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To the Teacher

The Teacher's Guide to Canada, A Country of Change provides many ideas for using the textbook. It also has many additional strategies and activities for teaching Canadian history to grade 6 students.

There are probably more ideas in this teacher’s guide than you will use in the school year. These are provided so that you will have a variety of ideas suitable for different students.

Important Considerations in Writing the Teacher’s Guide

Our experience as teachers and the research we have read were important in writing this guide. Teachers know that students often have difficulty reading social studies material, so we have tried to include a variety of activities to address this. We also know that teachers need a variety of activities to get some students interested in learning. Discussion with some grade 6 students and teachers reminded us of the activities that students like to do and the activities that teachers would like to try but may not have time to prepare. Discussions with students in the Middle Years Social Studies Methods classes at the University of Winnipeg helped us to remember what beginning teachers want and need.

Social Studies Activities That Grade 6 Students Like

✦ history that the teacher makes especially interesting, with lots of detail and fun facts
✦ interesting and humorous stories from history
✦ historical stories and novels that they can read or that the teacher can read to them
✦ hands-on activities
✦ brains-on activities, where they can think on their own
✦ problems to solve; decisions to make
✦ discussions and informal debates where they can take a stand
✦ role-play, skits, and simulations
✦ videos/DVDs of historical people and events
✦ games they can play with other students to acquire or review knowledge
✦ puzzles
✦ projects that allow creativity and result in the creation of their own products
✦ group discussions about the parts of the textbook they have read, or about related topics
✦ history that connects to current events or student interests
✦ field trips to historic sites

Social Studies Ideas That Teachers Like

✦ background information (reminders of historical information about people, places, and events; humorous or interesting stories)
✦ additional information about the topics in the text
✦ ideas for activities of all kinds
Before You Begin

Order of Use of Chapters

This book begins around 1867, the Confederation era, and progresses to Canada in modern times. However, too often teachers miss the last sections of a course, because they run out of time. We suggest that you check the material in chapters 13, 14, and 15, and consider ways to incorporate some of this material throughout the year.

Current Events

Most classes have current events activities on a daily or weekly basis throughout the year. We suggest that current events be discussed when they occur, even if that means delaying or extending the study of topics planned. Wherever possible, students should look for contemporary news items related to the historical events they are studying. We have suggested topics and activities in Applying or Extension and Integration Activities of most chapters.

Many of the ideas on citizenship that are discussed in the Introduction, page 7, and in chapters 13 and 14, can be incorporated into current events throughout the year. Elections make good tie-ins to the textbook. Remember that there are fixed dates for both federal and Manitoba elections. Federal elections generally occur every four years, as do Manitoba elections (usually in June). Consider this when planning to teach the government section, chapter 15.

Page Numbers

Page numbers referred to in the activities correspond to the textbook. The only other document that may be referenced is Success for All Learners, a handbook published by Manitoba Education and Training. Page numbers from that resource are accompanied by the notation SFAL.

Icons

The following icons are used in the Teacher's Guide:

† indicates important information

? indicates questions for class discussion

How the Teacher's Guide Is Organized

Getting Started

This section provides a series of activities to do in advance of using the book.

What Do We Already Know About Canadian History?

This section provides activities to review Canadian history knowledge and skills from grade 5. Included are the following:

✦ world map
✦ map of Canada
✦ questions to review Canadian geography, as well as some history names and facts

Getting to Know Your Textbook

This section provides a number of activities you can use to show students both how the textbook is organized and the resources it provides.

Activities provide opportunities for students to locate and use the table of contents, index, glossary, and timelines throughout the book.

By Part

The book is divided into five parts of three chapters each. The introductory spread for each part is organized as a memory box, featuring
items from the period to be discussed. We suggest taking a short time to introduce the parts so that students know what is ahead. Students may find it useful to return to the introductory spreads after they have completed the part to see if they have ideas for other items to add to the memory box. (See the ongoing project for memory boxes, below.) As well, this teacher’s guide includes an activity at the beginning of each part to introduce the chapters that follow.

Ongoing Project: Memory Box
The two-page spread at the beginning of each part in the textbook acts as a visual preview of the chapters that follow. These spreads are referred to as “memory boxes,” because the items pictured there are the kind of things that people would keep in their souvenir or memory boxes. Memory boxes can be used throughout the year in the following ways:

✦ Students can find appropriately sized memory boxes and decorate them individually. These personal boxes can be used to keep artifacts that are meaningful to the students. Students should be prepared to have the teacher look at the contents and read the student’s explanation for keeping these items. If students give permission, these boxes could be kept on display during the school year then taken home by the students at the end of the year.

✦ As a class, students can make a collective memory box for the school archives. Students can discuss what they are saving and leave an explanation, for future students, to explain why such things were important to them.

Appendices: A timeline of Canadian history is on pages 199–202 of the textbook. The prime ministers of Canada are found on page 202.

By Chapter

Knowledge and Values Outcomes
Specific social studies knowledge skills and value outcomes are required by Manitoba Education, Citizenship and Youth. The knowledge and skills outcomes covered in each chapter in the textbook are listed in a box at the beginning of the corresponding chapter in this guide.

Skills, Strategies, and Ideas
This is a list of the various skills, strategies, and “big ideas,” or concepts, covered in the chapter.

Teacher Reference Notes
(a) Advice
This section includes cautions about difficult or controversial material and suggestions for dividing the chapter for reading and study.

(b) Information
This section includes background information about people, places, and events. It may also provide useful resources and equipment.

(c) What Else Was Happening at this Time?
This section gives the teacher some additional information about the period and of events of the time.

(d) Current Events
This section suggests topics that may currently be in the news and that fit with the chapter.

(e) Resource List
Reference books, videos, DVDs, historical stories, and novels appropriate to the topics are listed. Information about resources that are suggested for specific activities is included with the directions for the activities. General resources are listed, chapter-by-chapter, at the end of the guide.

(e) Vocabulary List
Words that are likely to be unfamiliar are listed. An asterisk indicates a word that is explained either in the chapter or in the glossary.

Vocabulary Activities
These activities are to be used as appropriate for the time and the class.

Activating Activities
Use these activities to do the following:

✦ find out what students already know
✦ discover students’ misconceptions
✦ remind students of information or ideas that they already know
✦ stimulate interest
Activating activities may be combined with vocabulary study or with the chapter preview.

Several activities are usually suggested. Choose strategies that are useful to you and your students.

(Other activating strategies are suggested in Success for All Learners/SFAL.)

Some chapters provide a preview activity. These both introduce the chapters and help students prepare for reading.

**Acquiring/ Applying Activities**

✦ These activities suggest ways for students to learn new material and skills and how to apply them. We have combined them, because that is how teachers usually work with these activities in the classroom.

✦ Many of the activities in this section answer the questions Who? What? When? Where? Why? and How?

✦ In most chapters, this section includes stories, poems, legends, or songs that can be used. Novels for students and read-aloud novels for the whole class may also be suggested, as are relevant videos.

✦ Some activities are included for students to learn about daily life at the time being studied. These include recipes, role-play activities, and associated crafts to create relevant props or costumes.

✦ Some chapters include information on what it was like to be a child at the time being studied, as so much history is written about adults. This section may include directions for making toys or a list of games that children played. There is often information about school and learning.

✦ Further ideas for Acquiring and Applying activities can be found in Success for All Learners/SFAL.

✦ There are some readings in the Acquiring and Applying section. They are organized with questions that students can be asked directly. There are more readings than you would want to use. Some of them could be used for your own information, or you can have students read them and use the questions for oral discussion.

**Extension and Integration Activities**

✦ These activities provide some students with more challenging or creative projects. These activities may be integrated into other subject areas, such as ELA, art, music, or math.

**Summing Up /Assessment Activities**

✦ These ideas may be used for major projects or performances to summarize and assess the chapter.

✦ Many of these activities allow students to put ideas together in charts or maps or other types of activities.

✦ Assessment activities are often part of previous activities, but some specific ideas will be included here.

**Blackline Masters and Teacher's Notes**

✦ Blackline masters that apply to a particular chapter are found at the end of that chapter.

✦ General blackline masters, such as outline maps, patterns for crafts, or assessment suggestions, are included in the General BLM appendix at the end of the guide.

✦ Chapter notes for teachers follow the blackline masters. They include additional information that may be helpful when conducting a particular lesson or activity.

✦ Answer pages for blackline master activities are provided where there are factual or specific answers, particularly for map exercises or review questions.

⚠️ Blackline masters (BLM) do not always have to be copied and handed out to students. They can be used as a basis for oral instructions or for questions for whole-class discussion, or they can be reproduced as overheads. Blackline masters are designed to be flexible, depending on how you, the teacher, plan to use them.
We hope you enjoy using both the textbook and *Teacher’s Guide for Canada, A Country of Change*. Most important, have some fun while you teach this!

Marilyn Mackay
Linda McDowell

Special thanks to the students of the Middle Years Social Studies CI&A classes of Cathy Phillipson and Sandy Millen at the University of Winnipeg, 2007–2008. They reminded us what it was like to be starting a teaching career. Also, thanks to Patty Duncan, grade 6 teacher at Garden Grove, for her valuable advice.

**Recommended Supplementary Materials**

The following materials can be used with the textbook throughout the year, and are referenced in shorter form in resource lists:

**Books**


This is an excellent resource that provides legends, poems, stories, and songs for the textbook. You will use it often.


This book provides additional background information for you and your students. It has some very good sidebars and illustrations.


*Ordinary People* has been used for some time as a grade 6 text, so you may find some copies around your school. It is very useful for stories of children of various time periods. If you can find several copies, the stories could be used by small groups.

**Websites**

✦ *Historica Minutes* videotapes or CDs, produced by Historica Canada Foundation. See <www.historica.ca> for content and ordering information. The videotapes can also be viewed online at <www.histori.ca/minutes/section.do?className=ca.histori.minutes.entity.ClassicMinute>.

✦ Manitoba Education, Citizenship and Youth website. See: <www.edu.gov.mb.ca/k12/learners/bibliographies.html>. The *Social Studies Kindergarten to Grade 8 Learning Resources: Annotated Bibliography* found there provides new information and ideas for teaching this course.

If you have not taught a history-based course for a while, see Planning to Teach a History Topic, page 6. It may help you organize and focus on a topic.
Planning to Teach a History Topic

Include the following in your teaching plans:

**WHO?**
Who was the important person or group?

**WHAT?**
What was the event?
What happened?

**WHEN?**
When did this event happen?
Can students place this event on the timeline?

**WHERE?**
Where did this event happen?
Can students locate the places on a map?

**WHY?**
Why did this event happen?
What were the causes?

**HOW?**
How did the event happen?
How do we know about it?

**WHY SHOULD WE CARE?**
Why is this event important to us or to the world?
Introduction: Getting Started
(textbook pages 7–9)

This is an unusual course situation, because the grade 5 and 6 courses together form a complete study of Canadian history. As a result, the two courses need to be linked in an unusually close way.

This introduction is organized into two parts:

1. **Review** activities provide a review of some grade 5 material in order to:
   - **activate basic knowledge and skills that may have been forgotten over the summer**
   - **make a link between the study of Confederation at the end of the grade 5 course and the ongoing study of Canadian history from 1867 in grade 6**

2. **Getting to Know Your Book** activities introduce the various parts of the book. We know that students:
   - **make better use of a text if they have had an opportunity to get to know the organization and helpful sections of the book**
   - **gain advance knowledge of what they are going to study in the course by examining the book beforehand**

**Review Activities**
The following activities are intended to help you and your students:
- **review some skills and previous knowledge from grade 5**
- **get to know the new textbook for grade 6**

**Map Skills (BLMs I-1, I-2)**

There are two map review exercises, one for the world and one for Canada. To do these activities you will need:
- **World Map Review (BLM I-1)**
- **Outline Map of the World (BLM G-11)**
- **atlases and/or wall map of the world**
- **Canada Map Review (BLM I-2a)**
- **Review Map of Canada (BLM I-2b)**
- **atlases and/or wall map of Canada**
- **pencils, erasers**

**Canada Game (BLM I-3)**

Canada Game review questions are designed to help students remember information from the previous year. To prepare, create cards from BLM I-3: Paste the sheet of rectangles on cardboard and cut, or paste each rectangle directly onto index cards. The answers to the questions appear on the bottom of the card, facing the questioner.

You can play the game three ways: (1) You can be quizmaster and run the game like a spelling bee, (2) you can create multiple sets of cards, and have small groups quiz each other, or (3) you can divide the class into pairs of students, and have each student quiz the other in turn.

You may wish to extend the lesson by creating your own cards with different information. You can store cards in a recipe box, with dividers to identify different themes.
If you want to make this game livelier, have Canada-themed prizes. You can buy inexpensive Canada souvenirs at most dollar stores. It is a good idea to buy souvenirs in May and June, because they are not always available later in the year.

In this section, the first 14 questions are about Canadian geography, the next 9 questions are about explorers, and the final 7 questions are about First Nations. Students can use blanks to add their own questions.

**Getting to Know Your Book**

The activities suggested here will help you and your students get to know the new textbook.

You and your students can prepare by first reading the section Getting to Know Your Book on pages 4–6.

You and your students may also wish to discuss pages 2–4 of the textbook, which talks about the study of history. These ideas about history are reinforced throughout the course, when you are actually using the various types of resources that are discussed here. Activities throughout the *Teacher's Guide* draw attention to these ideas about history.

**Parts of Your Book (BLMs I-4, I-5, I-6, I-7)**

There are four separate short activities to help students find and use various parts of the book. They are:

✦ Table of Contents activity sheet (BLM I-4)
✦ Index activity sheet (BLM I-5)
✦ Glossary activity sheet (BLM I-6)
✦ Timeline Crossword (BLM I-7)

Use any or all of these activities. Students will also need copies of the textbook *Canada, A Country of Change*.

**Crime Scene Investigator (BLM I-8)**

If you think that your students do not need all of these detailed activities, or if you wish to have some fun after the individual activities above, try the CSI activity (BLM I-8) on page 21. It has students look at all parts of the book. Students can work individually or in groups, with each group being given some of the numbered clues and reporting its findings back to the class.

For answers to the above activities, see page 24.
World Map Review

You will need an outline map of the world (BLM G-11), atlases/wall map, and pencils.

1. Locate and mark the following places on the map:
   
   (a) Continents: Mark the seven continents on the map.
   
   (b) Oceans: Mark the five major oceans on the map.
   
   (c) Important Lines: Mark the Equator, the Arctic Circle, the Tropic of Cancer, and the Tropic of Capricorn on the map.
   
   (d) Countries
      ✦ Use numbers to mark the following countries: Great Britain, Canada, India, Australia, New Zealand.
      ✦ In the Legend box, print the numbers and names of the countries you have identified.
      ✦ What do all of these countries have in common?

      _______________________________________________________________________________

      _______________________________________________________________________________

2. Map Skills Review

   (a) What is the title of the map?

   _______________________________________________________________________________

   (b) If you sail from Great Britain to Canada, which direction will you travel?

   _______________________________________________________________________________

   (c) Use the scale and a ruler or a piece of paper to estimate the distance between Great Britain and Nova Scotia. Write your estimate here.

   _______________________________________________________________________________
Canada Map Review

You will need an outline map of modern Canada, atlases/wall map, and pencils.

1. Locate and mark the following places on the map:
   
   (a) Provinces: Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland Labrador, Nova Scotia, Ontario, Prince Edward Island, Quebec, Saskatchewan
   
   (b) Territories: Nunavut, Northwest, Yukon
   
   (c) Capital cities: Note that there are black dots or circles on the map. Mark the name of each city beside the correct dot or circle.
       The cities are: Charlottetown, Edmonton, Fredericton, Halifax, Iqaluit, Ottawa, Quebec, Regina, St. John’s, Toronto, Victoria, Whitehorse, Winnipeg, Yellowknife
   
   (d) Oceans: Arctic, Atlantic, Pacific

2. Map skills review
   
   (a) What is the title of the map?  
       ________________________________________________

   (b) Look at the black dots on the map. What do they represent?  
       ________________________________________________
   
   In the Legend box, place a black dot, and write down what it represents.

   (c) Look at the circle on the map. What does it represent? In the Legend box draw a circle and write down what it represents.  
       ________________________________________________

   (d) If you travel from Winnipeg to Regina, in which direction will you go?  
       ________________________________________________

   (e) Which province/territory is Manitoba’s northern neighbour?  
       ________________________________________________

   (f) Which province/territory is Manitoba’s western neighbour?  
       ________________________________________________

   (g) Which province/territory is Manitoba’s eastern neighbour?  
       ________________________________________________

   (h) Which country is Manitoba’s southern neighbour?  
       ________________________________________________

   (i) Which province is the farthest east in Canada?  
       ________________________________________________

   (j) Which province has land that is farthest south in Canada?  
       ________________________________________________
Review Map of Canada
# Canada Game

## Canadian geography

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Name the three Prairie Provinces.</td>
<td>Manitoba, Saskatchewan, Alberta</td>
</tr>
<tr>
<td>2.</td>
<td>Name the biggest province.</td>
<td>Quebec</td>
</tr>
<tr>
<td>3.</td>
<td>Name the province that is on Canada’s West Coast.</td>
<td>British Columbia</td>
</tr>
<tr>
<td>4.</td>
<td>Name the province that is farthest east in Canada.</td>
<td>Newfoundland-Labrador</td>
</tr>
<tr>
<td>5.</td>
<td>Name the ocean on Canada’s East Coast.</td>
<td>Atlantic</td>
</tr>
<tr>
<td>6.</td>
<td>Name the ocean on Canada’s West Coast.</td>
<td>Pacific</td>
</tr>
<tr>
<td>7.</td>
<td>Name the ocean on Canada’s North Coast.</td>
<td>Arctic</td>
</tr>
<tr>
<td>8.</td>
<td>Name Canada’s three territories.</td>
<td>Yukon, Northwest, Nunavut</td>
</tr>
<tr>
<td>9.</td>
<td>In which province do you find the city of Halifax?</td>
<td>Nova Scotia</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>10. In which province or territory do you find Whitehorse?</td>
<td>Yukon</td>
<td></td>
</tr>
<tr>
<td>11. Name the big ancient lake in Manitoba that was formed when a glacier melted.</td>
<td>Agassiz</td>
<td></td>
</tr>
<tr>
<td>12. If you want to see a famous stampede, which city will you visit?</td>
<td>Calgary</td>
<td></td>
</tr>
<tr>
<td>13. Name the second largest city in Manitoba.</td>
<td>Brandon</td>
<td></td>
</tr>
</tbody>
</table>
## Explorers

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name the English explorer who visited Newfoundland in 1497.</td>
<td>John Cabot/Giovanni Caboto</td>
</tr>
<tr>
<td>2. Identify the French explorer who named the St. Lawrence River.</td>
<td>Jacques Cartier</td>
</tr>
<tr>
<td>3. Who were the first Europeans to visit Newfoundland?</td>
<td>The Vikings</td>
</tr>
<tr>
<td>4. Name the leader of the first Europeans to visit Newfoundland.</td>
<td>Leif Ericsson</td>
</tr>
<tr>
<td>5. Which European first explored Hudson Bay?</td>
<td>Henry Hudson</td>
</tr>
<tr>
<td>6. Name the explorer who drew most of the maps of Western Canada.</td>
<td>David Thompson</td>
</tr>
<tr>
<td>7. Name the European who gets the credit for starting the settlement of Quebec City.</td>
<td>Samuel de Champlain</td>
</tr>
<tr>
<td>8. Name the explorer who found “fool’s gold” in the north.</td>
<td>Martin Frobisher</td>
</tr>
<tr>
<td>9. Which country set up the fortress of Louisbourg?</td>
<td>France</td>
</tr>
</tbody>
</table>
# Canada’s First Peoples

1. Name the First Nation chief who was kidnapped (with his sons) and taken to France.
   - Donnacona

2. Name one First Nation that lives in Nova Scotia.
   - Mi’kmaq or Mi’k maw

3. Name two First Nations groups that live in Manitoba.
   - Two of: Cree, Swampy Cree, Ojibway/Saulteaux/Anishinabe, Dakota, Sayisi Dene

4. Name two provinces with Aboriginal names.
   - Two of: Manitoba, Saskatchewan, Quebec, Ontario

5. Name a capital city in Canada with an Aboriginal name.
   - One of: Winnipeg, Toronto, Ottawa, Quebec, Iqaluit

6. Name a famous First Nation chief who helped the Selkirk settlers when they first came to Manitoba.
   - Chief Peguis

7. Name one First Nation that belonged to the group that the Europeans called the Iroquois.
   - One of: Mohawk, Seneca, Oneida, Onondaga, Cayuga, Tuscarora
Getting to Know the Table of Contents

1. How many chapters are there?  ________________________________

2. How many parts are there?  ________________________________

3. On the lines opposite, write the page numbers where you would begin to read to find out the following:
   (a) When Manitoba became a province  ________________________________
   (b) When new provinces and territories were added to Canada  ________________________________
   (c) Information about Aboriginal Peoples  ________________________________
   (d) Information about the First World War  ________________________________
   (e) Where you would find a timeline  ________________________________
   (f) Add all of the page numbers from (a) to (e), and write the total:  ________________________________
   (g) Subtract 178 from (f):  ________________________________

Turn to this page number.

✦ Why is this page important?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Getting to Know the Index

This activity will help you learn to use the textbook’s Index, which starts on page 213. It will also help you learn about the terms surname and first name. Your surname is your family name, and your first name is the name that most people use when talking to you.

1. Look under the C, and write the surname of the second listing.
   ____  ____  ____  ____  ____  ____  ____  ____

2. Write the first word listed under A.
   ____  ____  ____  ____  ____  ____

3. Look under J. Write surname of the person listed second.
   ____  ____  ____  ____

4. Look under P. Write the surname of the person listed second.
   ____  ____  ____  ____  ____  ____  ____  ____

5. Look under T. Write the surname of the first person listed.
   ____  ____  ____  ____

6. Look under S. Write Mr. Scott’s first name.
   ____  ____  ____  ____  ____  ____

7. Look under B. Write Mr. Barker’s first name.
   ____  ____  ____  ____

8. Look under M. Write John Macdonald’s second initial.
   ____

Write the letters in the boxes on the blanks below.
   ____  ____  ____  ____  ____  ____  ____  ____

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Getting to Know the Glossary

The box on the left contains a list of words from the Glossary on pages 203–210 in the textbook.

On the right are the meanings of the words in the box. Print the correct word from the box in the blank opposite its meaning, at right.

If you do not know the meaning of a word, check your Glossary.

| Anglophone | 1. agreement between opposing sides to stop fighting |
| bylaw | 2. centre or core of something |
| centennial | 3. coming to a new country to live |
| cohort | 4. deep ditch |
| colony | 5. join |
| elect | 6. law made by municipal or local government |
| forum | 7. many small pieces of stone, tile, or glass in a pattern |
| immigration | 8. more than half of the total number |
| majority | 9. one-hundredth anniversary |
| merge | 10. to choose by voting |
| mosaic | 11. person whose first language is English |
| nucleus | 12. person who is opposed to war |
| pacifist | 13. a settlement in a foreign land, such as New France |
| trench | 14. public meeting to discuss issues |
| truce | 15. supporter |
Timeline Crossword

Clues

Across
3. Last name of the first Canadian woman in space, 1992
7. In 1957, this future prime minister won the Nobel Peace Prize
8. Important Canadian space invention, 1979
11. In 1980, he began his Marathon of Hope (last name)
12. Territory where the Klondike Gold Rush took place, 1898
13. City where a big explosion took place, 1917

Down
1. International organization begun in 1945
2. In 1990, this Manitoban blocked the Meech Lake Accord
4. Former name of city of Kitchener, changed in 1916
5. Inventor who sent first radio signal across Atlantic from Newfoundland, 1901
6. First Canadian city to build a subway, 1954
9. Third territory to join Confederation, 1999
10. First province to grant women the right to vote, 1916
11. Disease that killed many, 1918
You are a Crime Scene Investigator – a CSI. One day you receive an anonymous tip that a certain person has been kidnapped. No other information is given. You do not know the person’s name, occupation, age, address, or even if the person is male or female. Your task is to follow the kidnapper’s clues throughout your textbook and to find the identity of the mystery victim.

Clue 1. I kidnapped the victim from a historical site in downtown Winnipeg. (Check illustration on page 27 to find the answer.) Where was it?

Clue 2. The victim originally came from Canada’s 10th province (see Part IV Introduction). Name it.

Clue 3. I did not put the victim in a vehicle, train, or plane. How did we travel? (Chapter 13 contains a picture of “The Spirit of Haida Gwaii.” What transportation are the mythical characters using?)

Clue 4. You will not be able to follow me unless you change your mode of transportation – and not for a toy, but the real thing (page 125). Name the transportation.

Clue 5. If you are still with me, let me tell you a little about the person I have kidnapped. The person is the same age that Henri Bourassa was when he became mayor of Montebello, in Quebec (chapter 6). What age was that?

Clue 6. My victim has the same occupation as David Suzuki’s parents (chapter 9). What was that?

Clue 7. I kidnapped a person who has the same birthday as me. I was born the day Queen Elizabeth II signed the Constitution Act of Canada (page 179). What date was that?

Clue 8. You have enough information for now. Go to the ticket counter, and buy a ticket for the country that was the most northerly neutral power during the First World War (page 91). Name the country.

Clue 9. You followed me all the way here! I am impressed with your abilities. Let us follow the people of this country as they fled the natural disasters of their home. Where did they emigrate to? (See page 67.)

Clue 10. We have some time. This journey will take a while. I will tell you more about the victim’s interests. “He shoots, he scores!” What is the victim’s favourite sport? (See page 111.)
Clue 11. Check out the Index under the letter P. Name the hobby the victim participates in.

Clue 12. Does the word DARIO mean anything to you? If you rearrange the letters of this word, you will discover how to find out the next clue. (If you cannot get it, look at the Timeline, 1901.)

Clue 13. I will give you the victim’s first name. It will make it easier for both of us. The name is the same as that of Canada’s 18th prime minister (Appendix B). Write his first name.

Clue 14. Now that we know what to call him, can you find where I am holding him? The city had a general strike in 1919 (chapter 8). Name the city.

Clue 15. The street we are on has the same last name as Canada’s prime minister during the Second World War (Appendix B). What was his surname?

Clue 16. The street number, you ask! Do not rush me! The building’s door is the same colour as the name of Winnipeg’s mayor in 1919 (chapter 8). What was his last name?

Clue 17. You see three doors painted that colour! Well, look for the number of the year when Manitoba first became a province (page 31). What year was it?

Clue 18. Now that you have found the building, look for the victim’s clothing. I have hidden them in something that was invented by a Winnipegger (page 144). What was the invention?

Clue 19. I assure you, my victim has been well looked after. I feed him nothing but the best! What is the victim being fed? (See page 141.) Name the kind of food.

Clue 20. Do you want to learn the victim’s last name? He shares the same surname as one of Canada’s best-known Olympic sprinters (page 72). What is his last name?

Clue 21. My ransom has been paid, so I will release my prisoner! What was my motive, you ask? I own a 1961 car, just like the one on the introductory page to Part IV. What kind of car do I drive?

Clue 22. The car uses 42 litres of gas for every 100 kilometres. I cannot afford to drive a car that uses that much fuel! I demanded 100 barrels of what was discovered in Western Canada in 1947 (Appendix A). See you later!
Answers for Introduction: Getting Started

BLM G-1 (map); BLM I-1 (questions):
1. (d) All countries are British Empire or Commonwealth members.
2. (a) Map of the World
   (b) You would travel west
   (c) Distance: approximately 4000 to 4500 km (The distance from Halifax, N.S. to Plymouth, U.K. is 4392 km.)

BLM I-2 (map) and BLM I-3 (questions): Canada Map Review
2. (a) Map of Canada
   (d) west
   (e) Nunavut
   (f) Saskatchewan
   (g) Ontario
   (h) United States
   (i) Newfoundland-Labrador
   (j) Ontario

BLM I-3: Canada Review cards
Answers are on the cards.

BLM I-4: Getting to Know the Table of Contents
3. Page numbers for questions
   (a) to (e): 22 + 32 + 48 + 90 + 199 = 391
   (f) 391
   (g) subtract 178 = 213
Page 213 is important because it is the page where the Index begins.

BLM I-5: Getting to Know the Index
1. Campbell
2. Abbott
3. Jean, Palliser
4. Tache
5. Thomas
6. Billy
7. A
The letters spell MANITOBA.

BLM I-6: Getting to Know the Glossary
1. truce
2. nucleus
3. immigration
4. trench
5. merge
6. bylaw
7. mosaic
8. majority;
9. centennial
10. elect
11. Anglophone
12. pacifist
13. colony
14. forum
15. cohort

BLM 1-7: Timeline Crossword

Across:
3. Bondar
7. Pearson
8. Canadarm
11. Fox
12. Yukon

Down:
1. United Nations
2. Harper
4. Berlin
5. Marconi
6. Toronto
9. Nunavut
10. Manitoba
11. Flu.

BLM 1-8: Crime Scene Investigator

1. Upper Fort Garry
2. Newfoundland
3. boat
4. airplane
5. 22
6. drycleaners
I. Putting Canada Together: A Preview

The two-page spread on pages 10 and 11 shows us some objects from the memory box of Canadian history.

See if you can match the memory box object on the left to one of the themes or events in the box at the bottom of the page. Write the matching heading in the blank opposite the memory box item. You can use a heading twice. Check the book if you need help. The first one is done.

1. A crazy quilt
   Women’s Lives in the 1860s

2. A cartoon (look at its title)
   _______________________________________________________________________

3. Knife belonging to John Schultz
   of Red River
   _______________________________________________________________________

4. Poster for the Brotherhood of
   Railway Trainmen
   _______________________________________________________________________

5. Pillbox hat for the North-West
   Mounted Police
   _______________________________________________________________________

6. Scales for weighing gold
   _______________________________________________________________________

7. Diagram for building a railway
   _______________________________________________________________________

8. A child’s slate
   _______________________________________________________________________

9. A sash
   _______________________________________________________________________

10. A photograph of early Winnipeg
    _______________________________________________________________________
Answers to BLM P-1/Part I. Putting Canada Together: A Preview

Page numbers are provided for easy reference to the textbook.

1. Women’s Lives in the 1860s (pp. 16, 17)
2. Confederation (pp. 12, 13)
3. Manitoba Becomes a Province (pp. 22–31)
4. Railway! (pp. 38, 39)
5. The North-West Mounted Police (pp. 32–35)
6. The Klondike (pp. 40–42)
7. Railway! (pp. 38, 39)
8. Going to School in the 1860s (p. 14)
9. The Métis (p. 23)
10. Manitoba Becomes a Province (pp. 22–31)