

HOW DID RESISTANCE TO THE FEDERAL GOVERNMENT REDEFINE CANADA?



LEARNING GOALS

As you worked through this chapter, you had opportunities to

- evaluate the impact of resistance on Canada during the late 1800s
- analyze the causes of the tensions between the federal government and different groups during this time

- examine the changes that came about as a result of conflict between groups and governments and their policies
- analyze demographic maps

In this chapter, you learned how the Métis and First Nations peoples tried to address problems in their communities through resistance to the government policies that ruled their lives. You also learned how women were trying to redefine their roles and participate in public life. Finally, you learned about how provinces and their people resisted federal control. Sometimes, this meant peaceful resistance through petitions, lawsuits, or campaigns. Other times, people resorted to violent resistance to protest unfair treatment.

Summarize Your Learning

Now that you have read Chapter 4, you are ready to answer the Chapter Big Question: How did resistance to the federal government redefine Canada? Select one of the following tasks to summarize your learning:

- Create a poster that shows the conflicts between the federal government and various groups: the provinces, First Nations, Métis, and women. Show the main things that different groups wanted and also how the federal government responded.
- Design a graphic organizer that displays the inequality between groups and regions. Ensure you take different perspectives into consideration.

- FORMULATE QUESTIONS** Think about the differences between groups and regions in Canada between 1850 and 1890. Create an inquiry question that will help you better understand these differences.
- CAUSE AND CONSEQUENCE** Write a script for a debate between two people who are deciding whether or not to use peaceful or violent protests in the Northwest Resistance. Explain both sides using evidence.
- CONTINUITY AND CHANGE** Design an election poster for John A. Macdonald's Conservative government. The poster should advertise how the country is stepping into a brand new period of prosperity as a result of Confederation. Include before and after images to show the beginning of the new age.
- HISTORICAL PERSPECTIVE** Write a letter from the perspective of a person living in some part of Canada during the period from 1885 to 1890. Try to think about what people had and did not have back then in order to make your letter sound like it was from the past.
- HISTORICAL SIGNIFICANCE** Make a list of five different things that occurred in this period that have made Canada the place it is today. Try to order these things in terms of most to least important, and explain why you ordered them in the way you did.
- HISTORICAL SIGNIFICANCE** Choose a historically significant event that occurred during the 1885 Northwest Resistance that is positive and one that is negative. Explain your reasoning using evidence.
- GATHER AND ORGANIZE** Create a chart that shows all of the benefits of Confederation and all of the disadvantages of Confederation.
- COMMUNICATE** Create a pamphlet that supports temperance. Use evidence from this chapter to help you create your pamphlet. Make sure to consider who your target audience is.

UNIT 1 CHALLENGE CHECK-IN

Record your responses to these questions in your log book.

- Gather information and evidence to help you answer the following questions: Why did different groups of people resist the federal government? How did they resist the government? What were the positive, negative, intended, and unintended consequences of these resistances?
- Review the Focus On: Interpret and Analyze feature on pages 116 to 117. Based on the criteria provided, interpret and analyze the information and evidence that you have gathered for question 1. What new understanding do you have after analyzing the information and evidence?
- Create a list of criteria to determine what *unity* means. For example, a criterion might be “achieving strength in numbers” or “reaching a goal through cooperation.” Then use your criteria to assess each group in terms of whether resistance unified the group or not. What new information did you learn?
- Review the description of the Unit 1 Challenge on pages 18 to 19 and the notes that you made in your log book for Chapters 1, 2, and 3. What story emerges from the notes that you made for all four chapters? Are there perspectives that are missing? If so, what kinds of sources would you need to find these perspectives? What new understandings do you have?