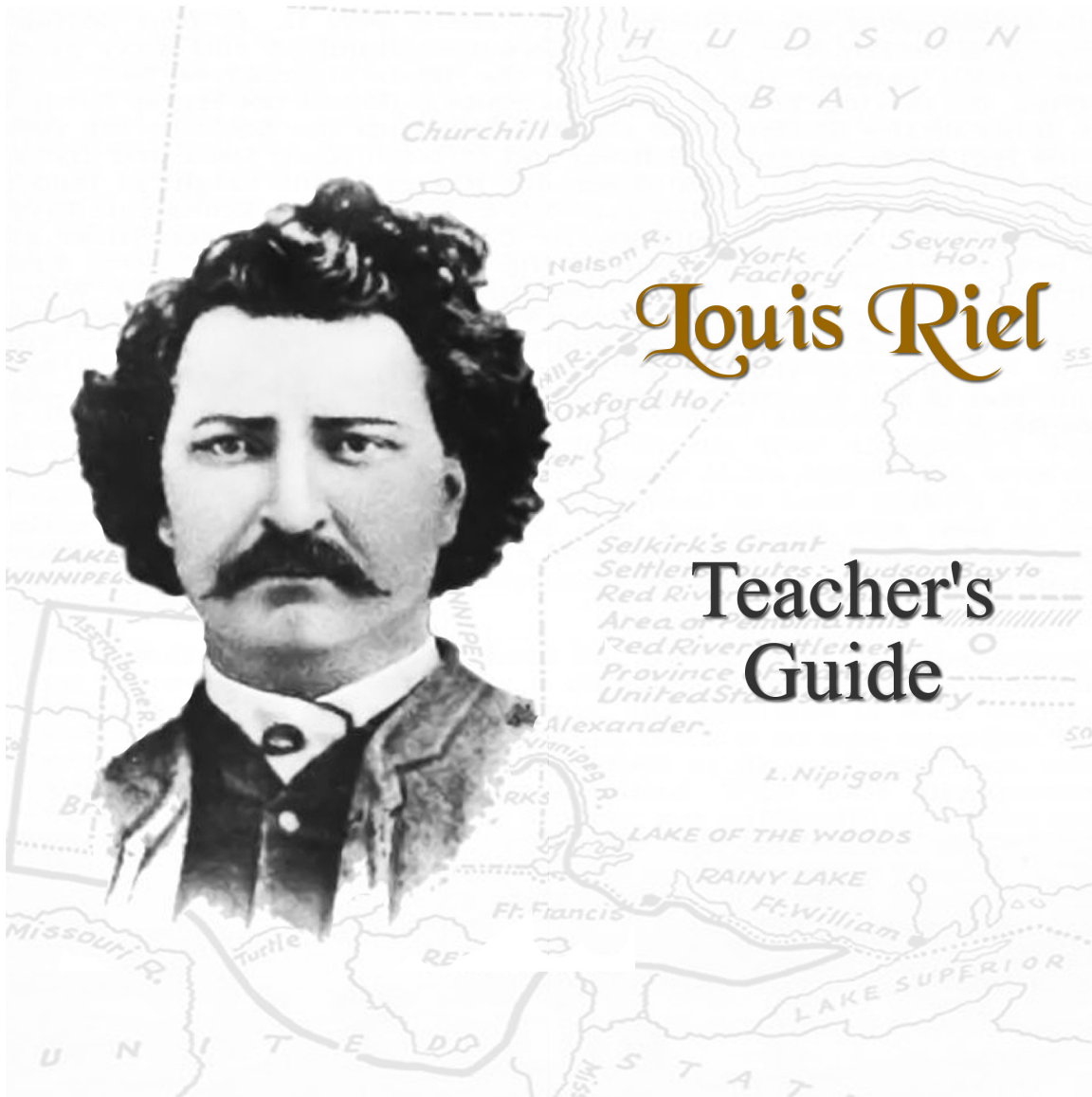


# History On Trial

Bringing history to life in the classroom



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### Introduction



To the Métis, Louis Riel was and remains an iconic champion of their political and language rights. To his opponents Riel was no better than a murderer whose vanity, greed and ambition led him to the treasonous act of waging war against the government of Canada. To be sure Canada has changed significantly since the years when the rebellions in the North-West made headlines across the country. The sounds of the rhetoric and vitriol that once marked both Riel's actions and the response to them have long since passed but their echoes remain.

For the Métis, faced with a policy of Canada's western expansion and settlement which threatened to drown out their voices, Louis Riel was the right man at the right time. Charismatic and outspoken in his defence of their rights, his leadership was by turns both pragmatic and militant and has had a profound influence on Canadian society. The protest actions used today by First Nations and Métis people, and the Charter of Rights and Freedoms guaranteeing minority rights are two threads of Canadian history that can both be traced back to Riel.

But as for Riel himself the tinge of controversy remains because of the violence of his actions. Forming two Provisional Governments without authorization, the execution of Thomas Scott and armed rebellion at Batoche are distinct counterpoints to the conciliatory view Canadians have of themselves. However, the very fact of these events reminds us that where Canada started and where it is now is not the same place. Yet those two points are most definitely joined as a result of the rebellions in the North-West.

Our goal is to help students make the link between the past and present by recognizing that the events, characters and ideas that shaped our past were as real as any that shape our world today, and that they still influence the world we see around us.

The History On Trial presentations take students on a uniquely different journey into history that challenges them by engaging them in historical events. By exploring both sides of an issue through a dramatized trial we are helping students to see history in more than just the single dimension of received wisdom. We are looking to provide a better understanding of history by allowing students to participate in it through an active examination of the facts and then deciding the truth for themselves.

## Introduction

# The History On Trial - Louis Riel Learning Package

We invite you to explore the History On Trial – Louis Riel Learning Package which contains lessons designed to complement the History On Trial – Louis Riel courtroom dramatization. Some of the topics covered in the lessons are not covered in the dramatization, although they may be referred to in it. They are included here however to provide teachers with ideas and resources to support learning about Louis Riel, the Métis and Canadian history during the 19<sup>th</sup> century. The lessons can be used before, during or after viewing the trial dramatization but we suggest that students have some familiarity with the topic before viewing the film.

The lessons in the Resource Learning Package components for students in grades 7 and 8. Flexibility in how teachers wish to cover the lessons has been built into the Resource Learning Package. There is a scenario that builds on itself in lessons one through three which can be covered in sequence. This scenario is a contemporary one but mirrors the concepts and ideas presented in the historical material that is covered. The scenario is also designed to be modular and each module can be used on its own and slightly modified to focus on a specific aspect of the material covered. Teachers who wish to skip the scenario and simply focus on the historical material presented in the lessons can do that as well.

The contents represented in this resource provide one possible interpretation regarding Louis Riel and related historical events. Many other points of view and perspectives exist and should be considered and encouraged during critical thinking with students on these topics.

Great sensitivity and consideration of the context of one's classroom, students and community are required when discussing potentially controversial and sensitive topics related to Louis Riel, such as politics, belief systems, Métis rights, government actions, historical accuracy and perspectives, religion, spirituality, language, culture, capital punishment, treason, heroism, and mental illness.

Any references to religion or religious beliefs and values reflect one possible interpretation of beliefs and events. As well, these references are **not** intended to imply that religion is the same as spirituality or that it has the same meaning for Métis peoples. It is respected that different understandings and meaning exist regarding these ideas.

It is recommended to **not** focus extensively on the mental state of Riel or on the terminology provided regarding mental illness. Any references to these points are intended largely as references for the teacher more so than for students.

## Introduction

The internet sites referenced in this resource are intended to provide additional context and points of view regarding Riel and related topics; however, given the dynamic nature of such sites their contents have not been authorized by Alberta Education. Please preview each site and materials prior to use to ensure accuracy and appropriateness for your students and community.

Finally, the last lesson deals specifically with the History On Trial – Louis Riel courtroom presentation for teachers wishing to make that the focus of study. Teachers are encouraged to review the materials and select aspects that will meet the needs, abilities and interest of their students.

### 1. Teacher's Guide

The teacher's guide provides a selection of individual lessons for teachers to use in the classroom. Each lesson includes learning objectives, focus questions, approximate timeframe, keywords, background information, suggested procedures, teacher resources, and supporting websites. There are also graphic organizers for students with special needs. Several extension activities are also included. Each lesson is a discrete idea to use as appropriate in the classroom. The Teacher's Guide also contains the material provided in the Student's Guide for the various lessons and exercises.

### 2. Picture Galleries

The picture galleries support the lessons and include historical photos from various public archives and private collections.

### 3. Historical Readings

Part of the package is a collection of passages from historical documents gathered from public and private collections. These passages provide authentic historical resource material for background information. The reading level may be too high for younger students to read independently, but teachers might wish to read the passages aloud or describe the information.

### 4. Student Online Activities

The student online component supports the lessons outlined in the teacher's guide and provides a variety of illustrated maps, background information, picture galleries, and the historical readings.

## Cultural Sensitivities

We recognize that this document focuses on the events and action that took place in Canada during the 19<sup>th</sup> century. It contains lessons that illustrate discrete aspects of the history of Canada related to the role of the Métis and the uprisings in the North-West.



## Introduction

Teachers are encouraged to meet with Aboriginal consultants in their school district and/or Alberta Education to discuss how to complement using this resource in their classroom(s) This will assist teachers in building a foundation for a shared future with Métis and Aboriginal people in Canada.

When using or developing resources and curriculum material that integrates Aboriginal content, teachers are encouraged to consider the following values:

- hearing from the source to ensure authentic Aboriginal voice and content, instead of simply relying on research done by non-Aboriginal people
- establishing personal relationships with Aboriginal people who are sources of the knowledge
- recognizing the great diversity among Aboriginal people
- respecting community-based protocols for communication when seeking information
- always including the source and the context in which the stories and resources were provided

## Prescribed Learning Outcomes

This resource package is geared mostly towards students in grades 7 and 8 with general Prescribed Learning Outcomes identified in the activities. Augmented activities are suggested for younger students. Generally, the lessons in this resource package address social studies learning outcomes related to skills and procession including:

- critical thinking
- mapping
- gathering information
- presentations

The lessons also address English Language Arts learning outcomes related to:

- oral language (listening and speaking)
- reading and viewing
- writing and representing
- perspective and analysis

## Introduction

### Assessment

Assessment practices in the Learning Resource Package involve the creation of a rubric for several of the lessons as well as peer-to-peer assessments for some activities. Teachers are encouraged to use other assessment tools as needed.

### Complementary Reading

Teachers may consider supplementing the lessons by having students read books related to this time period in Canadian history. A few suggestions follow. Some of these items may be out of print, identified by “o/p” but may be available in your school or public library.

#### **Louis Riel and the Métis**

*The Scorched-Wood People*, by Rudy Wiebe

*Louis Riel v. Canada: The Making of a Rebel*, by J.M. Bumsted

*Louis Riel: Firebrand*, by Sharon Stewart

*Riel's People: How the Métis Lived*, by Maria Campbell

*The Rising of the Red Man: A Romance of the Louis Riel Rebellion*, by John Mackie

### Learning Strategies

The learning strategies provided in the lessons are suggestions only. Teachers are invited to use their preferred instructional tools if more appropriate to the class. These strategies might include Think-Pair-Share, B-K-W-L-Q charts, Venn diagrams, Partner Talk, Sort and Justify, 3-2-1 and so on.

### Resources

Throughout this document, additional resources have been identified including web links. The web links have been selected from sites that most likely will remain in operation for a significant period of time. It should be noted that this is a selection of web links rather than an exhaustive list of all possible links on these topics. At the time of posting these web links were accessible.

## Lesson 1 – The Red River Settlement

### Learning Objective

- Students will gain an understanding of the reasons for, and the sequence of the establishment of the settlement of the Red River colony
- Development of research skills
- Use of problem-solving and teamwork skills to simulate a settlement experience
- Communicate the results of their research and problem-solving



1812 landing of the  
Selkirk Settlers

### Previous Knowledge

Students need to have an understanding of web navigation tools, basic style and language conventions for formal writing and presentation skills.

### Timeframe

Three days.

### Focus Questions

- Who were the first settlers in the Selkirk Settlement?
- What was the purpose of starting the settlement?
- Why would people leave home to take up life in a settlement?
- What conditions would the settlers have encountered when they first arrived?

### Terminology

1. **Emigrate** – to leave one place or country in order to settle in another
2. **Lord Selkirk** – Scottish born 5<sup>th</sup> Earl of Selkirk, used his money to buy the Hudson's Bay Company in order to get land to establish a settlement on the Red River in Rupert's Land in 1812
3. **Red River** – a river that flows North Dakota north into Lake Winnipeg
4. **Exonerate** – to clear or absolve from blame or a criminal charge
5. **Hudson's Bay Company** – an English company chartered in 1670 to trade in all parts of North America drained by rivers flowing into Hudson's Bay
6. **North West Company** – a fur trading business headquartered in Montréal from 1779 to 1821 which competed, often violently, with the Hudson's Bay Company until it merged with the Hudson's Bay Company in 1821
7. **Rupert's Land** – the territories granted by Charles II of England to the Hudson's Bay Company in 1670 and ceded to the Canadian government in 1870

8. **Council of Assiniboia** – created by the Hudson’s Bay Company to govern Rupert’s Land following its merger with the North West Company; an unelected body consisting of Protestant and Roman Catholic clergy, Francophones, Métis and Anglophone country born

## Procedure

### Part 1 – Setting Up a Colony

#### (In-class group or pair activity – Day 1)

1. Using a familiar classroom strategy (e.g. webbing, brainstorming, B-K-W-L-Q Chart), engage students in a discussion about settlements and setting up a colony to set the stage for this activity and to activate prior knowledge.

#### (In-class group or pair activity - Day 2)

2. Present to the class a scenario where the students must move to an island, planet or newly discovered land where the students will be migrating to in order to set up a new society. The students are then asked to decide what will be needed for short-term survival (e.g. water, food, shelter, etc.). The class will then be divided up into groups with each surveying and creating a map of their new home. The map will include physical features and the location of resources needed to accomplish their goals. A list of things to consider when creating a settlement is on page 19. (Note: This activity is extended in to Lesson 2, part 1. See note page 26-27).
3. Groups present their maps and the class decides on the best one. The teacher will make copies of it to use as the basis for future plans. The teacher will lead a discussion on why it is important to have strong leadership in a community and candidates wishing to become leader will have time to prepare a statement as to why they should be selected as the leader. While this is happening, the rest of the class discusses what they want in a leader and prepares a rubric to help them choose their leader. The candidates have two minutes to state their case and then a vote is held to choose a leader. From this point on the leader, rather than the teacher, leads all discussions.

#### (In-class group or pair activity - Day 3)

4. Have the class decide what jobs need to be done (e.g. acquire food, gather water, etc.) and how many of the class are needed for each job. Students either sign up for it or are selected for the jobs by the leader, with assistance from the teacher. Winter months should be taken into account in their planning. Each group then meets to plan out its job action, prepare a presentation for the class either as a report or a creative presentation.

5. (Post activity) - Ask the students to reflect on the situation and come up with a list of challenges needed to be overcome and strategies to achieve their goals.

## **Part 2 – Mapping**

### **(Home work or independent activity)**

1. Provide students with the map on page 17 (page 9 of Student Guide Lesson 1). Younger students could be provided with the answer key maps to identify major features and to colour the map to appreciate the routes of the settlers. Older students could map the different routes the settlers took to the Red River Settlement when their research is complete.

Note: Settlers travelling to the Red River Settlement used different routes depending on the time they arrived there. The maps provided focus on the initial and subsequent main routes used. Students are likely to find additional routes while doing their research.

As well, the detail on the maps of Canada provided is not sufficient to adequately show the methods of travel by the early settlers and fur traders as they moved westward across the continent. Because the Canadian Shield and the Prairies were fairly level, it was possible for explorers to paddle and line (pull) their canoes up streams to reach the headwaters, portage over the low height of land to the headwaters of the next river system, and then paddle downstream and westward – making the canoe the major method of transportation during the fur trade era.

## **Part 3 – Red River Settlement**

### **(Home work or independent activity)**

1. During the same timeframe as Part 1 have students complete research on the Red River Settlement to learn about the settlers and discover early difficulties, challenges and successes. Include such things as:
  - who they were
  - what forms of transportation they used to get to the settlement and when they arrived there
  - what difficulties they faced in getting there
  - what tools and equipment the settlers might need on their journey and at the settlement
  - describe the uses and unique features of the Red River cart

Information for this exercise can be put into the Red River Settler and Red River Settlement Information Charts on pages 22 and 24 (pages 12 and 13 of Student Guide Lesson 1).

2. Have teams or individuals present their research on the Red River settlement to the rest of the class. A wall map of North America would be useful to assist students in showing the routes of the settlers.
3. Ask the students to examine and compare their experiences creating a settlement with the experiences of the Red River Settlers.

### Extensions

1. Discuss sustainable development then have the groups develop their settlement for the future keeping goals for sustainable development in mind. Have the class decide what is needed for a more permanent settlement (e.g. infrastructure, social and health services, etc.).
2. Give the students a creative writing assignment describing the settlement after 20 years, or construct a model of 10, 20 or 50 years into the future, or create a video of the first few days of the new settlement.
3. Have the students take on the role of someone in the settlement (e.g. a HBC or NWC fur trader, a coureur de bois member of the fur brigades, a priest, a Grey nun, a Métis, etc.) and have them create a journal of that character's life in the settlement and how it changes over a period time.

### Resources

- B-K-W-L-Q Chart
- Map 1 – Migration Route of the Selkirk Settlers
- Map 1 – Migration Route of the Selkirk Settlers Answer Key
- Factors Determining Settlement Location
- Reading – The Red River Settlement
- Red River Settler Information Chart
- Red River Settler Information Chart Answer Key
- Red River Settlement Information Chart
- Red River Settlement Information Chart Answer Key
- History On Trial – Louis Riel website – Student's Guide Lesson 1

### Web Resources

#### **Red River Settlement**

Manitoba Pageant: The Lord Selkirk Settlement at Red River

[www.mhs.mb.ca/docs/pageant/13/selkirksettlement1.shtml](http://www.mhs.mb.ca/docs/pageant/13/selkirksettlement1.shtml)

Manitoba Pageant: Chronology of Events in the History of the Red River Settlement

[www.mhs.mb.ca/docs/pageant/08/redriverchronology.shtml](http://www.mhs.mb.ca/docs/pageant/08/redriverchronology.shtml)

Red River Settlement

[www.answers.com/topic/red-river-colony](http://www.answers.com/topic/red-river-colony)

Council of Assiniboia by George Siamandas

[http://siamandas.com/time\\_machine/PAGES/early\\_manitoba/COUNCIL\\_OF\\_ASSINIBOIA.htm](http://siamandas.com/time_machine/PAGES/early_manitoba/COUNCIL_OF_ASSINIBOIA.htm)

### **Red River Settlers**

The Project Gutenberg eBook of The Romantic settlement of Lord Selkirk's Colonists, by George Bryce

[www.gutenberg.org/files/17358/17358-h/17358-h.htm](http://www.gutenberg.org/files/17358/17358-h/17358-h.htm)

### **Transportation**

Manitoba Pageant: A Tale of the Red River Carts

[www.mhs.mb.ca/docs/pageant/12/redrivercarts.shtml](http://www.mhs.mb.ca/docs/pageant/12/redrivercarts.shtml)

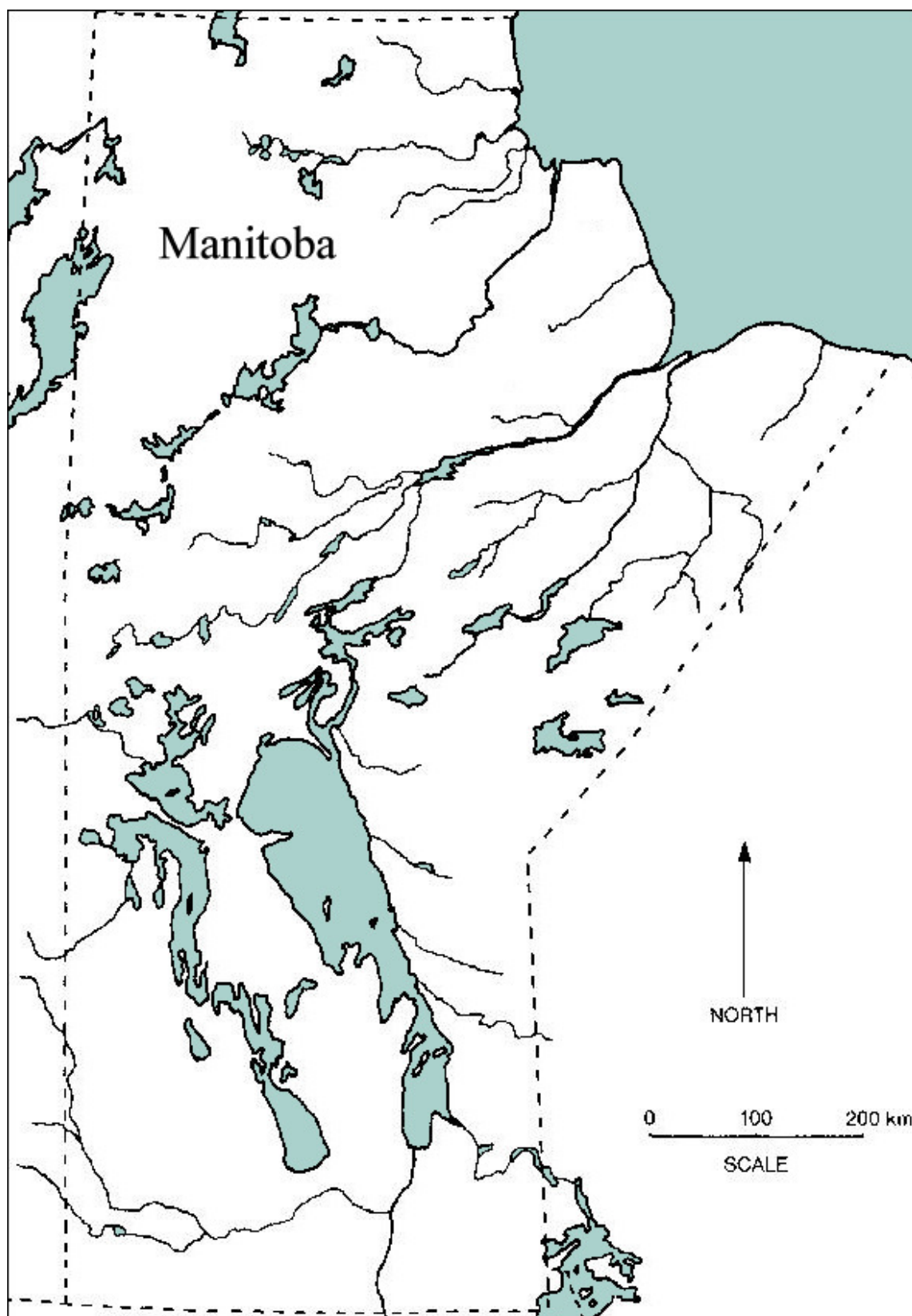
Métis Transportation Inventions

[www.geocities.com/SoHo/Atrium/4832/creations.html](http://www.geocities.com/SoHo/Atrium/4832/creations.html)

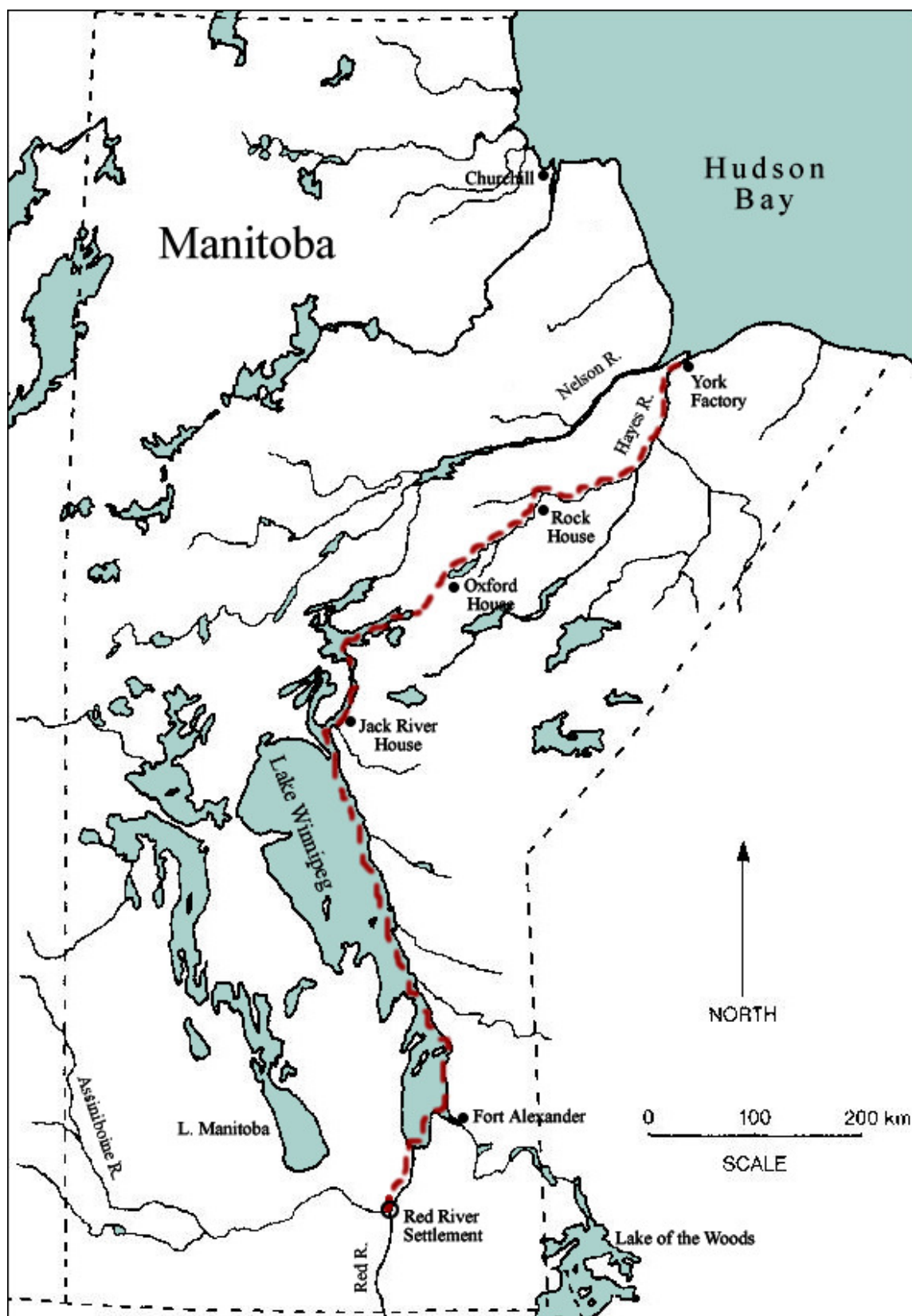
BACKGROUND	What you <b>KNOW</b>	What you <b>WANT</b> to know	What you <b>LEARNED</b>	New <b>QUESTIONS</b>



Map 1 – Migration Route of the Selkirk Settlers



Map 1 – Migration Route of the Selkirk Settlers Answer Key



## **Factors Determining Settlement Location**

Location/Place – topography, geography, soil

Environment – climate, weather

Interaction – with others already there or nearby, trade, markets

Movement – ease of access, natural or demographic obstacles

Resources – trees for building, food, water, ease of access

Defence/Security

Trade/Commerce

## The Red River Settlement

In the early 1800s, Lord Selkirk of Scotland (Thomas Douglas the 5<sup>th</sup> Earl of Selkirk) was concerned about the treatment of his fellow Scots, many of whom were being driven out of their homes and finding it difficult to make a living. Wishing to relieve their impoverishment he organized the emigration of settlers from Scotland and northern Ireland and enticed them to North America with the prospect of free land.

Having initially been refused permission to establish a colony by the Crown, Lord Selkirk instead purchased controlling shares in the Hudson's Bay Company and was able to set aside company land for the establishment of a settlement. The new settlement in the Red River was also designed to give a boost to the Hudson's Bay Company whose control of the fur trade had been steadily diminishing as a result of competition with the North West Company. The rivalry had become so fierce that there was violence between the two companies with the loss of life on both sides and the threat of open warfare.

In 1812 settlers from Selkirk, Scotland, led by Miles Macdonnell arrived by ship at York Factory on Hudson's Bay and a few weeks later arrived on the banks of the Red River where the settlement was to be established. The increasing hostility from the North West Company caused the settlers to eventually abandon the colony but a new group of settlers arrived in 1815 and the colony was restored.

With food becoming scarce Macdonnell prohibited its removal from the colony meaning that the provisions would be available only to the settlers. As a result of this decision there was opposition to this policy by the Métis who usually took some provisions when they left for the fur trade and the buffalo hunt. The North West Company also opposed the policy and accused the Hudson's Bay Company of forcing their traders to re-locate in an effort to monopolize the fur trade. The decision to ban the removal of food from the settlement resulted in open warfare that had been brewing between the Hudson's Bay Company on one side and the North West Company and the Métis on the other.

Tensions between the two sides came to a head on June 19<sup>th</sup>, 1816 when a group of Métis led by Cuthbert Grant re-captured a supply of pemmican that was stolen from them by the Hudson's Bay Company. As Grant and the others traveled to Seven Oaks to sell the pemmican to North West Company traders they were met by a group from the Hudson's Bay Company. An argument ensued and shots were fired. Outnumbered 3-1 and faced with expert Métis marksmen the Hudson's Bay Company men didn't stand a chance and soon 22 of them were dead with the loss of 1 Métis. Although it isn't clear who fired the first shot a Royal Commissioner appointed to investigate the incident exonerated the Métis.

With an increasing level of violence and loss of life both companies came to the realization that a way had to be found to end the hostility between them. Eventually, as a (Continued...)

result of the dwindling of the fur trade in March 1821 the two companies merged together to become the Hudson's Bay Company. For the Red River Settlement this meant peace and the opportunity for the settlement to grow as Lord Selkirk had intended.

At Upper Fort Garry on February 12<sup>th</sup>, 1835 the Council of Assiniboia, established by the Hudson's Bay Company met for the first time under George Simpson the Governor in Chief of Rupert's Land. This was the first effort to provide some sort of government to the land owned by the Hudson's Bay Company including the Red River Settlement. Governing an area of 50 square miles in each direction from Upper Fort Garry the council had the authority to make laws, appoint justices of the peace, and to organize a police and militia. One of the first justices of the peace was Cuthbert Grant, the Métis leader from the Battle of Seven Oaks. Grant was chosen in part because his men could protect the settlement from Sioux attacks and because it would help bind ties between the Hudson's Bay Company and the Métis.

In 1840 the Métis asked the Council of Assiniboia for special status as natives of Red River and to have seats on the council but both requests were refused. However, as a result of the intervention of Louis Riel Sr. in the trial of the Métis fur trader Pierre Guillaume Sawyer, French translators were subsequently required when the Assiniboia courts were in session. Sawyer was found not guilty of violating the Hudson's Bay Company's monopoly on the fur trade and the monopoly itself was ended meaning fur traders could sell furs to whoever they wanted.

In the following years the settlement established by Lord Selkirk continued to thrive. New settlers arrived from Upper and Lower Canada and the United States and the existing Métis population continued to grow and remained the largest of the different groups living there. Little else changed in the settlement until Confederation in 1867 when the Canadian government announced a policy of expansion and settlement in the West. By 1869 an agreement was reached between the Canadian government and the Hudson's Bay Company to transfer Rupert's Land, including the Red River Settlement, to the control of the Canadian government on December 1<sup>st</sup>, 1870. It was an agreement that would change the Red River Settlement and Canada forever.

Student \_\_\_\_\_



Lord Selkirk

## Settler Information Chart



Where were they from?

When did they settle?

What route did they use to get to the settlement and why? What forms of transportation did they use?

What difficulties did they face travelling there?

What advantages would they have travelling together?

What forms of transportation were used at the settlement?

If you had to decide between staying where you live now with your friends and family, even though you faced difficulties building a successful life because it was difficult to get a job and buy land for a home, or had the choice to move to an unknown country where you could get land to build a home and plenty of food and be successful but would probably never see your friends or family again would you go? Why? (Answer on a separate sheet.)

## Teacher's Copy



Lord Selkirk

## Settler Information Chart



Where were they from?

Scotland and Ireland

When did they settle?

1812 and 1815

What route did they use to get to the settlement and why? What forms of transportation did they use?

Across the Atlantic and into Hudson's Bay by sailing ship. They then traveled by canoe and York boat up the Hayes and Hill Rivers to Lake Winnipeg and up the Red River to the settlement.

What difficulties did they face travelling there?

Adverse weather in the Atlantic crossing, portaging at the headwaters of the rivers, lack of supplies and preparations for their arrival at York Factory and at the Red River Settlement.

What forms of transportation were used at the settlement?

Red River carts, canoes, York boats, horseback, cariole.

If you had to decide between staying where you live now with your friends and family, even though you faced difficulties building a successful life because it was difficult to get a job and buy land for a home, or had the choice to move to an unknown country where you could get land to build a home and plenty of food and be successful but would probably never see your friends or family again would you go? Why? (Answer on a separate sheet.)



Student \_\_\_\_\_



Lord Selkirk

## Settlement Information Chart



Settlement Name

Why was that location chosen for the settlement?

Why did the settlers come to this settlement?

What advantages and challenges did the location of the settlement pose for the settlers?

Why was this settlement successful?

If you were one of the original settlers in Red River and were asked to help develop a plan of priorities of the things the settlers needed to do to ensure their survival and the survival of the settlement what would your plan look like? (Answer on a separate sheet.)



## Teacher's Copy



Lord Selkirk

## Settlement Information Chart



Settlement Name

Red River Settlement

Why was that location chosen for the settlement?

It was chosen because it was where the transportation routes of the Red and Assiniboine Rivers met (the Forks) providing easier transport of furs and supplies. It had been a traditional meeting place of First Nations people for hundreds of years.

Why did the settlers come to this settlement?

The settlers came because of the availability of land and opportunities to work in the fur trade. Both of these could offer them a better life than what they could expect back home.

What advantages and challenges did the location of the settlement pose for the settlers?

Advantages: ready transportation, access to markets for furs, established trade route, source of water and access to bison, farming potential

Challenges: harsh climate, grasshopper infestations, hostility from fur traders, isolation, no infrastructure

Why was this settlement successful?

The settlement was successful because of the fur trade and the cooperation between First nations and Europeans in terms of survival and trade. The development of the Métis culture helped bind the community and give them an identity. They adapted to their environment and developed the skills to survive.

If you were one of the original settlers in Red River and were asked to help develop a plan of priorities of the things the settlers needed to do to ensure their survival and the survival of the settlement what would your plan look like? (Answer on a separate sheet.)

## Lesson 2 – The Métis

### Learning Objective

- Students will gain an understanding of the history and life of the Métis people in the Red River Settlement
- Development of research skills
- Use of problem-solving and teamwork skills to understand culture and factors that shape identity
- Communicate the results of their research and problem-solving



Metis Buffalo Hunt - Paul Kane

### Previous Knowledge

Students need to have an understanding of web navigation tools, basic style and language conventions for formal writing and presentation skills.

### Timeframe

Approximately three days.

### Focus Questions

- Who are the Métis?
- What kind of life did the Métis lead?
- How does the Métis culture compare to First Nations and Canadian culture?
- How have the Métis contributed to the development of Canada?

### Terminology

1. **Pemmican** - a small pressed cake of shredded dried meat, pounded into paste with fat and berries or dried fruits
2. **Bannock** – an unsweetened cake originating in Scotland, made from oatmeal or barley, also a staple food made by the Métis
3. **Red River Cart** – an all wooden cart used by the Métis to transport goods
4. **Country marriages** – a term used to refer to European trappers and traders who had relationships and sometimes families with Native American women during the time they spent working in the North-West

### Procedure

#### Part 1 – Establishing Culture and Identity

##### (Group or class work)

1. Using a familiar classroom strategy (e.g. webbing, brainstorming, B-K-W-L-Q Chart), engage students in a discussion about culture and identity to set the stage for this activity and to activate prior knowledge. The basis for

this discussion can be a continuation of the scenario used in Activity 1 (See page 12 Lesson 1, part 1 number 2) or an existing society or country. The teacher will lead a discussion on the role of symbols and customs for maintaining and transmitting culture. The class will discuss what elements are important to have in cultural symbols and customs in order to build group identity and prepare a rubric to identify the importance and value of the content of a symbol in terms of how it reflects a culture and its ideals. The class will then be divided up into groups to create a flag and coat of arms for the scenario used. The cultural symbols assigned will take into account iconic elements that identify the group as a whole as outlined in the rubric.

2. Groups will present their cultural symbol.
3. Ask the students to reflect on the concepts of cultural symbols and their effects on personal identity, personal and group behaviour, inclusivity and exclusivity and how a culture and its symbols adapt to change.

## **Part 2 – The Métis Culture**

### **(At home or independent work)**

1. During the same timeframe as Part 1 have students complete research on the Métis to learn about their culture. Include such things as:
  - The ethnic and cultural origins of the Métis
  - Belief systems, symbols and social customs
  - The role the Métis played, particularly women, in the early fur trade
  - The buffalo hunt
  - The inventions the Métis created to adapt to life on the prairies
2. Using the cultural item identification chart and images on pages 32-33 and 36-37 (pages 10 - 13 in Student Guide Lesson 2), have the students identify the purpose and use of the cultural symbols. Include a description of how or when it was used or how it helps identify them as a unique people in Canada.
3. Select key aspects of Métis culture students have researched and have students present their research to the rest of the class.
4. Ask the students to reflect on how the Métis culture and its symbols and customs compares to contemporary Canadian and First Nations culture.

### **Extensions**

1. Discuss how culture and identity are shaped by a variety of factors including family, gender, belief systems, ethnicity and nationality.

## Resources

- B-K-W-L-Q Chart
- Cultural Item Chart Worksheet
- Cultural Item Chart Answer Key
- Images of cultural items
- History On Trial – Louis Riel website – Student’s Guide Lesson 2

## Web Resources

### **Métis**

Louis Riel Institute

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

Louis Riel Institute: Buffalo Hunt

[www.louisrielinstitute.com/culture/buffalohunt.php](http://www.louisrielinstitute.com/culture/buffalohunt.php)

Elders Voices – Métis Origins

[www.abheritage.ca/eldersvoices/history/europeans\\_mmetis.html](http://www.abheritage.ca/eldersvoices/history/europeans_mmetis.html)

Buffalo Hunting

[www.albertasource.ca/metis/eng/beginnings/metis\\_nw\\_buffalo.htm](http://www.albertasource.ca/metis/eng/beginnings/metis_nw_buffalo.htm)

Métis Culture | Métis Family Services

[www.metisfamilyservices.com/metis-culture](http://www.metisfamilyservices.com/metis-culture)

The Diverse Culture of the Métis Nation

[www.geocities.com/SoHo/Atrium/4832/culture.html](http://www.geocities.com/SoHo/Atrium/4832/culture.html)

Flags of the Métis Nation

[www.geocities.com/SoHo/Atrium/4832/flag.html](http://www.geocities.com/SoHo/Atrium/4832/flag.html)

Métis Settlements in Alberta

[www.msgc.ca/popups/map.htm](http://www.msgc.ca/popups/map.htm)

Manitoba Métis Federation – Métis Settlements and Communities

[http://mmf.mb.ca/index.php?option=com\\_content&task=view&id=114&Itemid=2](http://mmf.mb.ca/index.php?option=com_content&task=view&id=114&Itemid=2)

Métis Buffalo Hunt

[www.geocities.com/SoHo/Atrium/4832/buffalo.html](http://www.geocities.com/SoHo/Atrium/4832/buffalo.html)

Clothing of the Métis

[www.geocities.com/SoHo/Atrium/4832/clothes.html](http://www.geocities.com/SoHo/Atrium/4832/clothes.html)

Métis Food

<http://www.geocities.com/SoHo/Atrium/4832/food.html>

The Buffalo Hunts of the Métis Nation – Uses of the Buffalo  
[www.geocities.com/SoHo/Atrium/4832/buffalo.html](http://www.geocities.com/SoHo/Atrium/4832/buffalo.html)

### **Transportation**

Manitoba Pageant: A Tale of the Red River Carts  
[www.mhs.mb.ca/docs/pageant/12/redrivercarts.shtml](http://www.mhs.mb.ca/docs/pageant/12/redrivercarts.shtml)

Red River Cart and Métis Camp  
[www.mccord-museum.qc.ca/en/collection/artifacts/VIEW-2031?Lang=1&accessnumber=VIEW-2031](http://www.mccord-museum.qc.ca/en/collection/artifacts/VIEW-2031?Lang=1&accessnumber=VIEW-2031)

The Diverse Creations and Inventions of the Métis  
[www.geocities.com/SoHo/Atrium/4832/creations.html](http://www.geocities.com/SoHo/Atrium/4832/creations.html)

Red River Cart  
[www.metisresourcecentre.mb.ca/history/cart.htm](http://www.metisresourcecentre.mb.ca/history/cart.htm)

### **Famous Métis**

Famous Métis Figures  
[www.michifmetismuseum.org/FamousFigures.html](http://www.michifmetismuseum.org/FamousFigures.html)

(Métis) Biography Index  
[www.metisresourcecentre.mb.ca/bios/](http://www.metisresourcecentre.mb.ca/bios/)

Peter Erasmus  
[www.albertasource.ca/METIS/eng/beginnings/political\\_peter\\_erasmus.htm](http://www.albertasource.ca/METIS/eng/beginnings/political_peter_erasmus.htm)

BACKGROUND	What you <b>KNOW</b>	What you <b>WANT</b> to know	What you <b>LEARNED</b>	New <b>QUESTIONS</b>

Student \_\_\_\_\_



## Cultural Item Chart

Page 1 of 2



Item	Number	Mainly used for...	Significance
Pemmican		Food	
Métis Flag		Culture	
Jigging			
Capote			
Buckskin Jacket			
Assumption Sash			
Louis Riel Flag			

Student \_\_\_\_\_



## Cultural Item Chart

Page 2 of 2



Item	Number	Mainly used for...	Significance
Red River Cart			
Bison			
Cariole			
York Boat			
Bannock			



## Teacher's Copy





## Cultural Item Chart

Page 1 of 2



Item	Number	Mainly used for...	Significance
Pemmican	6	Food/Trade	Dried bison meat ground into a powder and mixed with hot bison fat and sometimes mixed with berries. Often used by the coureurs de bois.
Métis Flag	9	Culture	Identifies Métis people. First flown at the Battle of Seven Oaks.
Jigging	2	Culture	A dance combining First Nations and Scottish steps and music.
Capote	11	Clothing	A hooded jacket made from a Hudson's Bay Point Blanket that offered protection from insects and brambles.
Buckskin Jacket	3	Clothing	A beaded leather jacket used by the coureurs de bois.
Assumption Sash	7	Clothing	A finger woven belt made of brightly coloured wool or plant fibres. About three metres long it had many uses but was often wrapped around the midsection and used to hold a coat closed.

	<b>Cultural Item Chart</b> Page 2 of 2		
Item	Number	Mainly used for...	Significance
Red River Cart	5	Transportation	An all wood cart used in the bison hunt and for transporting heavy goods. The wheels squeaked loudly and they could be removed so cart could be floated across a river.
Bison	8	Food	A staple food of the Métis and was used for a variety of other uses.
Carirole	1	Transportation	A sled used in winter to transport goods, pulled by dogs or a horse.
York Boat	4	Transportation	A boat sometimes with a sail used by fur traders to float furs and supplies along rivers.
Bannock	10	Food	A type of bread usually cooked outdoors over a fire.

Images of Métis Cultural Items

1



2



3



4



O. Rolfson/Library and Archives  
Canada/PA-020482

5



Library and Archives Canada / C-  
001644

6



7



8



9



10



11



## Lesson 3 – The Red River Uprising

### Learning Objective

- Students will gain an understanding of the background, causes and events of the Red River Rebellion
- Development of research skills
- Use of problem-solving and teamwork skills to understand the nature of conflict and responding and resolving problems
- Communicate the results of their research and problem-solving



Louis Riel's 1869 Provisional Government

### Previous Knowledge

Students need to have an understanding of web navigation tools, basic style and language conventions for formal writing as well as debating and presentation skills.

### Timeframe

Approximately four days.

### Focus Questions

- Why was the Canadian government determined to expand to the West?
- Why were the Métis resisting the efforts of the Canadian government?
- Why was Louis Riel the leader of the Red River Rebellion?
- Why was there strong opposition in Ontario to the efforts of Louis Riel?
- What was the purpose of Louis Riel's Provisional Government?
- What role did the Métis resistance play in the formation of Manitoba as a new province of Canada?

### Terminology

1. **Provisional Government** – a temporary government
2. **William MacDougall** – Conservative Member of Parliament, he introduced the resolution in the House of Commons that led to the purchase of Rupert's Land, he was appointed Lieutenant-Governor of Rupert's Land but never assumed that office
3. **Rebellion** – organized resistance or opposition to a government or other authority
4. **Uprising** – a revolt or rebellion
5. **Land Surveying** – the practice of measuring altitudes, angles and distances on the land surface so that they can be accurately plotted on a map



6. **Lieutenant Governor** – a person appointed to a position wherein they represent the monarch and perform constitutional and ceremonial duties
7. **Sir John A. Macdonald** – first prime minister of Canada
8. **Bishop Taché** – leader of the French community in Red River and confidant of Louis Riel who attempted to secure an amnesty for Riel after the Red River uprising
9. **Thomas Scott** – an Orangeman from Ontario who was executed by Riel for his constant opposition to Riel's authority
10. **Execution** – the act or process of carrying out a death sentence as a result of a judgement of a court of law
11. **Orangeman** – a member of a society founded as a secret order in Ireland in 1795 to uphold the Protestant religion and Protestant supremacy against Roman Catholics; well organized in Ontario from the late 1800s to the mid-1900s
12. **Exile** – a prolonged, usually enforced absence from one's home or country; banishment

## Procedure

### Part 1 – Approaches to Conflict Avoidance

1. Using a familiar classroom strategy (e.g. webbing, brainstorming, B-K-W-L-Q Chart), engage students in a discussion about conflict and resolution to set the stage for this activity and to activate prior knowledge. The basis for this discussion is a continuation of the scenario used in Activity 1 and Activity 2 but can also be applied to a real life example. Either approach will include the following scenario:

A long period of time has passed since you first set up the settlement and over that time a few other individuals from another location have been arriving and settling nearby. People from this group speak a different language and have different customs and traditions. One day a new arrival informs you that the people where he is from have decided to send greater numbers of its members to where your settlement is because of the availability of resources, land and opportunities. He also tells you that since they will soon make up the largest number of people they have decided that they should be in charge of making laws and rules at your settlement.

On the one hand you welcome the new arrivals because you recognize that you both benefit from each other's uniqueness and shared opportunities. On the other hand you are concerned because there have been no guarantees that your language, culture and customs will be respected when the new administration takes over in six months. You are willing to accommodate the new settlers as part of the new community, but you need to find a way to make the other settlement understand that you need to have your rights respected and your identity protected. What should you do?

The class will discuss different approaches that can be taken to effectively communicate their concerns to the other settlement with the goal being to achieve a peaceful agreement that addresses everyone's needs. The class will prepare a rubric to identify the importance and value of the approach taken in terms of how it satisfies the concerns of everyone and resolves the situation. The students will then be divided into pairs with each pair developing an approach to peacefully resolve the situation.

2. Students will present their plans to resolve the situation with the class voting on the plan that best meets their needs.
3. Have the class reflect on the difficulties of communicating ideas between different groups as well as achieving peaceful outcomes through compromise.

## **Part 2 – Viewpoints of a Rebellion**

### **(Independent Work Part 1)**

1. During the same timeframe as Part 1 have students research the causes of the Métis' concerns regarding the arrival of settlers from Canada as well as their response to the Canadian government's actions. For this part of the activity students should use research and use the readings 'Surveying the Land' on page 44 (page 10 in Student's Guide Lesson 3) and 'The Métis Take a Stand' on page 45 (page 11 in Student's Guide Lesson 3) as well as web resources to answer the questions in the worksheets on page 52 and page 55 (pages 17 and 18 in Student's Guide Lesson 3). Have the students create a timeline of events for the Red River Uprising on page 49 (page 15 of Student's Guide Lesson 3).

### **(Independent Work Part 2)**

2. Once the above part of the activity is completed the teacher will provide the following statements to see if students agree or disagree and students can respond in journals or with a partner or use a 'vote with your feet' activity. Have students give reasons for their thinking.
  - Did Louis Riel abuse his power?
  - Did Louis Riel try to use good arguments and actions to win the Métis, the other settlers and the Canadian government over to his ideas?
  - Were English-speaking people in Red River treated fairly by Riel and the Métis leadership?
  - Were the Canadians in the settlement justified in believing Louis Riel was committing an act of treason by setting up a Provisional government?
  - What things could the Métis and the Canadian government have done differently to reduce the tension in the Red River Settlement as well as the attitudes many Ontarians had towards Louis Riel and the Métis?

## Part 3 – Taking Sides

### (Post activity)

1. After part 1 is completed have students discuss the two sides in the uprising in a horseshoe format - the Métis to explain why Manitoba should become a province with guarantees of language rights and cultural rights, or the side of the Canadian government and explain why the Métis should simply accept that the Red River Settlement should enter Canada as part of the territory of Rupert's Land. They may do this in a variety of ways (e.g. discussion, debate, display, diorama, re-enactment skit, musical, epic poem, website, fiction, mural, research paper, etc.).

### Extensions

1. Discuss one example of the steps that a culture impacted by European contact has taken to regain their identity in terms of loss of land, loss of culture and loss of language.
2. Produce artefacts of the student's own social justice interests or concerns (e.g. media messages, protest songs, poetry, etc.)

### Resources

- B-K-W-L-Q Chart
- Reading – Surveying the Land
- Reading – The Métis Take a Stand
- Image of Range and Township Surveying
- Image of Seigneurial/River Lot Surveying
- Timeline of Events During the Red River Uprising
- Timeline of Events During the Red River Uprising Answer Key (page 96)
- Cause and Effect of the Actions of Louis Riel and the Canadian Government During the Red River Uprising
- Cause and Effect of the Actions of Louis Riel and the Canadian Government During the Red River Uprising Answer Key
- Survey Description Worksheet
- Survey Description Worksheet Answer Key
- Red River Métis Issues Worksheet
- Red River Métis Issues Worksheet Answer Key
- The Métis List of Rights
- History On Trial – Louis Riel website – Student's Guide Lesson 3

### Web Resources

#### Land Surveying

#### Seigneurial System

[www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0007270](http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0007270)



The Seigneurial System

<http://osiris.978.org/~brianr/mirrors/www.cheathouse.com/restricted/essays/his/hisisot.txt>

Range Survey System

[www.outfitters.com/genealogy/land/twprange.html](http://www.outfitters.com/genealogy/land/twprange.html)

### **Red River Uprising**

Dictionary of Canadian Biography – Louis Riel

[www.biographi.ca/009004-119.01-e.php?BioId=39918](http://www.biographi.ca/009004-119.01-e.php?BioId=39918)

The Métis Rebellion

[www.histori.ca/peace/page.do?pageID=233](http://www.histori.ca/peace/page.do?pageID=233)

Canadian Illustrated News and the Red River Rebellion

[www.collectionscanada.gc.ca/databases/cin/001065-2040-e.html](http://www.collectionscanada.gc.ca/databases/cin/001065-2040-e.html)

Canadian Illustrated News and the Red River Rebellion – Conflicting News of the Red River Rebellion in Print

[www.collectionscanada.gc.ca/databases/cin/001065-2040-e.html#c](http://www.collectionscanada.gc.ca/databases/cin/001065-2040-e.html#c)

Biography of Louis Riel

[www.shsb.mb.ca/Riel/indexenglish.htm](http://www.shsb.mb.ca/Riel/indexenglish.htm)

Louis Riel – Canadian Confederation

[www.collectionscanada.gc.ca/confederation/023001-2390-e.html](http://www.collectionscanada.gc.ca/confederation/023001-2390-e.html)

Louis Riel

[www.mysteriofcanada.com/Canada/riel.htm](http://www.mysteriofcanada.com/Canada/riel.htm)

William MacDougall

[www.collectionscanada.gc.ca/confederation/023001-2366-e.html](http://www.collectionscanada.gc.ca/confederation/023001-2366-e.html)

### **Thomas Scott**

The Murder of Thomas Scott

<http://faculty.marianopolis.edu/c.belanger/QuebecHistory/readings/TheMurderofThomasScott.html>

Thomas Scott (Orangeman)

[http://en.wikipedia.org/wiki/Thomas\\_Scott\\_\(Orangeman\)](http://en.wikipedia.org/wiki/Thomas_Scott_(Orangeman))

BACKGROUND	What you <b>KNOW</b>	What you <b>WANT</b> to know	What you <b>LEARNED</b>	New <b>QUESTIONS</b>

## Surveying the Land

The seeds of the Red River Rebellion were sewn in the negotiations between the Canadian government and the Hudson's Bay Company over the transfer of ownership of Rupert's Land to Canada. With negotiations nearing completion in 1869 the Métis had become suspicious of what was taking place because, as inhabitants of the land that was being negotiated, they were not being consulted on the terms of the arrangement. These concerns were heightened with the arrival of land surveyors from Ontario sent by William MacDougall to the Red River Settlement in July 1869. The survey was being done in anticipation of a flood of new settlers from Canada, particularly English-speaking Ontarians, once the negotiations for the transfer of Rupert's Land were completed.

Two major issues troubled the Métis about this development. First, since their families had lived in the Red River valley since the arrival of French explorers in the 1600s they believed that they had a unique claim to the land. Plus they had developed a culture, institutions and a way of life that was uniquely their own. With the anticipated arrival of the new settlers they had no guarantees that their culture and their French-language rights would be guaranteed when Rupert's Land became part of Canada.

Second, the Métis feared that their land rights would not be respected since many of their families had arrived before official records were kept about who owned which piece of property. As a result most of the families did not have written deeds to the land they lived on even though many of the families had lived there for generations. Also, since the early Métis were of partial French heritage they had adopted the seigneurial or river lot system used in Québec for dividing up the land. This system involved having long narrow lots of land extending back from the edge of a river for about a kilometre or two. The advantage of this was that it allowed many settlers to have access to water that they needed for farming, livestock and daily use.

The surveyors who had arrived to survey the Red River Settlement were going to apply the range and town survey system used in Ontario when surveying the land. This system involved dividing up the land into large square lots which provided a larger area for farming and raising livestock but it also meant settlers did not have equal or easy access to water for their needs. Although the Métis had been given assurances that their lands would be respected in the surveying they were uneasy about these assurances given that the other perceived threats to their political and language rights were not being addressed. It was these three elements in the face of the surveying and the inaction by the Canadian government on the other issues that spurred the Métis to take stand. Now all they needed was a leader to organize them.

## The Métis Take a Stand

While the Canadian government seemed to be the most likely to take control of Rupert's Land and the Red River Settlement in the late 1860s this was by no means a certainty. Interest in the territory was also being expressed in the United States and with a large American army having just finished fighting a civil war it was now free to turn its attention northwards. The Canadian government in Ottawa took this threat seriously. Since the Hudson's Bay Company owned the territory Canadian Prime Minister John A. Macdonald decided quick action needed to be taken to ensure Canada's legal right to the territory. Anxious for access to the territory's resources which would be needed if the country was to grow, and not wanting to be completely surrounded by the United States, Prime Minister Macdonald entered into negotiations with the Hudson's Bay Company to transfer rights to the land to Canada.

Having lived under the rule of the Hudson's Bay Company where their way of life had been respected, the Métis were wary of what a new political arrangement would mean for them since they were not involved in the negotiations. The Métis weren't against the idea of joining Confederation, but they were determined to have a say in the negotiating process to ensure they were treated equally and fairly. In an attempt to gain the attention of the Canadian government the Métis, under the leadership of Louis Riel, began to take action.

The first thing Riel did was to declare the surveying a menace and the Métis stopped the surveyors sent by Ottawa from conducting their survey. While there was general support for the Métis in the settlement and Québec because of language, religious and historical ties there was opposition to their actions. Canadians living in the settlement who were anxious for Canada to assume control of Rupert's Land were the first to voice their concerns. Soon their supporters in Ontario were the loudest in condemning the actions of the Métis in general and Riel as their leader in particular. Canada's English-speaking majority, particularly Protestant Orangemen in Ontario, were anxious for westward expansion as soon as possible. This vocal opposition in Canada began creating tensions in the settlement between the French-speaking, mostly Roman Catholic Métis and the more newly-arrived English-speaking Protestants from Canada.

Wanting to protect Métis rights while at the same time reduce the growing tensions in the settlement Louis Riel organized a series of conferences. These conferences were designed to address the concerns of the main language groups in the settlement with the goal of developing a united set of proposals that would serve as the basis for allowing them to negotiate with Ottawa over the entry of the territory around the Red River. The result was a "List of Rights" which included language and land guarantees which the Métis wanted Ottawa to agree to before they would agree to join Canada. In particular the Métis demanded that the French and English languages be treated equally under the law in the settlement and that the settlement enter Canada as a new province not a  
(Continued...)

territory.

While even the English-speaking Canadians in the settlement eventually agreed that the demands of the Métis were reasonable, the Canadian government ignored the Red River settlers and the government continued to negotiate only with the Hudson's Bay Company.

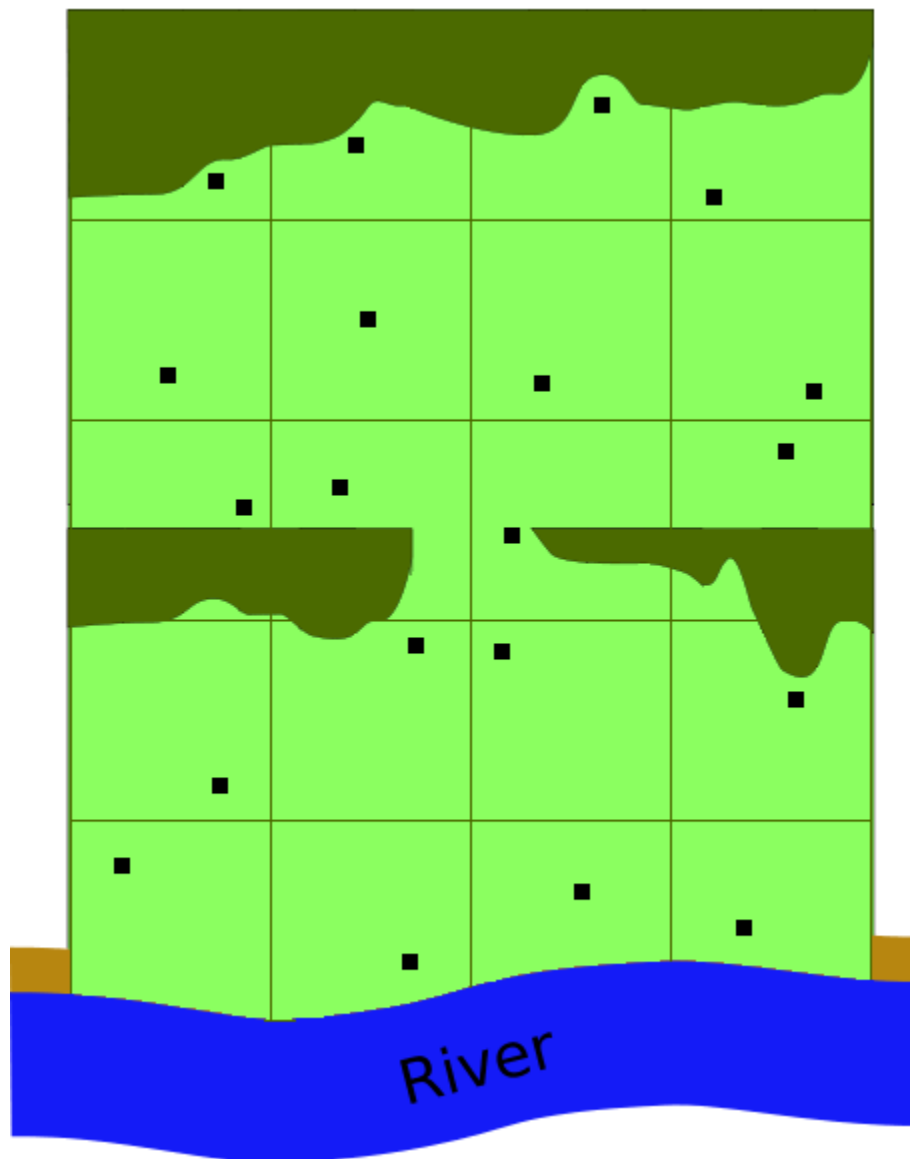
In an effort to contain the growing tensions in the settlement between the English-speaking Canadians and the Métis Louis Riel declared that a Provisional Government to maintain law and order would be set up that would replace the Council of Assiniboia. He located it at Upper Fort Garry which effectively put him in charge of the entire territory of Rupert's Land. Riel also used the authority of the Provisional Government to send armed troops to prevent William MacDougall, the new lieutenant-governor sent by Ottawa to take charge of the settlement, from entering the territory.

Opposition to Riel's actions came from some Canadian settlers around the Red River Settlement who believed that what he was doing was illegal. A group of them armed themselves and marched on Upper Fort Garry in an attempt to arrest Riel and overthrow his provisional government so that William MacDougall could take charge. Their plans failed and instead they were taken prisoner by the Métis who had been warned of the attack. Several of the Canadians managed to escape and mounted a second attack on Upper Fort Garry in January 1870 in order to free the ones who had been captured. On the way to the fort they found out that the other prisoners had already been set free by Riel. Instead of returning directly home as they had been ordered to do by Riel they marched close to the fort and were arrested by the Métis soldiers.

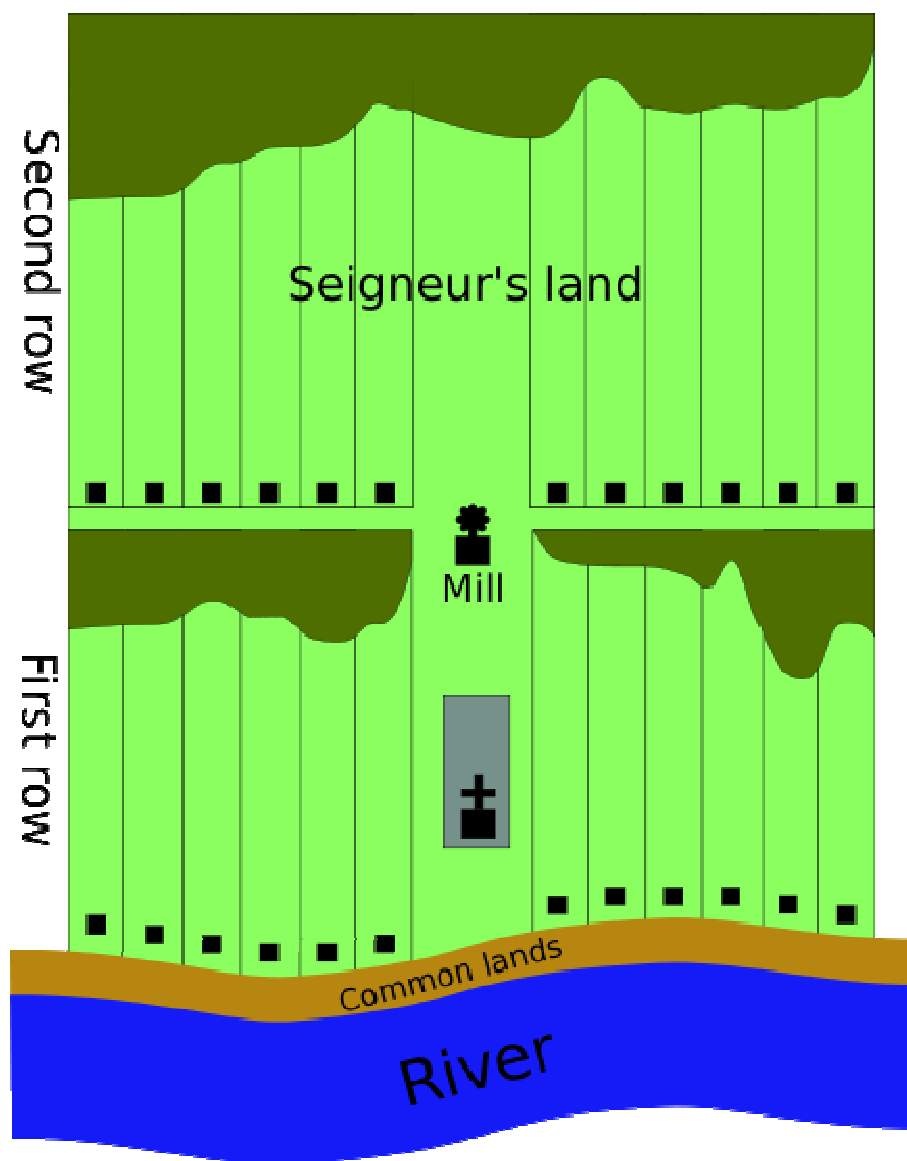
Most of the Canadians were soon set free with the exception of a few including Thomas Scott, an Orangeman from Ontario, who did little to hide his feelings of hatred for the Métis. In prison he repeatedly abused his guards and, after having been warned several times to stop, he was tried by a court set up by the Provisional Government. Having been involved in two attempts to overthrow the Provisional Government by force Scott was found guilty of treason and was executed by a firing squad. Riel's actions effectively eliminated the threat to the Provisional Government from the nearby settlers but they inflamed anger in Ontario towards the Métis even further.

Recognizing that things were getting out of hand Prime Minister Macdonald agreed to negotiate the entry of Rupert's Land into Canada with the Métis and agreed to their "List of Rights". As part of the arrangement Louis Riel agreed to go into exile for five years and on July 1<sup>st</sup> 1870 Manitoba was admitted into Canada as a province.

## Example of Range and Township Surveying



## Example of Seigniorial System Surveying



## Timeline of Events During the Red River Uprising

Name: \_\_\_\_\_

\_\_\_\_\_

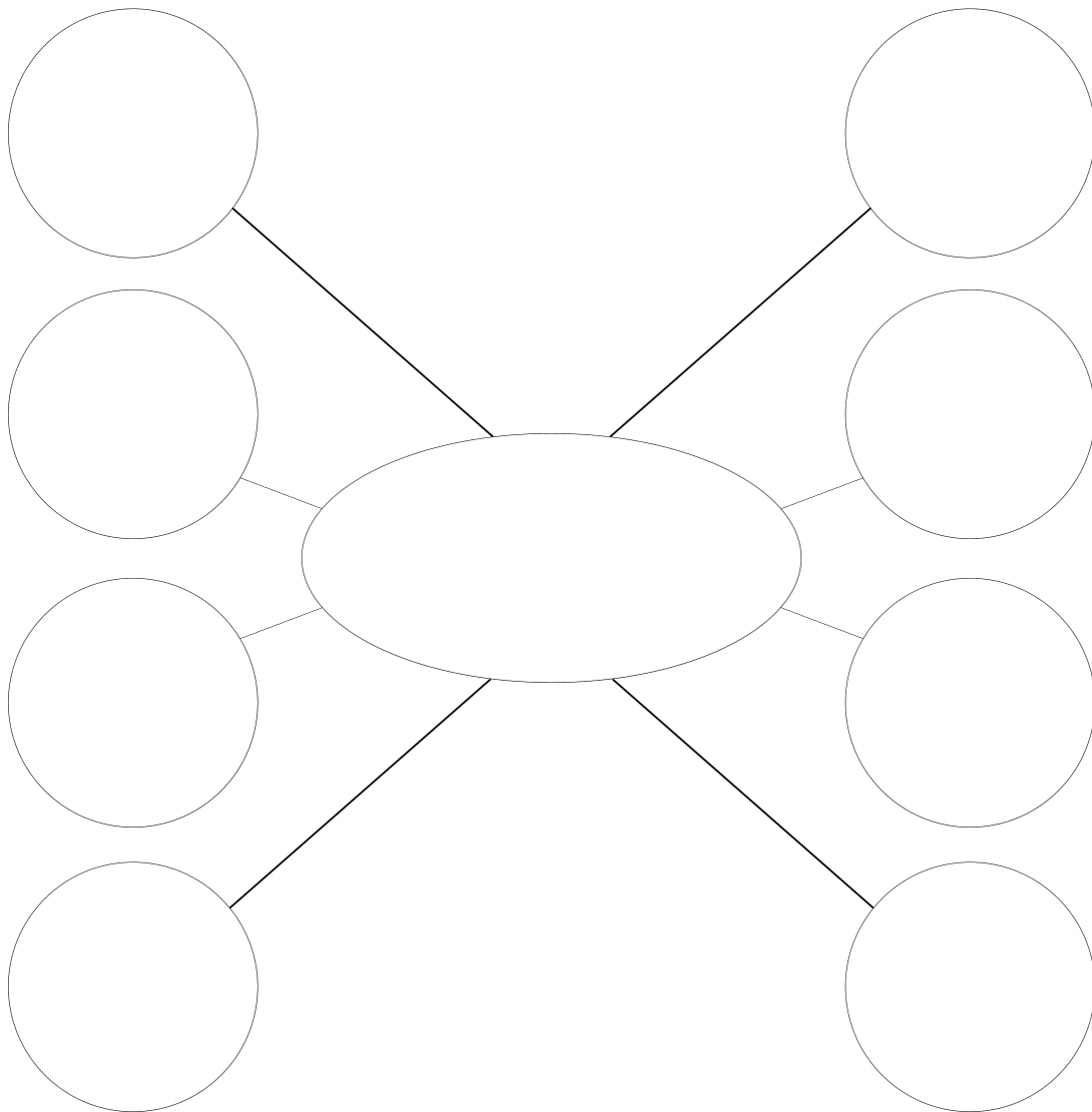


Name: \_\_\_\_\_

## Actions of Louis Riel and the Canadian Government During the Red River Uprising

Louis Riel

Canadian Government

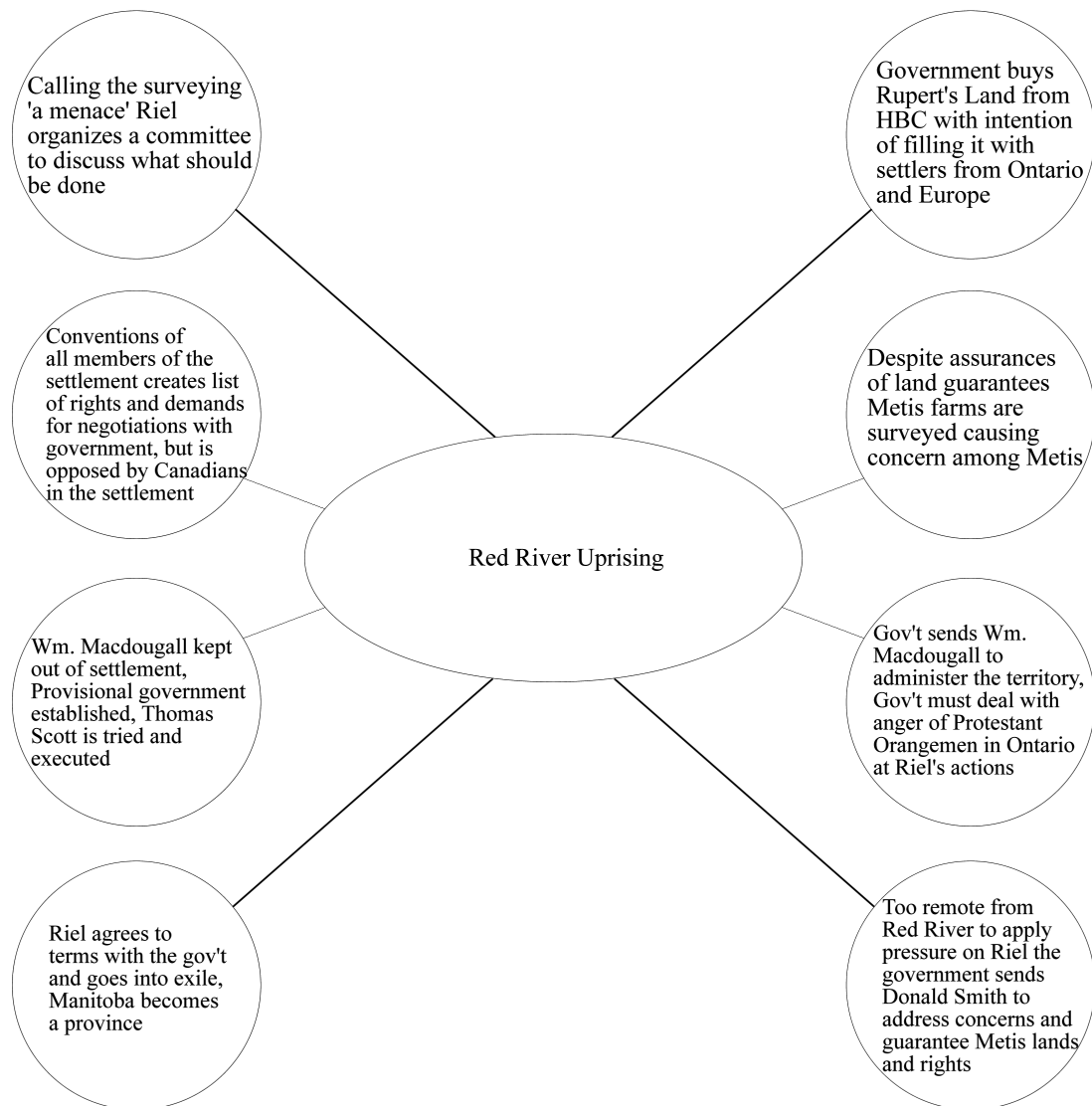


Name: \_\_\_\_\_

## Teacher's Copy Actions of Louis Riel and the Canadian Government During the Red River Uprising

### Louis Riel

### Canadian Government



## Land Survey Worksheet

Name \_\_\_\_\_

Where was the seigneurial (river lot) surveying system used in Canada?

What are some differences between the seigneurial system and the range and township surveying system?

Why was the seigneurial survey method used in the Red River by the Métis?

What are the major components of the seigneurial system?

Why did the Métis object to the range and township surveying method?

If you were setting up a farm and had to choose between a seigneurial type farm and one that was on the range and township system which one would you choose? Why? (Answer on a separate sheet.)

## Teacher's Copy Land Survey Worksheet

Where was the seigneurial (river lot) surveying system used in Canada?

Along the St. Lawrence and Saguenay Rivers in Québec and in the Red River valley by the Métis.

What are some differences between the seigneurial system and the range and township surveying system?

The seigneurial system was a survey method adopted from France and used in Québec and by the Métis in the Red River. The system used long narrow lots which extended back several kilometres from a river's edge which provided ready access to water for farmers. The range and township system used in Ontario was adopted from Britain. This system divided the land up into squares called sections. One section was one mile by one mile square. A township is 36 sections arranged in a 6 by 6 square. A range is assigned to a township measuring east or west of a principal meridian.

Why was the seigneurial survey method used in the Red River by the Métis?

The Métis used the seigneurial survey system because they inherited it from the French settlers in Québec from whom they were descended. Just like in Québec where the settlements were situated along the St. Lawrence River, the Métis had settled along the Red River because it was a major source of them food, water for themselves, livestock and crops, and transportation for getting their goods to market to sell.

What are the major components of the seigneurial system?

One row of lots along the river with a second row behind  
Community land surrounding the river lots  
Community buildings such as a church and mill were easily accessible  
River access for transportation of a farmer's goods  
Habitants (tenants) paid various forms of rent including:  
The *cens* which was a feudal tithing signifying the lower social status of the tenant to the seigneur  
The *rente* which was paid in cash or in kind  
The *banalités* which was tax paid on grain which was ground at the seigneur's mill

Why did the Métis object to the range and township surveying method?

Since the 1600s the Métis were on the land in the Red River when there was no official government to grant title to the lands. As a result it was an accepted practice for them to select and organize the lands they needed to use as they saw fit. With Rupert's Land coming under the control of the Canadian government the Métis felt that their lands would be divided up and they would lose some or all of their land to new settlers with official and legal land titles given to them by the government.

If you were setting up a farm and had to choose between a seigneurial type farm and one that was on the range and township system which one would you choose? Why? (Answer on a separate sheet.)

Name \_\_\_\_\_



## Red River Métis Issues



Louis Riel's 1869 Provisional Government

What were the initial actions taken by the Canadian government that caused concern for the Red River Métis?

Name three issues the Métis were concerned about.

Why were the Métis concerned about the survey ordered by William MacDougall?

How did the Métis resist the efforts of the Canadian government?

Why were these measures effective?

If you were a Métis living in the Red River Settlement when the Métis lands and rights were being threatened and had to advise Louis Riel on what to do to protect your land and rights what would you tell him? (Answer on a separate sheet.)

## Teacher's Copy



## Red River Métis Issues



Louis Riel's 1869 Provisional Government

What were the initial actions taken by the Canadian government that caused concern for the Red River Métis?

The survey crew sent to the settlement to build Dawson's Road as part of the relief offered by the Canadian government from the crop devastation caused by plagues of grasshoppers. The negotiations between the Canadian government and the Hudson's Bay Company over the transfer of Rupert's Land that excluded the Métis.

Name three issues the Métis were concerned about.

Political rights  
Language rights  
Land rights

Why were the Métis concerned about the survey ordered by William MacDougall?

The Métis were concerned that their traditional claims to the land they had settled on would not be respected. They used the seigneurial system to allocate land and they feared the range and township surveying method used in Ontario would reduce the size of the lands they were currently living on.

How did the Métis resist the efforts of the Canadian government?

They blocked the survey of the Red River lands ordered by William MacDougall. They seized control of Upper Fort Garry which was the administrative centre of the North-West. They organized political conventions which included French-speaking and English-speaking Métis and Canadians in the settlement so that everyone's views could be addressed. They prevented William MacDougall, the Lieutenant-governor appointed by Ottawa to take political control of the territory from entering the settlement. They created a Provisional Government and a defence force in order to maintain law and order in the settlement. They developed counter-proposals to the Canadian government's plan including the List of Rights as tools they could use to negotiate the settlement's entry into Canada as a province.

Why were these measures effective?

These measures were effective because it demonstrated to Ottawa the settlers' ability to be self-governing and the demands of the Métis as set out in the List of Rights were seen as reasonable by the politicians in Ottawa. It also helped that Canada could not easily set up political or legal controls within the settlement because it was difficult to access the settlement with enough military and political resources to stop Riel. Thus agreeing to negotiate with the Métis was less trouble and more practical than resisting them.

If you were a Métis living in the Red River Settlement when the Métis lands and rights were being threatened and had to advise Louis Riel on what to do to protect your land and rights what would you tell him? (Answer on a separate sheet.)



# THE MÉTIS BILL OF RIGHTS

December 1, 1869  
Canadian Northwest

1. The right to elect our Legislature.
2. The Legislature to have power to pass all laws, local to the Territory, over the veto of the Executive, by a two-third vote.
3. No act of the Dominion Parliament (local to this Territory) to be binding on the people until sanctioned by their representatives.
4. All sheriffs, magistrates, constables, etc., etc., to be elected by the people -- a free homestead pre-emption law.
5. A portion of the public lands to be appropriated to the benefit of schools, the building of roads, bridges and parish buildings.
6. A guarantee to connect Winnipeg by rail with the nearest line of railroad -- the land grant for such road or roads to be subject to the Legislature of the Territory.
7. For 4 years the public expenses of the Territory, civil, military and municipal, to be paid out of the Dominion treasury.
8. The military to be composed of the people now existing in the Territory.
9. The French and English language to be common in the Legislature and Council, and all public documents and acts of Legislature to be published in both languages.
10. That the Judge of the Superior Court speak French and English.
11. Treaties to be concluded and ratified between the Government and several tribes of Indians of this Territory, calculated to insure peace in the future.
12. That all privileges, customs and usages existing at the time of the transfer to be respected.
13. That these rights be guaranteed by Mr. McDougall before he be admitted into this Territory.

14. If he have not the power himself to grant them, he must get an act of Parliament passed expressly securing us these rights; and until such act be obtained, he must stay outside of the Territory.

15. That we have a full and fair representation in the Dominion Parliament.

Source: Alexander Begg, (Toronto: 1971), p.110.

## Lesson 4 – The North-West Rebellion

### Special note to teachers

Part of this lesson discusses Louis Riel's mental state. While it is relevant to the Riel story we advise teachers to reference but not extensively focus on the mental state of Louis Riel or the terminology provided regarding mental illness. Doing so would lose track of the real purpose for the discussions about Riel and the historical context of the issues and what is occurring. Also, please note that great sensitivity is required when discussing topics such as religion, spirituality, and mental illness and that the contents represented here provide only one possible interpretation regarding Louis Riel.



Louis Riel testifies at his own trial in 1885

### Learning Objective

- Students will gain an understanding of the causes and events of the North-West Rebellion
- Development of research skills
- Use of problem-solving and teamwork skills to understand how issues of nationalism and identity are shaped and transmitted
- Communicate the results of their problem-solving

### Previous Knowledge

Students need to have an understanding of web navigation tools, basic style and language conventions for formal writing.

### Timeframe

Approximately one week.

### Focus Questions

- What were the grievances of the Métis in Saskatchewan against the Canadian government?
- Why had the Red River Rebellion of 1869 not resulted in a permanent settlement between the Métis and the Canadian government?
- What kind of life did Louis Riel lead between the rebellions?
- Why did the Métis in Saskatchewan turn to Riel for leadership?
- Why did the Canadian government react so differently to the North-West Rebellion in 1885 compared to the Red River Rebellion in 1869?

## Terminology

1. **Gabriel Dumont** – a leader of the Métis people in Western Canada, played a critical role in bringing Louis Riel back to Canada and was Riel's military leader in the North-West Rebellion, left Canada after the 1885 rebellion and joined Buffalo Bill's Wild West Show and eventually returned to Canada and died near Batoche
2. **Big Bear** – Cree leader who was imprisoned for his involvement in the North-West Rebellion
3. **Poundmaker** – a Plains Cree chief known as a peacemaker and defender of his people, he was imprisoned for his involvement in the North-West Rebellion
4. **General Middleton** – led the Canadian militia in battle against Louis Riel and the Métis
5. **Gatling Gun** – invented by U.S. inventor R. J. Gatling; it is a hand-cranked automatic machine gun, first used in the North-West Rebellion
6. **Batoche** – a town in Saskatchewan and the site of the final battle of the North-West Rebellion
7. **Fish Creek** – location of a battle that was a major victory for the Métis over the Canadian militia
8. **Duck Lake** – location of the first battle between the Métis under Louis Riel and the Canadian militia during the North-West Rebellion
9. **High Treason** – an betrayal of the allegiance that a person owes his country by attempting to overthrow the government
10. **Insanity** – a relatively permanent disorder of the mind; a state of mind characterized by the inability to distinguish right from wrong
11. **Sanatorium** – an institution for the medical care and recuperation of persons who are chronically ill

## Procedure

### Part 1 – Read All About It

#### (Class or group activity)

1. Have students work together to create a newspaper with illustrations and columns about the North-West Rebellion. Before beginning consider the following:
  - Have the class brainstorm ideas for stories
  - Review the parts of a newspaper article and discuss the idea of an inverted pyramid (important information first and least important last)
  - Explain that the 5 Ws of journalism belong in the lead paragraph to hook the reader into wanting to read more
  - Discuss the use of facts or statistics to support a topic
  - Explain what limitations there might be when writing a news article

Use pages 66, 67, 68, 70, 72, 74, 76 (pages 9-15 in Student's Guide Lesson 4). For more information on this assignment visit - [www.snn-rdr.ca/snn/cr\\_lessonplans/srplan1.html](http://www.snn-rdr.ca/snn/cr_lessonplans/srplan1.html)

## **Part 2 – Research**

1. Using a familiar classroom strategy (e.g. webbing, brainstorming, B-K-W-L-Q Chart), engage students in a discussion about Louis Riel and the Red River Rebellion to set the stage for this activity and to activate prior knowledge.

### **(Home work or independent activity)**

2. Using the reading 'Louis Riel: A Man with a Mission' on page 79 (page 18 in Student's Guide Lesson 4) as well as web resources students will research the following information about the North-West Rebellion:
  - What problems were the Métis having with the Canadian government?
  - Why did Gabriel Dumont seek out Louis Riel to lead the Métis again?
  - How might his sense of having a 'mission' affect Louis Riel's decision to return to Canada and lead the Métis in 1885?
  - What steps did Louis Riel take to help the Métis? Why might he have expected them to be successful?
  - What was Louis Riel hoping to accomplish as a result of helping the Métis? How might this have been viewed by other Métis and the government of Canada?
  - What had changed in the North-West Territory since the Red River Rebellion that made the Canadian government choose military force in 1885 instead of negotiation?
3. The students can document their research on the worksheet on pages 83 and 84 (pages 20 and 21 in Student's Guide Lesson 4).
4. Have students create a timeline of the North-West Rebellion on page 87 (page 22 in Student's Guide Lesson 4).

## **Part 3 – Putting it all Together**

### **(Post activity/reflection)**

1. Students are to present some aspect of what they have learned about the North-West Rebellion to the rest of the class. They may do this in a variety of ways (e.g. display, diorama, re-enactment skit, musical, epic poem, website, fiction, mural, research paper).

### **(Media literacy)**

2. Have the class reflect on the role the media plays in communicating ideas about issues including media impartiality. Consider too how the media

presents issues of national interest such as when Canada is involved in a military conflict.

### Extensions

1. Study current examples of social justice issues and how they are promoted in the media.
2. Have the students create political cartoons to illustrate the point of view of the Métis and the Canadian government towards each other's position.

### Resources

- B-K-W-L-Q Chart
- News Story W5 Chart
- Newspaper Reporters Notes Sheet
- Newspaper Fact Opinion T Chart
- Newspaper First Page Article Sheet
- Newspaper Feature Article Sheet
- Newspaper Editorial Sheet
- Newspaper Op-Ed Sheet
- Cause and Effect of the Actions of Louis Riel and the Canadian Government During the North-West Rebellion
- Cause and Effect of the Actions of Louis Riel and the Canadian Government During the North-West Rebellion Answer Key
- Venn Diagram Comparing/Contrasting Causes of Red River Uprising and the North-West Rebellion
- Venn Diagram Comparing/Contrasting Causes of Red River Uprising and the North-West Rebellion Answer Key
- North-West Métis Issues Worksheet
- North-West Métis Issues Worksheet Answer Key
- Timeline of North-West Rebellion
- Timeline of North-West Rebellion Answer Key (page 96)
- Photos from the North-West Rebellion
- The Execution of Louis Riel (an excerpt from *The Story of Louis Riel: the Rebel Chief* by Collins, E.J.)
- History On Trial – Louis Riel website – Student's Guide Lesson 4

### Web Resources

#### **The North-West Rebellion**

The North-West Rebellion

[http://history.cbc.ca/history/?Mival=Section.html&chapter\\_id=4&episode\\_id=10](http://history.cbc.ca/history/?Mival=Section.html&chapter_id=4&episode_id=10)

Louis Riel and the North-West Rebellion

[www.mta.ca/about\\_canada/multimedia/riel/page\\_01.html](http://www.mta.ca/about_canada/multimedia/riel/page_01.html)

[www.mta.ca/about\\_canada/multimedia/riel/page\\_02.html](http://www.mta.ca/about_canada/multimedia/riel/page_02.html)

[www.mta.ca/about\\_canada/multimedia/riel/page\\_03.html](http://www.mta.ca/about_canada/multimedia/riel/page_03.html)

Dictionary of Canadian Biography Online – Louis Riel  
[www.biographi.ca/009004-119.01-e.php?BioId=39918](http://www.biographi.ca/009004-119.01-e.php?BioId=39918)

Northwest Resistance Digitization Project  
<http://library2.usask.ca/northwest/contents.html>

North-West Rebellion  
<http://faculty.marianopolis.edu/c.belanger/quebechistory/encyclopedia/North-WestRebellion-CanadianHistory.htm>

### **First Nations**

Virtual Saskatchewan – Cree Chief Poundmaker  
[www.virtualsk.com/current\\_issue/poundmaker.html](http://www.virtualsk.com/current_issue/poundmaker.html)

Mistahimaskwa (Big Bear)  
<http://library2.usask.ca/northwest/background/bear.htm>  
Pitikwahanapiwiyn (Poundmaker)  
<http://library2.usask.ca/northwest/background/pound.htm>

### **The Media**

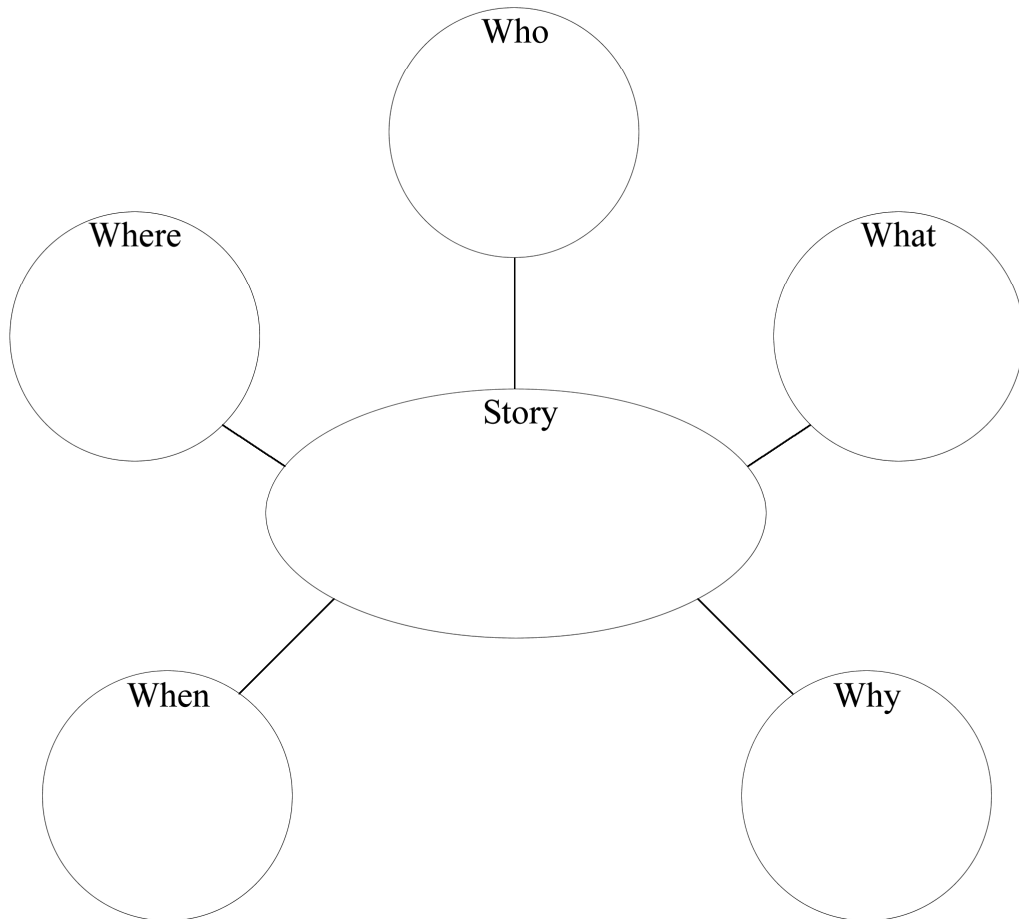
La Presse  
[www.histori.ca/peace/page.do?subclassName=Document&pageID=295](http://www.histori.ca/peace/page.do?subclassName=Document&pageID=295)

<b>BACKGROUND</b>	<b>What you KNOW</b>	<b>What you WANT to know</b>	<b>What you LEARNED</b>	<b>New QUESTIONS</b>



Name: \_\_\_\_\_

## News Story W5 Chart



Name: \_\_\_\_\_

Name of article: \_\_\_\_\_

Who: \_\_\_\_\_

What happened: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When: \_\_\_\_\_

Where: \_\_\_\_\_

\_\_\_\_\_

Why: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Quote (and who is quoted): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Interesting Fact(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Fact	Opinion

Date: \_\_\_\_\_

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Image

Caption

Date: \_\_\_\_\_

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[illegible]

Date: \_\_\_\_\_

## Feature Article

--

# Headline

Introduce the topic and write the most interesting aspect

---

Support with quotes, anecdotes, facts , background information

Image

Caption

Summarize topic plus a message or lesson learned

Date: \_\_\_\_\_

## Feature Article

--

[illegible]

Date:

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## *Editorial*

---

Headline

---

Explain the problem

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---

Explain the other side and its weakness

---

---

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---

Explain your solution and its strengths

---

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---

---

Support your solution with facts and examples

---

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---

Restate your position plus your view of the future

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Date: \_\_\_\_\_

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# Editorial

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Date:

## *The Op-Ed Page*

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Headline

---

Explain the problem (this is written by a reader commenting on a story or editorial in the newspaper)

---

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---

---

Explain the other side and its weakness

---

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---

---

Explain your solution and its strengths

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Support your solution with facts and examples

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Restate your position plus your view of the future

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# The Op-Ed Page

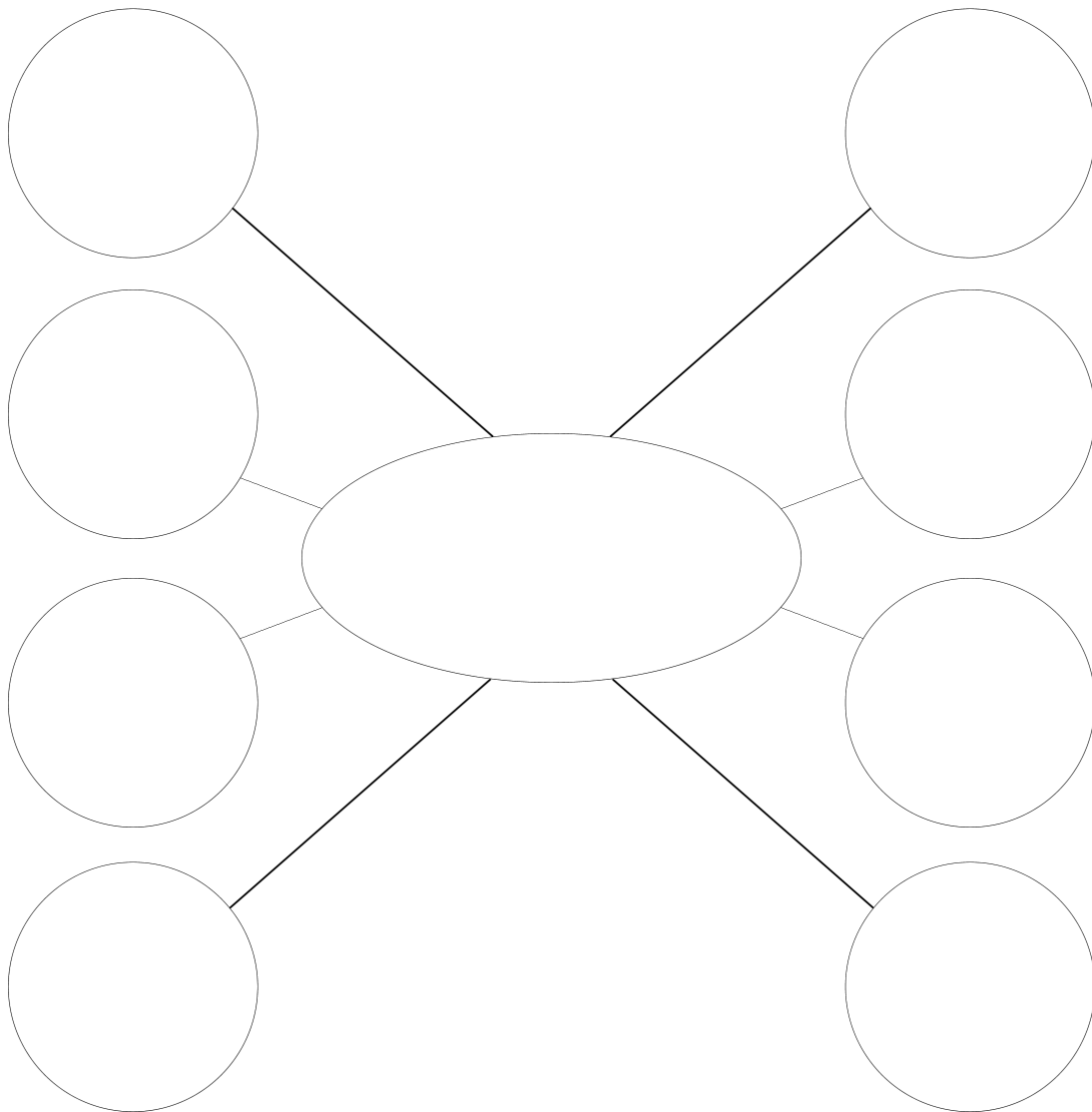
[illegible]

Name: \_\_\_\_\_

## Actions of Louis Riel and the Canadian Government During the North-West Rebellion

Louis Riel

Canadian Government

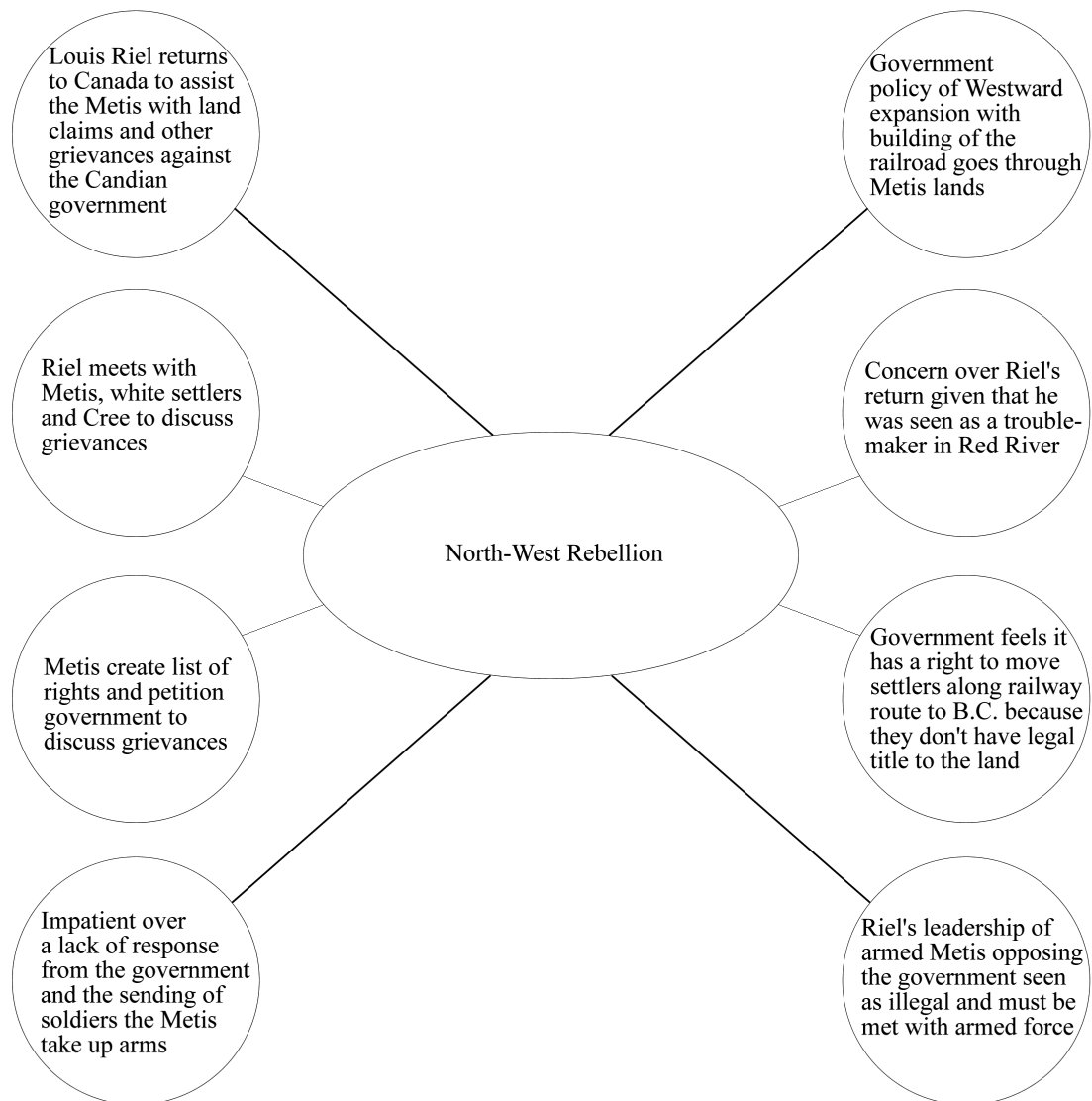


Name: \_\_\_\_\_

Teacher's Copy  
Actions of Louis Riel and the  
Canadian Government During the  
North-West Rebellion

Louis Riel

Canadian Government



## Louis Riel: A Man with a Mission

After Manitoba entered Confederation Louis Riel left for his five years of exile in the United States arriving at the St. Joseph Mission about 10 miles across the border in the Dakota territory in the summer of 1870. In 1871 he became seriously ill from the emotional and mental burden of the previous year as well as continued threats on his life by Orangemen who believed Thomas Scott had been unjustly executed by Riel. When he returned to Manitoba to recover his health he was well received by the government officials there. It was a hopeful sign that there was little interest in persecuting him any further.

Riel was soon convinced by friends run for a seat in Parliament in the upcoming by-election in the Manitoba riding of Provencher. Riel easily won the seat and attempted to make his way to Ottawa through the United States in order to sign the Book of Oaths and take his seat as an MP. He went as far as Hull, Québec on the other side of the river from Ottawa but lost his nerve when he was told by friends that he was very likely to be assassinated or arrested for the death of Thomas Scott if he was seen in the capital. Riel crossed back over the border and stayed at a Catholic mission in Plattsburgh, New York.

During this time Louis Riel's behaviour noticeably changed and he became more preoccupied with religious matters than political ones. He was often uncontrollably shouting and crying, a sign to those at the mission that Riel's mental health had suffered under the strain of the responsibility he had undertaken to lead the Métis during. It was decided in 1876 to send him to a sanatorium in Montréal and then another one outside Québec City for treatment and convalescence.

When he was released in 1877 he was told that for the sake of his mental health he should lead a quiet and relaxed life and for several years that is exactly what Louis Riel did. He returned to the United States with one year left in his exile and lived with other Métis as they roamed through the Montana territory to hunt buffalo which had been mostly hunted to extinction when the west was being settled.

Riel eventually settled in Montana and became an American citizen and worked as a teacher at a Catholic mission. In 1881 Riel married Marguerite Monet and they had three children. However his restless nature soon got the better of him and he became involved in politics arguing for the rights of the Métis in Montana. This was not the relaxed life that was suggested he lead and soon Riel's mental illness showed signs of re-appearing. He was once again talking about the plan God had for him to lead the Métis people and begin a new religion centred around the Métis whom he believed were God's chosen people.

For Riel the opportunity to fulfill this mission soon presented itself when Gabriel

(Continued...)

Dumont and other Métis leaders from Saskatchewan visited Riel in Montana and requested his assistance in addressing their grievances with the Canadian government. Riel agreed and he helped justify his involvement because of his belief in the Métis cause, his mission as well as personally since he was still owed land, or the equivalent in money, by the Canadian government as part of agreement the Manitoba Act of 1870.

The concerns of the Saskatchewan Métis were essentially the same as those that the Métis in the Red River Settlement had fifteen years earlier. Just as before Riel petitioned the Canadian government to acknowledge the language rights and land claims of the Métis in Saskatchewan but these petitions, as well as a list of rights that had been drawn up, were ignored. Finally, Riel established a Provisional Government at Batoche which he stated would be the spiritual capital of the new religion he believed he was being asked by God to create. To his supporters Louis Riel was giving them hope that their rights would be taken care of but to his opponents, and particularly the Canadian government, he was a dangerous man who was out of control.

The Métis were supported in part by followers of Big Bear and Poundmaker who had similar land and rights grievances as the Métis which the Canadian government was also ignoring. By March 1885 frustration with the Canadian government led to talk of resort to arms. On rumours that 500 North-West Mounted Police were advancing towards them Riel and the Métis seized weapons and ransacked stores in Batoche to get supplies. Soon afterwards there were attacks on settlers at Battleford and on April 2<sup>nd</sup> nine settlers were killed at Frog Lake by Big Bear's band.

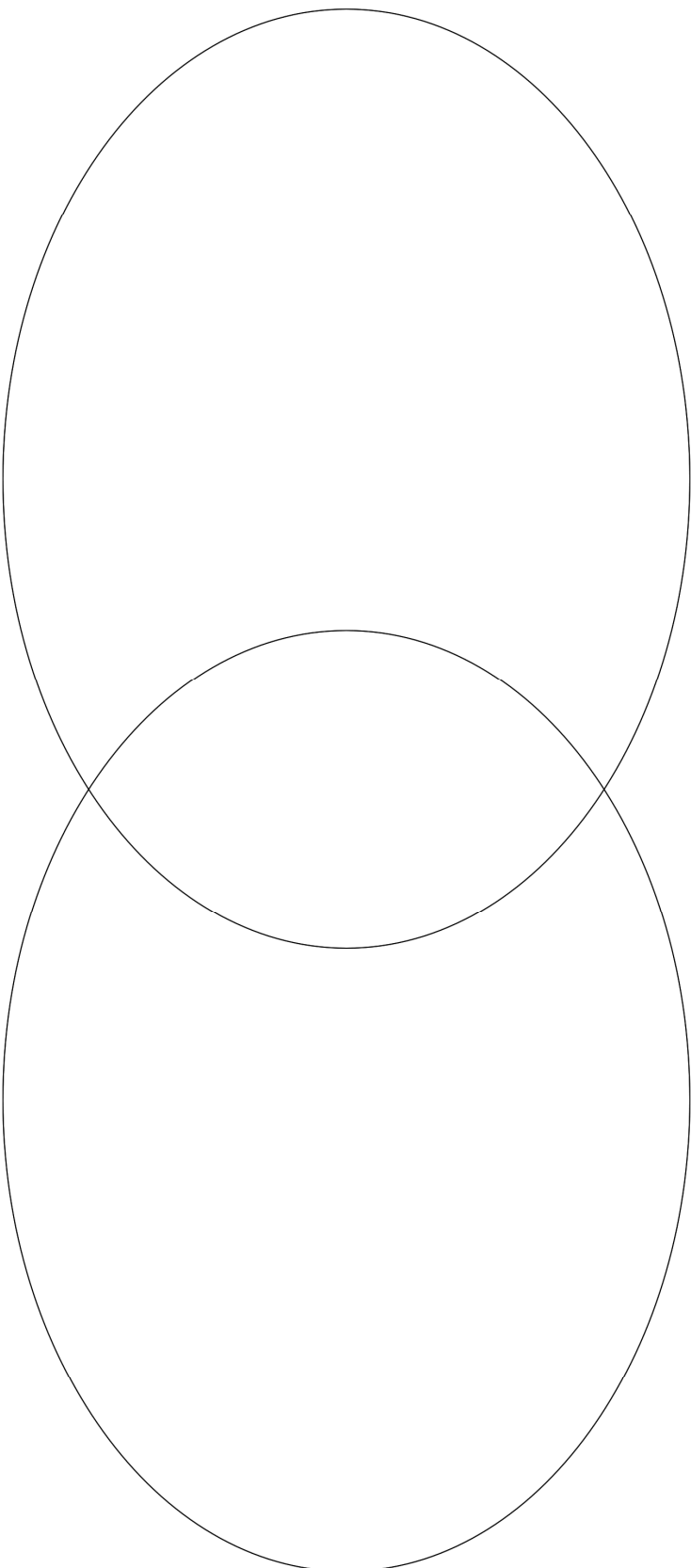
In Canada there was outrage over the attacks despite the fact that the Métis and First Nations people had legitimate complaints against the government. Wanting to stop the violence before it spread Prime Minister Macdonald ordered the Canadian militia under General Middleton to the North-West to put down the rebellion. After two weeks of fighting the Canadian militia defeated the Métis at Batoche on May 12<sup>th</sup>. On May 15<sup>th</sup> 1885 Louis Riel surrendered to scouts belonging to General Middleton's forces and the North-West Rebellion was over.

Name: \_\_\_\_\_

Comparing and Contrasting the Causes and Events of  
the Red River Uprising and the North-West Rebellion

Red River 1870

Batoche 1885





Teacher's Copy

Name: \_\_\_\_\_

## Comparing and Contrasting the Causes and Events of the Red River Uprising and the North-West Rebellion

### Red River 1870

- Surveyors sent by the government arrive in Red River
- Riel gains key support of members of the clergy in support of Metis language and legal rights
- Takeover of Upper Fort Garry
- Arrest of Canadians who marched on Upper Fort Garry to arrest Riel
- Amnesty offered to Red River Uprising participants
- Government's new takeover of Rupert's Land means no soldiers at the settlement to enforce government's authority
- Ottawa sends soldiers to Red River
- Divisions in Canada over Riel's actions with support in Quebec and opposition in Ontario
- Protestant Orangemen in Ontario push for Riel's arrest after Thomas Scott is executed
- The province of Manitoba comes into existence

### Batoche 1885

- Building of railroad to British Columbia as part of the Canadian government's promise to B.C. for joining confederation
- Riel's episodes of mental instability noticeably influence his actions
- Government sends soldiers to enforce its authority
- Metis and other settlers told to move off lands where the railroad was to go through
- Riel not supported by important members of the clergy
- Riel and his Metis followers take up arms to oppose the government
- Battles between Metis and Canadian militia at Duck Lake and Batoche
- Cree followers of Big Bear and Poundmaker, inspired by actions of the Metis, attack settlements at Fish Creek and Cut Knife Hill with several settlers killed
- Louis Riel surrenders at Batoche and is later hanged for high treason at Regina on December 16, 1885

Name \_\_\_\_\_



## North-West Métis Issues

Page 1 of 2



Louis Riel testifies at his own trial in 1885

What problems were the Métis in Saskatchewan having with the Canadian government?

Why did Gabriel Dumont seek out Louis Riel to lead the Métis again?

How might his sense of having a 'mission' affect Louis Riel's decision to return to Canada and lead the Métis in 1885?

What steps did Louis Riel initially take to help the Métis? Why might he have expected them to be successful?



## North-West Métis Issues

Page 2 of 2



Louis Riel testifies at his own trial in 1885

What was Louis Riel hoping to accomplish as a result of helping the Métis?  
How might this have been viewed by the government of Canada?

What had changed in the North-West Territory since the Red River Rebellion that made the Canadian government choose military force in 1885 instead of negotiation?

If you were alive in 1885 and were appointed as a special ambassador to try and prevent armed conflict between the Métis and the Canadian government what would you do? What reasons or arguments would you use to try and prevent both sides from going to war? (Answer on a separate sheet.)

## Teacher's Copy



## North-West Métis Issues



What problems were the Métis in Saskatchewan having with the Canadian government?

Land claims  
Language rights  
Political rights

Why did Gabriel Dumont seek out Louis Riel to lead the Métis again?

The Métis held the Riel family in high esteem as leaders of the Métis ever since Louis Riel Sr. organized support for Pierre Guillaume Sawyer who was charged with breaking the Hudson's Bay Company's fur trade monopoly. Sawyer was acquitted and the Hudson's Bay Co. monopoly was ended.

As a person Louis Riel was charismatic, well spoken, well educated and had some understanding of the law and recognized the need to protect the rights of the Métis.

How might his sense of having a 'mission' affect Louis Riel's decision to return to Canada and lead the Métis in 1885?

While his sense of a religious and political 'mission' seemed strongest during the periods he was being treated for mental illness in Québec, Riel's religious mission was fostered and encouraged by local clergy. With the Métis once again having land claim and rights issues Riel saw the plight of the Saskatchewan Métis as an opportunity to fulfill his sense of mission by leading them in a political and religious struggle.

(Special Note For The Teacher Only: Several psychologists and psychiatrists have subsequently studied Riel and believe he experienced the condition of megalomania which is defined clinically as narcissistic personality disorder [NPD]. It is defined, in part, as an individual who has delusional fantasies of wealth, power, genius or omnipotence and who views him or herself as morally superior with the willingness to sacrifice, kill or risk the safety of others.)

What steps did Louis Riel initially take to help the Métis? Why might he have expected them to be successful?

He organized meetings and suggested peaceful opposition to the government including the creation of a list of rights to present to the government as a basis for

negotiation. When the Métis claims continued to be ignored by Ottawa Riel announced the formation of a Provisional Government at Batoche. He might have thought this approach would have been successful because it had worked previously in the Red River Settlement fifteen years earlier.

What was Louis Riel hoping to accomplish as a result of helping the Métis? How might this have been viewed by the government of Canada?

Generally Louis Riel was attempting to secure the land and language rights of the Métis in Saskatchewan. Personally Riel was hoping to finally get compensated for his land claims which were owed to him by the Canadian government as a result of the Manitoba Act of 1870. Ultimately Riel was hoping to fulfill his mission of leading the Métis people and in the creation of a new religion with the Métis as the chosen people of God. This may be viewed as dangerous, radical and nonsensical by the government who saw Riel as a man who was gaining power and seemed to be growing increasingly out of control.

What had changed in the North-West Territory since the Red River Rebellion that made the Canadian government choose military force in 1885 instead of negotiation?

First, the outbreak of violence by Métis and followers of Poundmaker and Big Bear at Battleford and Fish Creek resulting in the deaths of settlers and the loss of property caused outrage in Canada. Second, because of the railway the Canadian government could more easily send military forces to the North-West to settle the issue. Having to deal with Riel yet again there was concern in Ottawa that he may remain a continual thorn in the side of the Canadian government in terms of settling the West if Riel was not dealt with once and for all.

If you were alive in 1885 and were appointed as a special ambassador to try and prevent armed conflict between the Métis and the Canadian government what would you do? What reasons or arguments would you use to try and prevent both sides from going to war? (Answer on a separate sheet.)

Timeline of Events During the North-West Rebellion    Name: \_\_\_\_\_

\_\_\_\_\_

Photos from the North-West Rebellion



**Louis Riel imprisoned at  
General Middleton's camp**

Credit: James Peters / Library and  
Archives Canada / C-003450



**Gabriel Dumont**

Credit: Strong/Library and  
Archives Canada/PA-178147



**General Middleton**

Credit: Topley Studio /  
Library and Archives Canada  
/ PA-027054



**Pitikwahanapiwiyn  
(Poundmaker)**

Credit: O.B. Buell / Library and  
Archives Canada / C-001875



**Mistahimaskwa (Big Bear)**

Credit: O.B. Buell / Library and Archives Canada / C-001873





**General Middleton with wounded soldiers at Fish Creek**

Credit: James Peters/Library and Archives Canada/C-0003453



**Soldiers in the field during the North-West Rebellion in 1885**

Credit: James Peters/Library and Archives Canada/



**Metis and Indian prisoners of war**

Credit: O.B. Buell / Library and Archives Canada / PA-118760



Note to Teachers: Please be aware of the sensitivity of this reading for students before deciding on whether or not to present the following account of Riel's execution to the class.

The following account of Louis Riel's execution is an excerpt taken from *The Story of Louis Riel: The Rebel Chief*, by E.J. Collins

## RIEL'S EXECUTION

The execution of Louis David Riel took place at Regina, on the 16th November, 1885. He met his fate bravely, and displayed more fortitude than had been thought possible. He abstained from speech-making, and confined himself entirely, on the advice of Father André, who has been his constant companion throughout, to spiritual matters. Riel never slept after receiving intelligence that the execution would take place that morning, and throughout the night was constant in his devotions. At seven o'clock he had a light supper, and at five in the morning mass was celebrated, followed two hours later by the administration of the last sacrament. Riel, towards the last, almost entirely dropped his new religious idiosyncrasies and decided to die a devout catholic.

The hour fixed for the execution was eight o'clock, but it was fifteen minutes past that hour before those who had passes from the sheriff were admitted to the guard-room. Here was found the prisoner, kneeling on the floor of an upper room, from which he was to step to the gallows. It was a sad scene. Around him were gathered numbers of mounted police, Sheriff Chapleau, Deputy-Sheriff Gibson, and a few others. The room was illuminated by a small window, covered with a rime of frost through which the sun, now risen but a few hours, shot a few weak rays. Riel now knelt beside the open window, through which the gallows could be seen, and prayed incessantly for fully half an hour. Fathers McWilliams and André conducted the service for the doomed man in French, Riel repeating the responses in a clear voice, which could be heard distinctly above the murmurs of the priests' whispering tones. Riel wore a loose woollen surtout, grey trousers, and woollen shirt. On his feet were moccasins, the only feature of his dress that partook of the Indian that was in him. He received the notice to proceed to the scaffold in the same composed manner he had shown the preceding night on receiving warning of his fate. His face was full of colour, and he appeared to have complete self-possession, still responding to the service in a clear tone. The prisoner decided only a moment before starting for the scaffold not to make a speech. This was owing to the earnest solicitations of both the priests attending him. He displayed an inclination at the last moment to make an address, but Father André reminded him of his promise.

The hangman, who on a former occasion had been in the hands of Riel as a prisoner, commenced the work of pinioning the doomed man, and then the melancholy procession soon began to wend its way toward the scaffold, which had been erected for Khonnors,

(Continued...)

the Hebrew, and soon came in sight of the noose. Deputy-Sheriff Gibson went ahead, then came Father McWilliams, next Riel, then Father André, Dr. Jukes, and others. As he stood on the trap-door Riel continued invoking the aid of Jesus, Mary, and the saints, during his last agonies. "Courage, pere," he said, addressing Father André, and then he addressed Father McWilliams in the same words. The latter priest kissed Riel, who said, "I believe still in God."

"To the last," said Father André.

"Yes, the very last," answered Riel: "I believe and trust in Him. Sacred Heart of Jesus, have mercy on me."

Dr. Jukes shook hands with the prisoner, who said in English: "Thank you, doctor." Then he continued: "Jesus, Marie, Joseph, assistez moi en ce dernier moment."

Deputy-Sheriff Gibson then said, "Louis Riel, have you anything to say before death?" Riel answered "No." He was given two minutes to pray, and he repeated the Lord's prayer, Father McWilliams leading, while the cap was being drawn over his face and the rope adjusted. At the words "Lead me not into temptation" the hangman sprang the bolt, at twenty-eight minutes past eight, and Riel shot downward with a terrible crash. For a second he did not move. A slight twitching of the limbs was noticed, but instantly all was still again. In two minutes after the fall, Louis Riel was no more. His conduct on the scaffold was very courageous. He was pale but firm, and kept up his courage by constant prayer, thus diverting his thoughts from the terrible death before him. His neck was broken by the fall; the doctors say he could have experienced no physical suffering. For a second or two his limbs twitched slightly, then a convulsive shudder ran through his frame, and all was over. In less than three minutes Dr. Dodds pronounced him dead.

Few persons were present. The only people on the scaffold, besides the condemned man and the hangman, were Deputy-Sheriff Gibson, Dr. Jukes, of the Mounted Police, Father André, Father McWilliams, and the press representatives.

After death the coroner's jury was empanelled by Dr. Dodds, and a verdict of death by hanging rendered. The hair of the deceased was cut off one side of both head and face. All the buttons torn off the coat, the moccasins removed from the feet, and even the suspenders cut into pieces for persons to obtain mementos of the deceased. He was placed in a plain deal coffin to await the plans of the Government as to interment. His own wish was to be buried at St. Boniface, and his friends are particularly anxious that his wishes in this respect be complied with, as his father and other friends repose in that place, as all the bodies of the convicts here have been stolen from the burying ground in less than a week.

## Lesson 5 – History On Trial – Louis Riel Online Film Dramatization

### Learning Objective

Having seen the History On Trial – Louis Riel dramatization students will further develop their understanding of the causes of the rebellion.

### Previous Knowledge

Students need to have an understanding of basic style and language conventions for formal writing as well as discussion and/or debate strategies.



### Focus Questions

- What kind of life did Louis Riel lead in exile?
- Given the circumstances during this time period for Riel, was he an effective leader?
- How had Riel changed as a result of the events in Red River?
- Why did the Métis in Saskatchewan look to Riel for leadership?
- Why did the Canadian government react so differently in 1885 compared to 1870?

### Procedure

#### Part 1 – The Jury Decides

1. Using a familiar classroom strategy (e.g. webbing, brainstorming, B-K-W-L-Q Chart), engage students in a discussion about the History On Trial – Louis Riel presentation to set the stage for this activity and to activate prior knowledge.

Teachers can select 2 or 3 below

#### (In class group or pairs activity)

2. Now that you have seen the History On Trial – Louis Riel online film presentation the teacher can have the class act as jurors and examine the merits of the evidence presented. Have the students discuss specific bits of evidence and determine which pieces were most or least persuasive in support of his guilt or innocence. The teacher may also ask students to prepare a summary of the arguments and present them as part of a class presentation or discussion.

#### (Home work or independent activity)

3. Based on the evidence presented in the History On Trial – Louis Riel online presentation students can prepare their own response on the guilt or innocence of Louis Riel on the charge of high treason through rebellion in a written essay. Have students support their position with evidence presented in the trial.

**(Post activity)**

4. Do You See What I See Exercise. Using a picture taken from a magazine or a newspaper (a busy scene with people and activity are ideal for this exercise) flash the image for 5 seconds and then have the students write down what they saw (e.g. things such as what was happening, position of things and people, colours, how many people, male or female, etc.). Then have the students read out what they remember. Students will learn that people see things differently in terms of what they prioritize, and disagree about things they all saw and witnessed in real time. The goal here it to recognize the difficulty of getting people to agree on events that have happened and also the difficulty of understanding and agreeing upon events that happened decades, centuries and even millennia after they happen. Once the exercise is completed show the picture again so students can verify their findings. This exercise emphasizes the bias witnesses in a courtroom (and historians) often have in recounting events. (Note: also see Web Resource ‘The Murder of Thomas Scott’ below).

**Resources**

- B-K-W-L-Q Chart
- Continuum/Timeline of Louis Riel’s Biography
- Continuum/Timeline of Louis Riel’s Biography Answer Key
- History On Trial – Louis Riel website – Student’s Guide Lesson 5

**Web Resources**

The Murder of Thomas Scott (Note: Offers several differing opinions on the Scott’s execution making it an excellent example of how history can be viewed through different lenses including, in one or two cases, the lens of bigotry. Many of the readings are lengthy and advanced for younger students but the teacher could take excerpts from each to give a sense of tone and opinion).

<http://faculty.marianopolis.edu/c.belanger/QuebecHistory/readings/TheMurderofThomasScott.html>

<b>BACKGROUND</b>	What you <b>KNOW</b>	What you <b>WANT</b> to know	What you <b>LEARNED</b>	New <b>QUESTIONS</b>

## Timeline of Events in Louis Riel's Life

Name: \_\_\_\_\_

\_\_\_\_\_

Louis Riel's Biography Timeline				Name					
1844	1858	1868	1869	1870	1872	1874	1876	1881	1885
Louis Riel born in Red River	Riel begins his studies at the Petite Seminaire de Montreal and then a law firm until 1866	Return to St. Boniface Surveying of Dawson Rd.	Sept. HBC and Ottawa agree to transfer of Rupert's Land	Jan. Canadians from Portage La Prairie attempt to overthrow Provisional Government, are captured	Riel wins Provencher by-election	Parliamentary pardon for Riel, begins 5 years in exile in the United States	Riel enters Longue Pointe and Beauport asylums because of mental strain, recovers his health	Exile over Riel settles in Montana	Agrees to help Gabriel Dumont and Metis in Sask. with grievances
			Oct. 11 Metis stop survey					Marries Marguerite Monet, they have three children	Mar. 19 Riel forms Provisional Government in Batoche, SK
			Nov. 23 Riel proposes a Provisional Government	Jan. 19-20 Donald Smith presents Ottawa's proposal to the Metis at Upper Fort Garry					May General Middleton arrives in the North-West to put down Metis rebellion
			Dec. 1 MacDougall reads royal proclamation, Rupert's Land part of Canada	Feb. Trial of Thomas Scott for treason					Battles at Frog Lake, Cut Knife Hill, Fish Creek and Batoche
			Metis capture Canadians who try to arrest Riel	Mar. 4 Thomas Scott is executed by firing squad					May 15 Riel surrenders
			Macdonald declares amnesty for Red River uprising	May Wolseley expedition arrives on a peace mission					Nov. 16 Riel executed by hanging at Regina
			Provisional Government declared	July 15 Manitoba Act takes effect, Manitoba becomes a province					
			Ottawa postpones land transfer						
			Riel becomes president of the Provisional Government						