maintaining these sites has implications outside their actual boundaries. Although every site has different management needs, they all require our protection.

### To the Students

In this activity, you will:

- analyze problems and propose solutions to an environmental issue
- understand the interdependent nature of relationships among individuals, nations, human organizations and natural systems
- understand that the collective action of individuals can have a significant impact on solving environmental problems
- develop strategies to increase community awareness of and response to environmental concerns

#### PART A

1. Individually, jot down what comes into your mind when you think of the word "heritage". With your group, collate your ideas under the headings "Places", "People", "Events", and "Other". Discuss: What kinds of places do we Canadians consider to be the "keepers" of our heritage?
2. With your group, share your knowledge of World Heritage Sites. Use the UNESCO Web site <http://whc.unesco.org> for additional help. Discuss: What is a World Heritage Site? Why do we have World Heritage Sites? Who is responsible for caring for World Heritage Sites? What is the criteria for selection as a World Heritage Site?
3. Individually start a KWL (Know/Want to Know/Learned) chart. In the K column, list what you know about World Heritage Sites. In the W column, list any questions you have about World Heritage Sites. The L column can be completed as you work through the activity or once it is complete.

# To the Students

## PART B

1. Starting at the Parks Canada Web site [www.pc.gc.ca/spm-whs](http://www.pc.gc.ca/spm-whs), research the World Heritage Sites your group has been assigned. You are seeking general information about the World Heritage Sites as well as evidence of endangerment.
2. Record the information on a large chart under the following headings: Name, Location, Date Designated, Size, Why Designated, Features, Problems/Issues.
3. With your group, review your findings and select the site that has problems or issues that you have the most concerns about. Write a summary statement that makes a case for the importance of the park or site you chose and its threats. You need to convince the rest of the class that your choice is the one that needs the class' help.
4. Post your chart and present your case about your site to the class, making sure to support your choice with data.
5. The class will choose one site to investigate in greater detail.

## PART C

1. As a class, consider all the evidence that has been presented about the World Heritage Sites. Your task will be to select one site or park that is endangered or faces a threat and to which your class would like to provide some form of support. You will be developing a campaign to inform and involve others in supporting the World Heritage Site.
2. Establish a set of criteria that will help you make the decision. Consider issues such as:
  - Is the site in danger? from what? to what degree?

- What is the problem? What are the causes of the problem? the impact?
  - What has been done to date?
  - What needs to be done?
  - Is there anything you can do to make a difference?
3. Apply the criteria to the information that has been presented and select one site or park.

## PART D

1. You will be designing a multifaceted virtual or real strategy to "get the word out" to others in the community about the needs of the park or site and what can be done to improve the situation or deal with the threat. With your class, brainstorm a list of possible ways to communicate. You might choose, for example, a multimedia presentation, Web page, brochure, pamphlet or a community meeting. Select the strategies that you feel will be most effective for your chosen site or park and for your school and community.
2. In small groups, find out more about the site or park:
  - value of the park/site and to whom
  - natural and cultural history
  - the Aboriginal perspectives
  - information on the problem/causes, what has been done to date to address it, possible solutions, pros and cons of solutions
  - who needs to get involved and how
3. Decide how to communicate the information most effectively and prepare the campaign. If possible, carry out your campaign.



Waterton Glacier International Peace Park, Waterton Lakes National Park of Canada, Parks Canada, photographer: J. Yee

# To the Teacher

## ASSESSMENT

- Ask each student to write a short essay about why and how World Heritage Sites are vital resources and need to be preserved.
- When assessing the students' oral and written work, look for the degree to which they:
  - explain the environmental, historical and cultural-significance
  - describe the relationship among individuals, the environment and society
  - explore the strengths and weaknesses of the organizational approach to preservation
  - appreciate the impact of technology, tourism, and science on the sites
  - understand the political, social and economic implications
  - express different viewpoints
- See: [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher's Guide > Our Roots, Our Future > Curriculum Correlations to find:
  - a summary of the correlation with the curriculum for your province or territory
  - a more detailed explanation of the links between each activity and each provincial/territorial curriculum.



Kluane/Wrangell-St. Elias/Glacier Bay/Tatshenshini-Elsek, Kluane National Park and Reserve of Canada, Parks Canada, photographer: W. Neily

## TEACHER TIPS

- **Part A #3:** Ensure that locations, such as historic buildings and routes, landmarks where specific events occurred, and World Heritage Sites are included in the chart by the students. During the discussion, ensure that the students understand why these locations have been protected and the value they bring to our heritage and our lives.
- **Part B:** Divide the class into small groups and assign each of them several World Heritage Sites to research.
- **Part C:** To make the decision about the site or park for the class to focus on, use a decision-making process they have used before or design one with the class.

- **World Heritage Sites in Canada**

For criteria for selection, see <http://whc.unesco.org>

Canadian Rocky Mountain Parks  
Dinosaur Provincial Park  
Gros Morne National Park  
Head-Smashed-In Buffalo Jump  
Historic District of Québec  
Kluane/Wrangell-St. Elias/Glacier  
Bay/Tatshenshini-Elsek  
L'Anse aux Meadows National Historic Site  
Miguasha Park  
Nahanni National Park Reserve  
SGaang Gwaii (Anthony Island)  
Old Town Lunenburg  
Waterton-Glacier International Peace Park  
Wood Buffalo National Park

## To the Teacher

### RELATED ACTIVITIES

- Organize a simulation in which students can work in groups to apply and demonstrate their learning. Provide a case study or scenario about a World Heritage Site that is dealing with a specific threat. Refer to the Nahanni National Park Reserve Case Study found in “Protection of Our Natural Heritage – World Heritage Sites in Action” lesson plan at [www.pc.gc.ca/education](http://www.pc.gc.ca/education) > Teacher’s Corner > Teacher’s Resource Centre. Give each student a key perspective to take, for example, park manager, tourist, politician, builder, conservationist, animal activist, logger when discussing the issue. Group the students according to their role and have them work together to prepare their position before beginning the simulation.
- Have the students compare and contrast Canadian World Heritage Sites with those in another country. Are they experiencing the same issues or different issues? How are the issues being dealt with?
- Students can debate the statement: “We need to attract more people to World Heritage Sites to provide funding for maintenance and improvement.”
- Students can find out about the people involved in managing parks, sites and World Heritage Sites — backgrounds, educations, roles, career paths, etc. They can create a one-page career profile and file it with the guidance office.



Rabbit Kettle Hot Springs, Nahanni National Park Reserve, Parks Canada, photographer: M. Beedell

## Selected Resources

### PARKS CANADA WEB SITE

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[www.pc.gc.ca/resource12](http://www.pc.gc.ca/resource12)

### TEACHER'S CORNER

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- **Commemorating Canada's History:**
  - **People, Places, and Events:**
    - Search the keywords "Buffalo Jump", "Old Town Lunenburg", "Québec" (Fortifications of Québec)
    - Search the theme "Exploration" for "L'Anse aux Meadows"
  - Images of Parks Canada

### THIS WEEK IN HISTORY ARCHIVES

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- "A National Park is Abolished"
- "Conquering Mount Logan"
- "Head-Smashed-In Buffalo Jump"
- "The British Colony that Wasn't British"
- "Vikings in Canada"

### WHAT'S NEW

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- **News Releases**
  - "Search the keywords "UNESCO", "World Heritage"
  - Kluane/Wrangell-St. Elias/Glacier Bay/Tatshenshini-Elsek
  - L'Anse aux Meadows National Historic Site of Canada
  - Miguasha Park

- Miguasha World Heritage Site
- Nahanni National Park Reserve of Canada
- Old Town Lunenburg
- Tatshenshini World Heritage Site
- UNESCO in Canada
- Waterton Glacier International Peace Park

Check the bottom of the news releases for associated backgrounders.

### VIDEO

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- Places in Time
  - Includes images of and information about Banff National Park of Canada, Head-Smashed-In Buffalo Jump National Historic Site of Canada, Historic District of Québec, Old Town Lunenburg Historic District

### OTHER RESOURCES

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Web Sites:

- Canada: A People's History
- Great Canadian Parks
- History Lands
- Historica
- UNESCO

### Note

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Links to all the Web sites on this page are found at [www.pc.gc.ca/resource12](http://www.pc.gc.ca/resource12)



Head-Smashed-In Buffalo Jump, Parks Canada, photographer: Jazhart Studios

# ASSESSMENT AND STUDENT ACTIVITY WORKSHEETS

Lunenburg Academy National Historic Site of Canada, © Parks Canada

## CULMINATING ACTIVITY: HISTORY CLOSE TO HOME

### Assessment Rubric

Student \_\_\_\_\_

Date \_\_\_\_\_

	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>explains the history of the community from its founding to the present in a limited way</li> <li>understands the process for designating national historic sites of Canada in a limited way</li> </ul>	<ul style="list-style-type: none"> <li>explains the history of the community from its founding to the present to some extent</li> <li>understands the process for designating national historic sites of Canada to some extent</li> </ul>	<ul style="list-style-type: none"> <li>generally explains the history of the community from its founding to the present</li> <li>generally understands the process for designating national historic sites of Canada</li> </ul>	<ul style="list-style-type: none"> <li>comprehensively explains the history of the community from its founding to the present</li> <li>thoroughly understands the process for designating national historic sites of Canada</li> </ul>
<b>Inquiry and Research Skills</b>	<ul style="list-style-type: none"> <li>analyzes primary and secondary sources of information to a limited extent</li> <li>makes limited effective use of the Internet as an information source</li> </ul>	<ul style="list-style-type: none"> <li>analyzes primary and secondary sources of information to some extent</li> <li>makes some effective use of the Internet as an information source</li> </ul>	<ul style="list-style-type: none"> <li>generally analyzes primary and secondary sources of information</li> <li>makes generally effective use of the Internet as an information source</li> </ul>	<ul style="list-style-type: none"> <li>thoroughly analyzes primary and secondary sources of information</li> <li>makes insightful and effective use of the Internet as an information source</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>communicates with limited effectiveness with a variety of audiences for a variety of purposes</li> <li>communicates information in text and images with limited effectiveness and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>communicates with some effectiveness with a variety of audiences for a variety of purposes</li> <li>communicates information in text and images with some effectiveness and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>communicates with general effectiveness with a variety of audiences for a variety of purposes</li> <li>communicates information in text and images with general effectiveness and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>communicates with a high degree of effectiveness with a variety of audiences for a variety of purposes</li> <li>communicates information in text and images with complete effectiveness and accuracy</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>applies a decision-making process with limited effectiveness</li> <li>contributes to the group task with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>applies a decision-making process with some effectiveness</li> <li>contributes to the group task with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>applies a decision-making process with general effectiveness</li> <li>makes effective contributions to the group task</li> </ul>	<ul style="list-style-type: none"> <li>applies a decision-making process with complete effectiveness</li> <li>makes highly effective contributions to the group task</li> </ul>

# ASSESSING RESEARCH SKILLS (GRADES 5-7)

Student \_\_\_\_\_

Date \_\_\_\_\_

To the Teacher: This assessment sheet can be used in its entirety or specific sections can be used, depending on the focus of the research activity. It can be used for teacher, peer, and self-assessment.

Level 1 begins to address the requirements

Level 3 meets the requirements

Level 2 approaches the requirements

Level 4 exceeds the requirements

Stages of Research	Achievement Levels			
	1	2	3	4
<b>Define Task</b>				
develop/understand research question				
<b>Plan</b>				
manage time to meet deadlines				
<b>Identify Possible Resources and Their Location</b>				
distinguish between primary and secondary resources				
use index, outline, table of contents and abstract to locate information				
use search tools appropriate to specific resources and databases				
prepare a preliminary list of works to be cited				
<b>Evaluate Resources and Information</b>				
seek high quality sources of information				
differentiate between fact and opinion				
assess usefulness of primary and secondary resources and specific information				
<b>Gather and Record Information</b>				
use index, outline and table of contents to locate information				
locate information in a variety of formats, e.g., Internet, books, newspapers, interviews				
explore different sources of information, e.g., people, Internet, library				
scan for relevant facts and information				
take notes using own words (paraphrasing, summarizing)				
track sources for works cited				
comply with copyright rules				
<b>Organize Information</b>				
use graphic organizers to generate ideas, record and organize information				
create a logical and coherent structure				
<b>Think and Apply</b>				
read, reflect on and organize information				
form a conclusion				
create an original decision or solution				
recognize various points of view				
<b>Report</b>				
share conclusions orally, in writing or in a presentation				
<b>Cite Sources</b>				
create a list of works cited using the appropriate style				
<b>Reflect</b>				
compare results with established criteria, e.g., checklist, rubric				
reflect on the research process — what worked, what didn't				
gather feedback from others				
consider what to do differently another time				

# ASSESSING RESEARCH SKILLS (GRADES 8-10)

Student \_\_\_\_\_

Date \_\_\_\_\_

To the Teacher: This assessment sheet can be used in its entirety or specific sections can be used, depending on the focus of the research activity. It can be used for teacher, peer, and self-assessment.

Level 1 begins to address the requirements

Level 3 meets the requirements

Level 2 approaches the requirements

Level 4 exceeds the requirements

Stages of Research	Achievement Levels			
	1	2	3	4
<b>Define Task</b>				
formulate possible research questions				
select and refine research questions				
<b>Plan</b>				
follow a schedule for completion				
manage time to meet deadlines				
<b>Identify Possible Resources and Their Location</b>				
distinguish between primary and secondary resources				
use index, outline, table of contents, and abstract to locate information				
use search tools appropriate to specific resources and databases				
prepare a preliminary list of works to be cited				
<b>Evaluate Resources and Information</b>				
evaluate currency, relevancy, and authority				
differentiate between fact and opinion				
detect bias				
<b>Gather and Record Information</b>				
skim to extract main and subordinate ideas				
scan for facts and specific information				
take notes systematically using own words (paraphrasing, summarizing)				
quote directly from text using the appropriate format				
update works cited as needed				
comply with copyright rules				
<b>Organize Information</b>				
use graphic organizers to generate ideas, record and organize information, identify gaps, visualize relationships				
<b>Think and Apply</b>				
read, reflect on and organize important information				
form conclusions				
demonstrate understanding of the significance of findings				
acknowledge various points of view				
analyze and assess the relative reliability of varying points of view				
<b>Report</b>				
share conclusions orally, in writing or in a presentation				
create an original product				
<b>Cite Sources</b>				
list works cited following appropriate style guide				
<b>Reflect</b>				
check work against established criteria				
self-evaluate strengths and weaknesses and set future goals for improvement				

# ELECTRONIC RESEARCH SKILLS

Student \_\_\_\_\_

Date \_\_\_\_\_

## I know how to:

- access and use on-line listings (from the Web, from school computers)
- access and use electronic databases
- use an Internet browser (Netscape, Internet Explorer)
- access and use specific databases
- evaluate the reliability of information from the Internet
- understand authorship and copyright issues as they relate to electronic information
- correctly cite an electronic resource
- use and evaluate the results of Web search engines such as Google or YaHoo
- balance and integrate Internet-based information with information from other sources, e.g., printed texts, interviews
- access and use Internet research tools and resources

Adapted from [www.luc.edu/infotech/checklist.htm](http://www.luc.edu/infotech/checklist.htm)

# ASSESSING TEAMWORK SKILLS

Student \_\_\_\_\_

Date \_\_\_\_\_

## Management of Self

- I listened actively and with a purpose.
- I spoke clearly and made sure I was understood.
- I respected the values and views of others.
- I was able to compromise.
- I dealt with criticism and disagreement.
- I recognized and addressed personal strengths and weaknesses.

## Management of Others

- I participated readily in the exchange of ideas.
- I enabled others to contribute and drew in reluctant members.
- I promoted co-operation within the group.
- I provided leadership to the group.
- I supported others for their contribution.
- I offered and accepted constructive criticism.
- I made use of the expertise of others.

## Management of the Task

- I helped make sure we all understood the task.
- I planned a course of action with the group.
- I carried out the tasks I was responsible for.
- I was flexible and adaptable.
- I helped others with their tasks.
- I helped assess the quality of our work.

# TEACHER'S NOTES

## *Places in Time*

The accompanying video to this teacher's guide, *Places in Time*, examines some of the places, people and events that shaped our country. It is a journey through Canada's twenty thousand years of history, an exploration of some of the defining moments of our past.

Lively, entertaining and enlightening, *Places in Time* provides audiences with more than a journey through time, it helps us understand Canadians' commitment to preserving and celebrating their heritage.

**The video script and a list of the national historic sites** featured in *Places in Time* are available as additional resources at [www.pc.ca.ca/education](http://www.pc.ca.ca/education) > Teacher's Guides > Our Roots, Our Future > Places in Time video.

We invite you to discover *Places in Time*.



*Please send us your comments and ideas for activities using*

# OUR ROOTS, OUR FUTURE

*Experiencing Canada's  
National Historic Sites in the Classroom*

PARKS CANADA  
25 EDDY STREET  
GATINEAU, QUEBEC  
CANADA  
K1A 0M5

[www.pc.gc.ca](http://www.pc.gc.ca)



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