



## Some Quick Lesson Ideas (3)

Activities for use with the Pioneers and Immigrants section of the *Canada in the Making* site

Below are a series of lesson ideas for use with the *Canada in the Making* Web site. Some may require the use of outside sources.

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### Contents

What to Bring?.....	1
Immigration Flag Timeline.....	2
Great Canadian Immigrants.....	2
The CPR.....	2
Explorers' Biographies.....	3
Different Nations, Different Histories.....	3
Starting a Colony in New France.....	4
The Missionaries.....	4
Geographical Challenges.....	5
The Loyalists.....	5

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### What to Bring?

Settlers had to make sure they were properly supplied before setting out to the frontier. Students could work alone or in groups to develop a list of supplies required to travel to the Prairies and start a farm before there were trains. They could compare this to the period after trains crossed the nation.

The links below show the various goods for sale or trade by the Hudson's Bay Company in 1706. It may help students think about the technology available in earlier times and the tools and other goods necessary for frontier life.

- URL: [http://www.canadiana.org/hbc/\\_popups/PAMalbany1\\_e.htm](http://www.canadiana.org/hbc/_popups/PAMalbany1_e.htm)
- URL: [http://www.canadiana.org/hbc/\\_popups/PAMalbany2\\_e.htm](http://www.canadiana.org/hbc/_popups/PAMalbany2_e.htm)
- URL: [http://www.canadiana.org/hbc/\\_popups/PAMalbany3\\_e.htm](http://www.canadiana.org/hbc/_popups/PAMalbany3_e.htm)

## Immigration Flag Timeline

Students could research the different nationalities that immigrated to Canada and create a timeline of flags for all the nationalities that have come to Canada. The flags would be placed under the period in which that group came in significant numbers. For example, most immigration to New France (ca. 1600 – 1763) was from France (students could look up the historical flag of France before the French Revolution). Many other nationalities came to the Prairies in the period from 1896-1914.

A variation on this idea would be to have a map with flags pinned to different regions. The years of immigration could be written under each flag.

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## Great Canadian Immigrants

Students could research great Canadians who were not born in Canada. For example, Alexander Mackenzie, Canada's second Prime Minister, was born in Scotland. Three good places to start this research are the *Canada in the Making* Biographies page, the Library and Archives site, and the Dictionary of Canadian Biography Online:

- CITM Biographies URL: [http://www.canadiana.org/citm/reference/biographies\\_e.html](http://www.canadiana.org/citm/reference/biographies_e.html)
  - LAC *Memorable Canadians* URL: <http://www.collectionscanada.ca/8/2/index-e.html>
  - *Dictionary of Canadian Biography Online* URL: <http://www.biographi.ca/index2.html>
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## The CPR

Students could research the history of the CPR in groups. Areas to explore include:

- Key historical figures (e.g. Sir John A. Macdonald) who moved the railway forward or who slowed it down.
- The reasons the railway was built.
- Promises made by the governments of the day
- Geographical challenges with construction.
- The Pacific Scandal
- The role and difficulties of immigrants in building the railway (e.g. Chinese laborers).
- The long-term impact of the railway's construction.

Sites to visit include:

*Canada in the Making: Building the National Railways*

- URL: [http://www.canadiana.org/citm/themes/pioneers/pioneers9\\_e.html](http://www.canadiana.org/citm/themes/pioneers/pioneers9_e.html)

The Canadian Pacific Railway History site

- URL: <http://www.cprheritage.com/history.htm>

The Canadian Encyclopedia

- URL: <http://www.thecanadianencyclopedia.com>

*Dictionary of Canadian Biography Online*

- URL: <http://www.biographi.ca/index2.html>

## Explorers' Biographies

Create a timeline of Canadian exploration. Research the explorers of Canada, including some of the figures below:

- Roald Amundsen
- William Baffin
- Vitus Jonassen Bering
- John Cabot
- Jacques Cartier
- Samuel de Champlain
- James Cook
- The Corte Real family
- John Davis
- Médard Chouart Des Groseilliers
- First Nations Peoples
- John Franklin
- Simon Fraser
- Martin Frobisher
- Samuel Hearne
- Juan Pérez Hernandez
- Henry Hudson
- Inuit Peoples
- Louis Jolliet
- Henry Kelsey
- James Knight
- The La Vérendrye family
- René-Robert Cavelier de La Salle
- Urey Fyodorovich Lisiansky
- Alexander Mackenzie
- Jacques Marquette
- Estebán José Martínez
- Matonabee
- Robert McClure
- Christian Missionaries
- Francisco A. Mourelle de la Rúa
- The Norse (Vikings)
- John Palliser
- William Parry
- Peter Pond
- Pierre Esprit Radisson
- John Ross
- William Stuart
- Thanadelthur
- David Thompson
- George Vancouver
- G. Voznesenskii
- Lavrentii Alekseevich Zagoskin

Three excellent sources of information on explorers and exploration are:

*Pathfinders and Passageways* (Library and Archives of Canada)

- URL: <http://www.collectionscanada.ca/explorers/index-e.html>

*Passageways: True Tales of Adventure for Young Explorers* (Library and Archives of Canada)

- URL: <http://www.collectionscanada.ca/explorers/kids/index-e.html>

*Dictionary of Canadian Biography Online*

- URL: <http://www.biographi.ca/index2.html>

As an extended activity, students can try to find works written by explorers on the Early Canadiana Online database at URL: <http://www.canadiana.org>.

## Different Nations, Different Histories

Students could explore the various groups that settled Canada. In groups or individually, they could explore:

- The reasons the settlers came to what is now Canada.
- What it was like in their home countries at the time.
- What kind of reception they received when they arrived.
- How they contributed to Canada's history and culture.

## Starting a Colony in New France

The settlement of New France presented a challenge to colonial authorities and French authorities in France. The weather, isolation, hostile local inhabitants, scurvy – all these challenges and more made New France unattractive to many... and those that did come often died, particularly in the early years.

Students could discuss in groups the conditions needed for a successful colony in such circumstances. This table might help their thinking:

Challenges	Equipment/tools/medicine (etc.) needed to overcome the challenge	People/skills needed to overcome the challenge
1. Cold climate	Warm housing – need woodcutting tools (axes, saws, carpenters tools) Warm clothing – furs and wool clothing, sheep	Carpenters Lumberjacks Fur trappers Shepherds
2.		
Etc.		

Students should try to remember that people had different attitudes at the time. For example, religion was very important.

Students could then try to outfit the ideal expedition to New France. How many people would it take? How many supplies? Ships?

## The Missionaries

Religion was a very important part of life in the time of New France. Europeans felt a genuine obligation to spread their faith across the globe. With this in mind, France sent missionaries around the world – including New France. The effects were not always what they expected. Students could explore some of the writings of the missionaries and comment on what they wrote about.

*The Jesuit relations and allied documents: travels and explorations of the Jesuit missionaries in New France, 1610-1791: the original French, Latin, and Italian texts, with English translations and notes*

- URL: <http://www.canadiana.org/ECO/ItemRecord/07535> (vol 1)
- URL: <http://www.canadiana.org/ECO/ItemRecord/07536> (vol 2)
- etc, until
- URL: <http://www.canadiana.org/ECO/ItemRecord/07605> (vol 71)

**Note:** The Jesuit letters – primary source documents – were widely popular in France at the time they were written. People were curious about the New World.

## Geographical Challenges

Each geographical region of Canada presented different challenges to settlers. Students could divide the map of Canada into regions and explore the following issues:

- Why would people want to move there? Consider natural resources, climate, trade, etc.
  - What would make settling there difficult? Consider weather, terrain, vegetation, food supply, etc.
  - What methods did different settlers use to overcome the challenges? Consider especially Aboriginal peoples and their contributions [to] European survival.
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## The Loyalists

After the American Revolution, Loyalists moved north into what is now Canada. Students could explore:

- The regions into which they settled.
- The different kinds of Loyalists, and their characteristics. Consider Aboriginal Loyalists, Black Loyalists and other.
- Were there different reasons for groups to remain loyal to the British Crown? What were they?
- Was everyone who came north motivated by loyalty to the British Crown? What other motives might there be?

Some sources of information:

Loyalists, the First Refugees

- URL: [http://www.canadiana.org/citm/themes/pioneers/pioneers4\\_e.html](http://www.canadiana.org/citm/themes/pioneers/pioneers4_e.html)

Black Loyalists: Our History, Our People (Canada's Digital Collections)

- URL: <http://collections.ic.gc.ca/blackloyalists/wireframe.htm>

The Canadian Encyclopedia

- URL: <http://www.thecanadianencyclopedia.com>