Louis Riel
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**Topic:** Louis Riel  
**Length:** Eight Lessons  
**Specific Expectation:** Application 1.1 evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory
Lesson One: Introduction to Louis Riel

Overview: Introduce students to the history of Louis Riel through a timeline activity.
Learning Goal: Students will have basic, undisputed facts about Louis Riel upon which to build their historical understanding of this complex and important time in Canadian History.
Materials: 1.1 - Timeline Pieces (it is recommended that you increase font size)

Plan (include timing):
Warm-Up/Hook: 5 Minutes. Assess Student’s Prior Knowledge by creating a mindmap of Native History/Rights in Canadian history. (Note: this does not have to be limited to the time period studied. This could and should go up to the present if possible.) If Louis Riel does not come up organically, mention the name to see if any student recognizes it and create a separate mindmap or branch off of the mind map. If he is brought up without prompt, focus in on him and add to that branch.

Discussion: 5 minutes. Discuss with students the results of the mind map. Ask prompting questions such as: How have native people been treated by the Canadian government? Do you feel natives have been oppressed? Are the people who have stood up for themselves justified in doing so, or should they have accepted the Canadian/British government?

Guided Practice: 1-2 minutes. Give each student an event in Louis Riel’s Timeline. Depending on the size of the class, some students may have to pair up, or you may want to post the ‘leftover’ events prior to the activity, to give students a sense of start and finish.

Independent Activity: 3-5 minutes. Explain that the students will self-order themselves (dates included on timeline) chronologically to create a timeline. It is preferable to have a way for students to post these in the classroom - perhaps on a bulletin board with arrows, magnetically, etc. This would allow students access to the events of the Red River Rebellion and Louis Riel’s life without the burden of memorization or note taking.

Sharing/Discussing/Teaching: 10 minutes. Explain the events of the timeline in more detail. This can include either a lecture style of highlighting key events and explaining them in more detail or it can be more of a question and answer style. (For example: If the Canadian government started redividing native land and the Red River Rebellion happened shortly after this, what does that tell us about how the Metis felt about the government stepping in?) (Divide remaining time evenly between this and assessment.)

Assessment: 5-10 minutes. Using questions similar to ones above, assess if students are aware of how the events connect. Are the students understanding (even loosely) why the natives might be upset? Are they beginning to draw connections? Are they understanding cause and
effect? The following two lessons look more closely at the events surrounding the rebellion, but if necessary, plan for an additional lesson or two which looks more closely at the content.
Lesson Two: Conflicting Perspectives
Overview: Students will be introduced to the conflicting perspectives of the Canadian Government and the Metis people.
Learning Goal: Students will come away with a sense of the differing lifestyles and goals of the Metis and Canadian government.
“Big Six” Focus: Historical Perspectives
Materials: Appendices 2.1, 2.2 (Maps), 2.3 (Large cue cards)

Plan (include timing):
Warm-Up/Hook (5 minutes): As students file into the classroom they will each be given a card/piece of paper with either an M or a G written on it. These cards will be given with an added instruction to disregard prior seating arrangements as those with the M cards will take seats on one side opposite those with the G cards who will take their places on the other side. Once seated the students will engage in activation of prior knowledge by participating in a class mind map on the board. The teacher will write Louis Riel on the board and add the students’ contribution as they offer them. This is just a small ‘minds on’ assessment allowing for the validation that last class’ subjects were well taken in by the students. The contributions on the board need not be excessively profound.
Note: Depending on class size, this may be easier done in small groups with chart paper. Likewise if the numbers accommodate it, the exercise may be done in allowance of the students to freely write their contributions to the blackboard.

Discussion (10 minutes): Once the mind map(s) is/are complete the teacher may take up discussion. (Potentially about the most popular additions, additions that may be missing, or perhaps controversial additions). This provides decent assessment for learning and once the students seem comfortable with the terms the teacher can focus on one that will surely be a popular addition to the mind map(s): Metis.

Modelling (5 minutes): The teacher will then explain that the class has been divided by their differing cards, M for Metis and G for Canadian government. This modelling requires no prior familiarity but students will have adequate knowledge from their introductory lesson. There will be a back and forth from each side and each time they will be expected to offer something that identifies them as their specific group, different from the other. This is only to familiarize the students with the divide, no pertinent distinguishing aspects need to be named or written down.

Guided Practice (10 minutes): The teacher will then have prepared, various identifiers written on bigger cards. Each time a different identifier is held up the groups will have 10-20 seconds to deliberate together deciding whether that identifier belongs to them or not. (Does the card describe them or the other group, Metis or Canadian Government). As the students pick and
choose which ones belong to their group, explanations or clarifications will be offered by the teacher and if possible, by other students as the identification process goes on. (For example: Off an identification card reading, ‘Offered education and food support in return for land’ there could be a brief discussion over why the Canadian government would feel the need to make this offer in order to clarify context). Appendices 2.1, 2.2, 2.3 will be used.

Independent Activity (5 minutes): With the identification cards all now on their rightful sides, the students will each be responsible for choosing one of the cards and thinking about how their particular identifier influences their thinking of the opposite side. Each card must be accounted for. The students may jot down their ideas or merely just discuss them. What is it about their particular identification that would make them act or feel a specific way towards the opposite side (Metis VS Canadian Government).

Note: Depending on class size the students may take on one or two identifiers in groups of 2-4. This allows for potential brainstorming as well as short notes if need be.

Sharing/Discussing/Teaching (25 minutes): At this point students in both groups will take turns explaining their perspective of their own identity and how (in their opinion) it would affect their view and judgement of the opposite side. Key aspects and additions will be written on the board. If the students seem to have a comfortable grasp on difference in identities and perspectives then further learning can be accomplished in a direct teaching method. If they seem to struggle with matching identities to potential perspective of the time, the teacher can simplify with basic low order questions and answers. This Q&A can work up in scaffolding manner in order to have the students eventually become the question askers AND answerers.

Assessment (15 minutes): In the last 15 minutes of class each student will write a journal entry in the perspective of the opposite side. Those who were addressing the Metis identification and perspective will offer insight as though they were writing as a member of the Canadian government. This assessment is due at the end of class and each side of the room will have their own pile of papers (ensuring that someone from the Metis side does not slip a Metis journal entry into a common pile). The assessment offers the teacher a chance to ensure that both sides were paying attention to the contributions of each other while still offering insight to their own side. This assessment will provide the teacher with understanding of what the students understood in comparison to what aspects seem to be lacking and need to be addressed next class.
Lesson Three: Cause and Consequence

Overview: Using a concept map, students will depict the decision making process of those involved in the Red River Rebellion/Northwest Rebellion and the consequences of such decisions.

Learning Goal: Students will understand the sequence of events and the consequences of both the Red River Rebellion and the battle at Batoche.

“Big Six” Focus: Cause and Consequence

Materials: Either concept map software such as Webspiration or a white board with which to create the concept map. 3.1, 3.2, 3.3

Plan (include timing):

Warm-Up/Hook: 5 minutes. Refer the students back to the first lesson. Did they feel that the timeline made sense? Did events jump out at them? Did they wonder why certain events occurred or decisions were made?

Discussion: <5 minutes. Show them the picture of the Red River Rebellion leaders (3.1). Ask them to imagine that they are in their position for this activity.

Modelling: <5 minutes. Explain to them that they will be creating a concept map as a class regarding the Red River Rebellion and the Northwest Rebellion. Ask the students if they know what a concept map is. They will likely need a model. Example:

Jimmy wakes up and realizes he didn’t pack a lunch for school
   Jimmy takes money for lunch
      Easiest solution
      Won’t be late for school
      Has to eat whatever the cafeteria is serving
      Cafeteria food is gross
   Jimmy packs a lunch
      Takes a long time
      Might miss the bus
      Can choose what he eats
      He can have his favourite sandwich

Jimmy decides to make his lunch.
He misses the bus.
His mom drives him in.

Note: The first level represents a concrete action or consequence. The second represents a possible decision. The third is a possible consequence of the decision. You may wish to arrange
it differently on the board using circles and arrows, colour codes, etc. See example link to Louis Riel concept map to view visual example.

Mindmapping: 30-40 minutes. Create a mindmap of the Red River Rebellion using the provided mindmap (3.2) as a guide. If time, create another for the Northwest Rebellion (3.3) or continue in another class. The teacher should be providing the bulk of the concrete events; he or she should either provide decisions or prompt the students what choices the persons involved had. The students should be providing the bulk of the consequences for each decision.

Another Option: the timeline could be broken down into smaller sections, with blanks in the decision and consequences spots. Students can then fill in the blanks with their own answers in pairs or small groups.

Debriefing: 5 minutes. Ask the students how they feel about this concept map. Do they think Louis Riel made the best decisions he could? Where do they think he could have changed his mind for the better? Is there any way he could be alive and seen as a hero?

Assessment: The teacher should be assessing the students answers throughout. Are they thinking critically about what decisions the Metis and Canadian government faced? Are the understanding the consequences of these decisions? Do they know why these decisions were made?

Note: I have deviated from the standard modelling/guided practice model here as I feel the mind mapping activity is a combination of both.
Lesson Four: Boon or Bane?

Overview: Students will look at commemorations of Louis Riel to see how he is viewed now.
Learning Goal: Students will see the impact of Louis Riel on today’s society. Is he still seen as a traitor? A hero? Somewhere in between?
“Big Six” Focus: Continuity and Change
Materials: Appendix 4.1, 4.2, 4.3, 4.4 (Images of statues, link to description of first, and CBC Archives Video of the switch)

Plan (include timing):
Warm-Up/Hook: Ten minutes. Have a writing prompt on the board: “Do you think Louis Riel should be remembered as a hero or a villain?” Allow students a few minutes to think about their answer and write a response. Option for differentiation: oral discussion of these questions.

Discussion: Five minutes. Explain to the students that Louis Riel is still controversial today. For one, he is seen as a champion of the Metis people - and even beyond that, someone who fought for human rights. However, his methods were often violent - and he fought against the government that continues to this day. Ask students to share some of their beliefs on how he should be remembered.

Modelling: 5 minutes. Introduce them to the first statue (6.1) through the image. Explain to students that Manitoba commissioned a statue to be erected behind parliament - and this was the statue they unveiled. [Note: this is an image of the statue after it was moved.] Ask students to share what they see, even on a basic level. What do they think the artist was portraying? In this case, Riel is nude and twisted. The artist was trying to convey his unorthodox history and how he is viewed by society.

Guided Practice/Activity: 10-15 minutes. Introduce the video by asking if anyone felt offended by the statue - and explain that, in fact, many people were. (Video link is 6.2.) After the link, show the new statue 6.3. Ask the students to think independently, pair up with a partner, and share what they see in this. Then ask the class to give an assessment of what they see. How is Riel shown in this statue? Make sure they note that he is much more traditional and English. A prompt might be: Does the outfit and posture look more like Louis Riel, a Metis leader, or Sir John A. MacDonald?

Display image 4.4. Explain to the students that this is what became of the original statue. It was moved to St. Boniface College, and around it the walls that you see were erected. It appears that they may have been trying to hide the statue. Ask the students what they think about the statues. Are these accurate to who Riel was? Or are they trying to ‘clean up’ Riel’s image?
Assessment: 10-15 minutes. Ask the students to think about their answers from the start of class. Do they think we, as Canadians, are remembering Riel correctly? Are we putting on rose coloured glasses to his bloody history? Ask them to fill out an exit slip (formative assessment only) with the following questions: How does each statue portray Louis Riel? Which do you feel is the better or more accurate portrayal of Louis Riel? Do you think that there is a better way to remember Riel?

Students should be thinking about who the real Riel was. He was a man who stood up for the oppressed Metis people - do either of these statues accurately capture that? Do current people understand Riel? Are they trying to make a hero out of a villain - or does the government not know how to commemorate someone who rose against them?
Lesson Five: Riel's Impact today
Overview: Students will examine examples of Quebec political strife today and discuss its significance
Learning Goal: Students will be able to draw connections between Riel's rebellion and separatism in Quebec.
“Big Six” Focus: Historical Significance
Materials: 5.1, 5.2, 5.3

Plan (include timing):
Warm-Up/Hook (5 minutes): Students will be asked to spend the first five minutes of class writing their own short definition of a few keywords on the board. Religion, Language, Culture, Race, Separatism, Rebellion. They may discuss in small groups or work on their own, but each term should have a short definition of each word which they are comfortable with.

Discussion (10 minutes): As a class the students will offer their descriptions of each key term. Popular and recurring answers will be written by the teacher on the board. The teacher will clarify any misconceptions of the words and add any missing additions. The teacher may ask how the students feel about those terms in regards to themselves. How does your race affect you on a day to day basis? When you think about rebellions, what comes to mind first?

Modelling (5 minutes): The teacher will ask the students to keep in mind the terms they have in front of them as well as the Red River Rebellion (spoken about in lesson three). At this point the teacher will show the video clip (Appendix 5.3) and ask the students to think about similarities that come to mind. The students should jot down what they feel is important or interesting from the video clip.

Guided Practice (10 minutes): The teacher will clarify any questions the students pose, before moving on to discussing their reactions to the video. Explanation of the Quebec Charter of Values will be of the utmost importance. Specific importance will be placed on the proposed restriction of public displays of religious symbols or attire. The teacher may also point out that there have been a few rallies/protests both FOR this Charter of Values and AGAINST. The students are invited at this point to share their thoughts about the video, specifically their thoughts about the potential separation of one province from the country of Canada.

Independent Activity (15 minutes): The students will group themselves into pairs and each be given a copy of appendix 5.2, The Manitoba Act. The teacher will activate their prior knowledge on the document as they will have covered its significance in lesson three. In a THINK/PAIR/SHARE the students will highlight parts of The Manitoba Act which they feel bear some similarities to the current situation in Quebec. (For example, the document offers
representation in the Senate, in the House of Commons etc… why are these things not good enough for the Premier of Quebec?) Specifically the students will explore with this document and all others they have amassed throughout the unit, how the Red River Rebellion was different and/or similar to the separatist movement in Quebec. In this case, Manitoba agreed to joining the rest of the nation why would Quebec rally so hard to leave? Only the first two pages of The Manitoba Act are provided, what other conditions do you speculate were added as requisites for Manitoba joining Confederation?

Sharing/Discussing/Teaching (15 minutes): The class will come back together and share what they have discussed. Further clarification on Quebec, the charter of values, Pauline Marois and language hostilities may be needed. The class will discuss the notion of “history repeating itself” and decide whether there is truth to this saying or not. The teacher will bring the discussion back to Louis Riel, and his determination to preserve the Red River culture by not merely surrendering to the rest of Canada. Does The Manitoba Act provide a solution? Or is it just a band-aid?

Assessment (15 minutes): Lastly the students will be shown an overhead or handout of an excerpt from the Montreal Gazette. As an exit card the students will be asked to agree or disagree with this author using the Red River Rebellion and what they know about separatist activity in Quebec. Their opinions must be supported with both of these sides and illustrate their own thinking on the idea of maintaining culture through segregation or separation. The exit cards will be collected at the end of class as assessment for the teacher in order to ascertain whether the students seem to have come to a well informed opinion. Due to the density of the subject matter and literal distance from Quebec’s provincial politics, the teacher should offer students the opportunity to come to the next lesson with any lingering questions, comments or queries. If the exit cards show discomfort in the subject matter and an inability to see significance of the history, the lesson should continue into prior knowledge activation upon the next meeting.
Lesson Six: Ethics Through Cartoons

Overview: Students will compare and contrast political cartoons of Sir John A. MacDonald during the Louis Riel crisis.

Learning Goal: Students will look at cartoons depicting Sir John A. MacDonald's decision making process and discuss his dilemma.

“Big Six” Focus: Ethical Perspective

Materials: Cartoons 6.1, 6.2, 6.3, 6.4

Plan (include timing):

Warm-Up/Hook: If you have not looked at political cartoons in your class yet, introduce a topical cartoon to the class. This should be a cartoon of a current event that they are either likely to have heard of, or can easily look up. See example 6.1 of Rob Ford.

Modelling: 5 - 10 minutes. Ask for initial reactions or thoughts about this cartoon. General questions could be: what event is this portraying? What is the author’s message or opinion? For this cartoon, specific questions could be: what is the pun in this cartoon? What does it say about Rob Ford? Does the author believe Rob Ford is doing a good job?

Guided Practice: 5-10 minutes. Introduce a second cartoon on a similar topic. Included is example 6.2. Ask the students similar questions to those listed in the modelling activity. (Specific questions for cartoon 6.2 could include: What does the setting tell us? How is the character feeling and why?) Ask the students to then compare and contrast the two cartoons using a Venn Diagram. Do the artists have similar messages? Is Rob Ford seen as a ‘bad guy’ in either cartoon? What do these cartoons tell us about how Rob Ford is seen by Canadians or people living in Toronto?

Independent Activity: 10 minutes. Ask the students to partner up. Give half of the class cartoon 6.3 and half of them 6.4. In pairs, ask them to answer the questions attached to each cartoon OR to simply state the intended message of the cartoon, gathering clues from the wording and images. Each comic depicts Sir John A. MacDonald’s dilemma - should Louis Riel be hung as a traitor or pardoned because he is a hero? A list of key points and questions are included with each image.

Sharing: 5-10 minutes. Have the partners join with a pair who has the second cartoon. Together they share the cartoon and each group has a chance to add anything extra that they saw.

Assessment: 5-10 minutes. Come back together as a class. Assess students’ knowledge by creating a Venn Diagram of the cartoons in the same way the Rob Ford diagram was created. What are these cartoons saying about MacDonald’s decision? Was it something that he took
lightly? Students should be able to point to MacDonald being divided by public opinion and state that each other sees MacDonald as having a different amount of power, but nonetheless a heavy hand in both situations.

Debriefing: 5 minutes. End the class with following quote from MacDonald:

“Riel shall hang though every dog in Quebec barks in his favor.”

Ask the students what this quote means. What does the use of the word ‘dog’ tell you about how MacDonald views Quebec? Ask the students to think about this in conjunction with the cartoons. How do they feel about MacDonald? Was he torn between decisions? Did he seem to have a clear agenda all along? Do they think he made an unbiased decision?
Lesson Seven: Mock Trial: Should Riel Hang?
Overview: Students will divide into the prosecution and the defense and will stage the trial of Louis Riel to decide if he should be hung.
Learning Goal: Students will engage with the ethics of the situation MacDonald and Riel found themselves in. Should Riel be praised as a hero or seen as a traitor?
“Big Six” Focus: Evidence
Materials: Appendices 7.1, 7.2, 7.3

Plan (include timing):
Warm-Up/Hook (5 minutes): The students will observe four names written on the board at the start of class. (These people should be deceased and bear some form of ethical controversy in their remembrance.) For example: Marilyn Monroe, Bob Marley, Michael Jackson, Cory Monteith. Each student will have to pick two of the four and ponder how they (and potentially others) remember this person and why. For example: Is Michael Jackson remembered more for his alleged child perversion and racial awkwardness? Or is he remembered as the King of Pop who donated millions to charities and was an icon for music, fashion and dance? What evidence is there of these allegations?

Discussion (5 minutes): Students will share their points of view about each character with provided supports to their opinion. The class will discuss how evidence and ethics change how history is remembered, celebrated and/or denounced along with the characters within it.

Modelling (5 minutes): The teacher will explain the proceedings of the court case and divide the class unknowingly into two. One side will be deemed the prosecution: those who would seek to have Louis Riel hanged as a rebel and traitor. They will sit opposite to the defense: those who believe Louis Riel is a hero and should be celebrated as such. The teacher will allow for any and all evidence that has been accumulated throughout the unit (maps, cartoons, documents) to be used as proof for or of Louis Riel’s positive/negative impact.

Guided Practice (15 minutes): The students will be given some time to brainstorm and discuss their case together. There may be any number of speakers in the case, and those who would prefer to take charge of using the evidence pieces as reference during the trial may also do that. In addition, each side will receive appendices 7.1, 7.2 and 7.3 to use as evidence if they wish. It is not mandatory that they make use of the supplementary pieces of evidence. If they so choose, they may base their case solely on evidence collected throughout the unit. Possible guidance questions: What has Louis Riel done to be perceived as a traitor/hero? What has Louis Riel not done? In his actions, who has Louis Riel helped? Harmed? Were his actions noble? Well
intended? Selfish? Ignorant?

Independent Activity (25 minutes): The students will conduct the trial with the teacher in place as the “judge.” The teacher will orchestrate a back and forth between the two sides. There should not be as many prompting questions at this point.

Debrief and Assessment (20 minutes): The courtroom will be called to order and the students will cease to be lawyers. A quick recap and reflection by the teacher will occur. The teacher should allude to the positive (and negative if need be) nature of the exercise. How did the students do? How did they feel about it?

As an exit assessment, each student will provide a vote on the trial. Their voting card must contain their decision as to whether Louis Riel should be hanged or celebrated as a hero. Upon this vote there must also be three sound and supported points which should illustrate the student’s choice. The ballots with the better supported opinions and the most convincing arguments will be worth more value in the vote tally. Students’ supports should also include debunking the opposition’s points where possible. Students should have enough time to formulate their opinions around evidence and thoughts that have been brought forward throughout the case. The assessment will allow for the students to illustrate their learning and understanding while also providing the teacher with information pertaining to individual student achievement in the unit. The winning team could possibly be announced next class! (Note: The winners are those who contributed to the winning voters’ side, not necessarily the prosecution, nor the defense).
Lesson Eight: Conclusion
Overview: Students will create a diary entry either from the perspective of a Canadian official (e.g. Sir John A. MacDonald) or a Metis citizen who is reflecting on the Riel situation after his death.
Learning Goal: Students will take the evidence, perspectives, etc. which they have been learning about with the Riel situation and apply it, deciding for themselves if he is a hero or villain.
Curriculum Expectations:
Materials: Appendices 8.1, 8.2, 8.3

Plan (include timing):
Warm-Up/Hook (15 minutes): The students will be divided into groups of approximately 4-5 (unless class proportions call for otherwise). Each group will receive 15 or 20 cue cards. As a group, they are asked to write an event or term on each cue card (no doubles) that they agree is significant and bears importance (pertaining to Louis Riel). (For example: Metis, Red River Rebellion, The Manitoba Act, Confederation etc.) Once each group is satisfied with their 20 terms they will delegate one person in each group to hold the cards. This person (in each group) now has 2 minutes to describe the event or term on the cards in front of them, one by one, so their group can guess them. For example: For a card that reads, Metis, the student may say, “Offspring of the French fur traders and first nations!” When another group member guesses the term correctly, then the student holding the cards may continue and describe the next card, “The first resistance of the Metis!” or, “The resistance that led to Riel’s provisional government!” The Red River Rebellion. When the two minutes are up, the students should acknowledge how many terms they were able to identify and then choose a new student to hold the cards. At this point, that new student must perform the same duties, however they are only allowed to use one word this time. The speaker may now say (for example) something like, “hybrid” when alluding to the card bearing, Metis. Once again the students will acknowledge their points and hand the cards to another student after 2 minutes. In the last leg of this activity, the student holding the cards must convey the term in front of them using actions and no words.

This hook is a useful summative activity that allows for a culmination of knowledge and an opportunity for drill and practice. Students who were unclear with certain terms will now have an opportunity to learn from their peers.

NOTE: If the teacher notices the students are struggling with coming up with terms for the cue cards, they may offer the same 15-20 terms for each table. See appendix 8.3.

Discussion (5 minutes): A brief discussion on the exercise will elaborate on why the activity was conducted. Once again, this activity allows from repetitive drill and practice of the popular terms that were introduced and worked on throughout the unit. Students must work together make sense of them and help each other understand in order for the team to proceed through
each level.

Modelling and Guided practice (10 minutes): The students will be asked to consult their terms on the table and think about them as potential subjects in a diary of a person living in the time of Louis Riel. The teacher will hand out appendices 8.1 and 8.2, diary excerpts from Louis Riel. The teacher will offer students a chance to read through the sources and think about what they would write were they in Louis Riel’s shoes. The students will compare this with the terms on the table that they have deemed important.

Independent Activity (15 minutes): The teacher will hand out each group a piece of chart paper at this point. Each group will be responsible for writing a short diary entry from the perspective of Louis Riel. Moreover, the students will work together to try to use as many of the important terms they have come up with on their table. This is meant to be a low risk/practice exercise, students should brainstorm together to decide at what point in Louis Riel’s life they would like to write about and how they will convey this. The teacher should walk around in order to clarify any lingering questions students may have on the unit.

Sharing/Discussing/Teaching (20 minutes): The groups will come together and each share their entry in front of the class. The teacher may ask for clarification on why certain events or terms were included or excluded. Moreover, the other students will comment on their peer’s chart paper with reflective feedback. This sharing and discussion is purely in the interest of assessment for learning as well as providing feedback for the student presenters.

Assessment (10 minutes): The students will then be given the assessment task. This task is to be started in the last 10 minutes of but will be due next class. Each student will create a diary entry of their own as another author of the time period (not Louis Riel). Students may take the standpoint of a Metis citizen or a Canadian official (other options if they feel the need to deviate through self-advocacy). Students will incorporate as much of the evidence that they have amassed as they feel necessary. The journal entry should reflect on Louis Riel’s recent hanging and take an opinion as to whether or not his death was justified. Did Louis Riel die a hero or a traitor? The teacher should remind students of the various pieces of evidence, perspectives and historical information they have compiled throughout the unit. It should be stressed that the more of these things they are able to efficiently include, the more well-rounded their entry will be.
Appendices:

1.1 Timeline Events

**October 22, 1844:**
Louis Riel is born in Red River Settlement, Manitoba.

**1858:**
Louis Riel leaves the settlement to pursue education in Montreal. He intends to become a priest but ultimately becomes a law office clerk when his father dies to support his family.

**1868:**
Riel returns to the Red River area. He begins an active role in the government of the area. At this point, it appears that the Canadian government is buying and redistributed lands currently owned by the Hudson’s Bay Company (HBC).

**1869:**
The federal government begins surveying the land which the Metis have settled on with the intent of redistributing it for their own purposes. They do not have permission from the Metis as the federal government believes it owns the land.

**October 11, 1869:**
Riel leads a group of horsemen to stop the survey.

**October 25, 1869:**
Riel declares that they will block any further government surveys. He demands that the Canadian government negotiate with the Metis and any others who live on this land.

**November 6, 1869:**
Riel creates a convention of elected officials from the area to discuss the matters.

**December 1869:**
Riel presents a “List of Rights” to this convention. Canadians who staged an armed resistance are arrested by this group. A temporary government is created, with Riel eventually becoming president.

**February 17, 1870:**
48 armed Canadians are arrested by Riel’s government. Their leader, John Christian Shultz, espaces for Ontario.
March 4, 1870:
Thomas Scott, a surveyor one of the men arrested, is executed by firing squad after being tried and convicted for insubordination by a jury. Riel refuses any appeals.

July 15th, 1870:
Manitoba becomes Canada’s fifth province.

August 24th, 1870:
The federal government sends the military to Red River. Riel flees to the United States, fearing execution. He returns the following May.

March 2nd, 1872:
Riel goes into voluntary exile in Minnesota at the request of Prime Minister John A. MacDonald. At this point, the country is divided on Riel’s actions: the majority of Quebec sees him as a hero; most of Ontario (the home of Thomas Scott) views him as a criminal.

1873 - 1884:
Despite living outside of the country, Riel is elected and re-elected to parliament several times. He does not show up out of fear of arrest and at other times because he is preemptively expelled. He marries and begins a family in the United States, becoming an official citizen.

August 1875:
Prime Minister Alexander MacKenzie offers Amnesty to Riel and Ambroise Lepine (the man convicted of Scott’s murder); however, it is under the condition that they remain in exile for five years.

1884:
Events similar to those in Red River begin to occur in Batoche, part of Saskatchewan. Metis are having their land taken from them by the federal government, who wishes to extend the Canadian Pacific Railway as far as British Columbia using the land they currently live on. The Batoche Metis contact Riel for help.

July 1884:
Riel arrives in Batoche.

May 9 - 12, 1885:
Under the guidance of Riel, the Metis stage what becomes known as The Northwest Rebellion. Using the railway, the federal government sends the Canadian militia who swiftly defeat the Metis. Riel turns himself in.
November 16, 1885:
Having been found guilty of high treason, Riel is hanged in Regina, Saskatchewan. He was 41.

Much of this timeline is adapted from the following article:
2.1: Red River Railway Map


2.2 Red River Metis Settlement Map

http://storiesofmyancestors.blogspot.ca/2011/01/red-river-settlement-map.html
November 13.
2.3 Various Identification Cue Cards (in addition to 2 prior maps)

Metis:
- Common occupation as fur traders
- Banded together to preserve their rights and way of life (Example of their “Way of life” farms, language, religion)
- Bilingual but prominently French
- Hybrid heritage
- Did not possess legal title over their land
- Resided all along the fur trade routes
- Located heavily in Manitoba and Saskatchewan
- Depended heavily on homemade things, with the addition of some European tools

(Possibility of MANY more, depending on class size)

Canadian Gov:
- Responsible for the exclusion of opposition (Metis) from The Numbers Treaties (Clarification on the treaties)
- Promised education and food support in exchange for land
- Prominently English
- Controlled the politics of land succession and distribution/delegation
- 1841 Act of Union
- Purchases Ruperts Land from Hudson’s Bay Company

(Possibility of MANY more, depending on class size)
3.1 The Red River Rebellion
http://upload.wikimedia.org/wikipedia/commons/4/42/ProvisionalMetisGovernment.jpg
13 November 13
3.2 Concept Map Example

An Example of what the concept map looks likes can be found here:
http://www.webspirationclassroom.com/view/1405924a9485

The green circles represent actual events or decisions made in the Red River Rebellion. The blue stars represent possible decisions. The yellow boxes represent the [possible] ramifications of each decision. The second map is the Northwest Rebellion. The legend is the same except that the concrete events are purple. The text, if unreadable, is as follows:

The Red River Rebellion

Canadian Government looking to expand territory
HBC wants to sell off land (now Manitoba)
Canadian Government begins process of buying land from HBC
Canadian Government Begins Surveying Land currently occupied by Metis

Metis Accept the New Government without a fight
Metis have to listen to a new government
Metis are assimilated
Metis lose their land

Metis stand up for themselves and fight back
Metis have a chance of keeping their land
Metis have a chance of having or making their voices heard

Louis Riel rallies the Metis of Red River to fight back and have their voices heard
Tensions rise between the Metis and the English surveyors
Several Men are taken prisoner by Riel's government
Thomas Scott becomes a troublesome prisoner

Riel can continue to keep him prisoner or forgive him
Scott continues to be a problem
Rebellion perhaps does not progress
Metis still not taken seriously

Riel can give him a trial, where he is found guilty of insubordination
Scott would be executed
Makes an example out of Scott
Shows the seriousness of the Metis
Can be construed as murder

Thomas Scott is Executed by Firing Squad
Ontario Residents see Riel as a murderer
Quebec Residents see Riel as a hero
The government sees Riel as a traitor, since he is technically on their land
Riel Stays
Possibly captured or killed
Riel Flees
Safety
3.3 Second Concept Map

The Northwest Rebellion

The Canadian Government Acquires more Western territory and begins building a railway to connect it.
The Railway path overlaps with Batoche Metis territory

- Metis can fight back
  - Metis have a chance at keeping their land
  - Possibility of maintaining their culture
  - Requires a leader with knowledge of the situation

- Metis can accept the new government
  - Lose their land
  - Probably lose their culture
  - Easiest solution - no fighting, no lives lost

Metis contact Louis Riel and ask for his help

- Louis Riel Accepts
  - Family in jeopardy
  - Violates conditions of pardon
  - Risks capture and possible execution
  - Could help these people keep their land
  - Could help these people keep their way of life

- Louis Riel denies
  - Has a life in the states
  - Remains Safe
  - Has a family now
  - Has knowledge of this situation and can help
  - Knows first hand what these people are experiencing

Louis Riel decides to help fight back; leads the Northwest Rebellion

- Canadian government fights back
  - They have legally acquired this land
  - They need this land for the railway
  - Can use the railway to mobilize the militia
  - Riel is a menace; can finally be captured

- Canadian Government Surrenders
  - Could lose lives in this battle
  - Will lose land
  - What to do with Riel now that he violated exile?

Sir John A. MacDonald Mobilizes the Military
The Canadian Military defeats the Rebellion
Riel is arrested; he is given a trial
Riel is pardoned or found innocent
  Ontario and English Canada angered
  Quebec (and Aboriginal population) happy
  Riel sees no punishment for his crimes against the government
  Makes a statement that Riel is a hero

Riel is found guilty and hung
  Ontario and English Canada happy
  Quebec (and aboriginal Canada) angered
  Riel is punished for his crimes against the Canadian government
  Makes a statement that Riel is a criminal

Riel is found guilty. He is hung for his crimes against the government of Canada.
4.1 First Statue, Close Up
http://maryloudriedger2.files.wordpress.com/2012/03/img_3895.jpg?w=500&h=645
13 November 13
4.2: A New Statue of Louis Riel Unveiled

“Louis Riel: A new Statue in Manitoba.” CBC Digital Archives. CBC.


4.3: Image of the New Statue

“Louis Riel.” ReadReidRead. Wordpress.

4.4: A ‘Twisted’ Statue Erected


5.1: Quebec Newspaper Excerpt

Why will no political leader stand up and tell the truth about Quebec separatism? That truth is that separatism is dead — not, of course, as something to dream about and vote for; like death and taxes, that will always be with us. No, the truth is that the hurdle is set so high for it to be done successfully and legally that separation is, for all intents and purposes, impossible.

Even Stéphane Dion, architect of the Clarity Act and one of the most courageous and rightly admired of Quebec federalists, still maintains the fiction that the key question is whether Quebec gives a clear answer to a clear question on secession. Quebec will not be kept in Canada “against its will.” He said so again recently at one of the Great Canadian Debates Series organized by my institute in Ottawa. If Quebeckers really want to go, he says, they can.

“It’s time to tell the Truth about ‘Quebec Separatism,’” Brian Lee Crowley. Montreal Gazette Online. 

5.2: The Manitoba Act

CONSTITUTIONAL DOCUMENTS OF CANADA [1867-]

4. Upon the acceptance by Her Majesty of such Surrender all Rights of Government and Proprietary Rights, and all other Privileges, Liberties, Franchises, Powers, and Authorities whatsoever, granted or purported to be granted by the said Letters Patent to the said Governor and Company within Rupert's Land, and which shall have been so surrendered, shall be absolutely extinguished; provided that nothing herein contained shall prevent the said Governor and Company from continuing to carry on in Rupert's Land or elsewhere Trade and Commerce.

5. It shall be competent to Her Majesty by any such Order or Orders in Council as aforesaid, or from the Houses of the Parliament of Canada, to declare that Rupert's Land shall, from a Date to be therein mentioned, be admitted into and become part of the Dominion of Canada; and thereupon it shall be lawful for the Parliament of Canada from the Date aforesaid to make, ordain, and establish within the Land and Territory so admitted as aforesaid all such Laws, Institutions, and Ordinances, and to constitute such Courts and Officers, as may be necessary for the Peace, Order, and good Government of Her Majesty's Subjects and others therein: Provided that, until otherwise enacted by the said Parliament of Canada, all the Powers, Authorities, and Jurisdiction of the several Courts of Justice now established in Rupert's Land, and of the several Officers thereof, and of all Magistrates and Justices now acting within the said Limits, shall continue in full force and effect therein.

CLXNV

THE MANITOBA ACT, 1870
(33 Victorian, e. 3) 1

An Act to amend and continue the Act 32 and 33 Vict., chapter 3, and to establish and provide for the Government of Manitoba.
[Assented to May 12th, 1870.]

WHEREAS it is probable that Her Majesty, The Queen, may, pursuant to the British North America Act, 1867, be pleased to admit Rupert's Land and the North-Western Territory into the Union or Dominion of Canada, before the next Session of the Parliament of Canada;

And whereas it is expedient to prepare for the transfer of the said Territories to the Government of Canada at the time appointed by the Queen for such admission;

And whereas it is expedient also to provide for the organization of part of the said Territories as a province, and for the establishment of a Government therefor, and to make provision for the Civil Government of the remaining part of the said Territories, not included within the limits of the Province;

Therefore Her Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:

Proviso to be inserted in section 15 of the Act 32 and 33 Vict., chapter 3.

1. On, from, and after the day upon which the Queen, by and with the advice and consent of Her Majesty's Most Honourable Privy Council, under the authority of the 145th Section of the British North America Act, 1867, shall by Order in Council in that behalf, admit Rupert's Land and the North-Western Territories into the Union or Dominion of Canada, there shall be formed out of the same a Province, which shall be one of the Provinces of the Dominion of Canada, and which shall be called the Province of Manitoba, and be bounded as follows: that is to say, commencing at the point where the meridian of ninety-six degrees west longitude from Greenwich intersects the parallel of forty-nine degrees north latitude,—thence due west along the said parallel of forty-nine degrees north latitude (which forms a portion of the boundary line between the United States of America and the said North-Western Territory) to the meridian of ninety-nine degrees of west longitude,—thence due north along the said meridian of ninety-nine degrees west longitude to the intersection of the same with the parallel of fifty degrees and thirty minutes north latitude,—thence due east along the said parallel of fifty degrees and thirty minutes north latitude to its intersection with the before-

1 This act was confirmed by the British North America Act, 1871 (No. CLXXVII). See for some notice of the circumstances under which each of the new provinces was admitted into the Dominions: Anns General of Prince Edward Island v. Attorney-General of Canada, (1906) A. C. 31.
2 See note on section 149, B.N.A. Act, 1867 (No. CLXXIII) and No. CLXXVI.
mentioned meridian of ninety-six degrees west longitude,—thence due south along the said meridian of ninety-six degrees west longitude to the place of beginning.

2. On, from and after the said day on which the order of the Queen in Council shall take effect as aforesaid, the provisions of the British North America Act, 1867, shall, except those parts thereof which are in terms made or, by reasonable intendment may be held to be specially applicable to or only to affect one or more, but not the whole of the Provinces now composing the Dominion, and except so far as the same may be varied by this Act, be applicable to the Province of Manitoba, in the same way, and to the like extent as they apply to the several Provinces of Canada, and as if the Province of Manitoba had been one of the provinces originally united by the said Act.

3. The said Province shall be represented in the Senate of Canada by two Representatives, until it shall have, according to decennial census, a population of fifty thousand souls, and from thenceforth it shall be represented therein by three Members, until it shall have, according to decennial census, a population of seventy-five thousand souls, and from thenceforth it shall be represented therein by four Members.

4. The said Province shall be represented, in the first instance, in the House of Commons in Canada, by four Members and for that purpose shall be divided by the House of Commons proclamation of the Governor General, into four Electoral Districts each of which shall be represented by one Member: Provided that on the completion of the census in the year 1881, and of each decennial census afterwards the representation of the said Province shall be readjusted according to the provisions of the fifty-first section of the British North America Act, 1867.

5. Until the Parliament of Canada otherwise provides, the qualifications of voters at Elections of Members of the House of Commons shall be the same as for Commons Members.

6. For the said Province there shall be an Officer styled the Lieutenant-Governor, appointed by the Governor General in Council by instrument under the Great Seal of Canada.

7. The Executive Council of the Province shall be composed of such persons, and under such designations, as the Lieutenant Governor shall from time to time Council think fit: and, in the first instance, of not more than five persons.

8. Unless and until the Executive Government of the Province otherwise of the seat of Government of the same shall be at Port Garry, or within one government mile thereof.

9. There shall be a Legislature for the Province, consisting of the Lieutenant Governor, and of two Houses, styled respectively, the Legislative Council of Manitoba and the Legislative Assembly of Manitoba.

10. The Legislative Council shall, in the first instance, be composed of seven Legislative Members, and after the expiration of four years from the time of the first appointment, of such seven Members, may be increased to not more than twelve Members. Every Member of the Legislative Council shall be appointed by the Lieutenant-Governor in the Queen's name, by instrument under the Great Seal of Manitoba, and shall hold office for the term of his life, unless and until the Legislature of Manitoba otherwise provides under the British North America Act, 1867.

11. The Lieutenant-Governor may, from time to time, by instrument under the Great Seal, appoint a member of the Legislative Council to be Speaker thereof, and may remove him and appoint another in his stead.

12. Until the Legislature of the Province otherwise provides, the presence of a Quorum majority of the whole number of the Legislative Council, including the Speaker shall be necessary to constitute a meeting for the exercise of its powers.

13. Questions arising in the Legislative Council shall be decided by a majority voting of voices, and the Speaker shall be in all cases have a vote and when the voices are equal the decision shall be deemed to be in the negative.

14. The Legislative Assembly shall be composed of twenty-four members to legislative be elected to represent the Electoral Divisions into which the said Province may Assembly be divided by the Lieutenant-Governor as hereinafter mentioned.

15. The presence of a majority of Members of the Legislative Assembly shall be necessary to constitute a meeting of the House for the exercise of its powers; and for that purpose the Speaker shall be recognized as a Member.


5.3: CTV News Report

6.1

Rob Ford Cartoon


6.2 Rob Ford Cartoon

6.3 A Riel Ugly Position


http://www.duhaime.org/Portals/duhaime/images/1885Rieluglyposition.jpg 13

November

13.

Possible Guiding Questions:

● What do the horses represent?
● What does the setting tell us about Sir John A. MacDonald’s decision?
● How is Riel shown? What does this tell us about Riel’s influence on the situation?
● How does this author feel about MacDonald?

Key Points:

● The horses represent the divided Canada. They are pulling MacDonald in two different directions, suggesting he needs to decide quick or else he will surely collapse (and possibly collapse no matter what the decision).
● MacDonald is on a stage, with all of Canada watching his decision making.
● Riel is weighing MacDonald down, burdening him. However, he will likely go down with MacDonald.
● The author seems to feel like there is no good choice for MacDonald in this situation. In either circumstance, MacDonald will anger half of the country.
“What Will He Do?” Our Heritage.

http://www.ourheritage.net/index_page_stuff/Pick_a_quiz/quiz1_folder/q4johnamaccage.gif 13 November 13.

Possible Questions:

- How is Louis Riel portrayed? What does this tell us about his influence on the situation?
- How is Sir John A. MacDonald shown? How does the author feel about MacDonald’s influence?
- What do each of the other men represent? What do their outfits say about them?

Key Points:

- Louis Riel is in a cage, with no influence on the situation any more.
- Sir John A. is caught in between two worlds. The richly dressed English Canadians want to see justice for their new country. He is dancing and cheering MacDonald on. The poorly dressed (possibly oppressed or less influential) French Canadians are begging forgiveness.
- MacDonald seems thoughtful. He is portrayed as being in complete control of the situation as he is the only one holding the cage and therefore the only one who can decide Riel’s fate.
- The author seems to be showing MacDonald as the most powerful person in this situation.
7.1: Excerpt from the diary of Louis Riel

Entry no. 9
To the Indians; to the half-breeds

The half-breeds and Indians of Battleford, and environs Dear Brothers and Relatives: Since we wrote to you, important events have taken place. The police have attacked us; we met them and God gave us the victory; 30 half-breeds and 5 Indians fought against 120 men, and after 35 or 40 minutes, they took to flight. Bless God with us for the success he has kindly granted us. Rise; face the enemy, and if you can do so, take Battleford - destroy it - save all the goods and provisions, and come to us. With your numbers, you can perhaps send us a detachment of 40 or 50 men. All you do, do it for the love of God, and in the protection of Jesus Christ, the Blessed Virgin, St Joseph and St John the Baptist, and be certain that faith does wonders.

LOUIS 'DAVID' RIEL, Exovede

7.2: The Indictment of Louis Riel

That Louis Riel being a subject of our Lady the Queen, not regarding the duty of his allegiance, nor having the fear of God in his heart, but being moved and seduced by the instigation of the devil as a false traitor against our said Lady the Queen, and wholly withdrawing the allegiance, fidelity and obedience which every true and faithful subject of our said Lady the Queen should and of right ought to bear towards our said Lady the Queen in the year of aforesaid, together with on the twenty-sixth day of March divers other false traitors to the said Alexander David Stewart unknown, armed and arrayed in a war-like manner, that is to say with guns, rifles, pistols, bayonets, and other weapons, being then unlawfully, maliciously and traitorously assembled and gathered together against our said Lady the Queen at the locality know as Duck Lake in the said the North-West Territories of Canada and within this realm as by law established, and deprive and depose our said Lady the Queen of and from the style, honor and kingly name of the Imperial Crown of this realm, in contempt of our said Lady the Queen and her laws, to the evil example of all others in the like case offending, contrary to the duty of the allegiance of him, the said Louis Riel, against the form of the statute in such case made and provided and against the peace of our said Lady the Queen, her Crown and dignity.
7.3: Excerpt (in translation) from the final statement of Louis Riel

Your Honors, gentlemen of the jury: If I was a man of today perhaps it would be presumptuous to speak in that way, but the truth is good to say, and it is said in a proper manner, and it is without any presumption, it is not because I have been libeled for fifteen years that I do not believe myself something. I know that through the grace of God I am the founder of Manitoba. I know that though I have no open road for my influence, I have big influence, concentrated as a big amount of vapour in an engine. I believe by what I suffered for fifteen years, by what I have done for Manitoba and the people of the North-West, that my words are worth something. If I give offence, I do not speak to insult. Yes, you are the pioneers of civilization, the whites are the pioneers of civilization, but they bring among the Indians demoralization. Do not be offended, ladies, do not be offended, here are the men who can cure that evil; and if at times I have been strong against my true friends and fathers, the reverend priests of the Saskatchewan, it is because my convictions are strong. There have been witnesses to show that immediately after great passion I could come back to the great respect I have for them.


http://law2.umkc.edu/faculty/projects/ftrials/riel/riel.html 11 November 11
8.1: Excerpt (in translation) from the diaries of Louis Riel (March - May 1885)

is steadfast through the grace of God. His hope and confidence in God will be justified. He will emerge from the struggle loaded with booty from his enemies. Jesus Christ and the Virgin Mary will make him happy again.

My ideas are right; they are well-balanced. They are level and clear; there is no mourning in my thoughts. My ideas are like the sights on my rifle. My rifle is upright. It is the invisible presence of God which holds my rifle straight and ready.

I went to a meeting with Maxime Lépine and another man. I saw myself in the mirror of justice. Good sense shone in me; it shone, it sparkled in my face. Lépine did not seem to be paying attention. He kept away from me. He did not leave me, but he was not listening carefully. Maxime! Maxime! It is human respect, it is self-love which is killing you by destroying your good intentions.

The Spirit of God made me see seven or eight young Métis who came running towards me. They wore no coats. Their shirts were of clean, blue and white striped cotton. The one in front ran at full speed. They are earning their salvation, they are concerned with their salvation. You might think they were playing tag, but they are not playing; they are saving themselves, gaining paradise. They are winning the land that others want to take from them.

Through the mouth of one of my French-Canadian Métis brothers, the Spirit of God spoke the following Cree word to me: "Ayoo!"

I saw a large number of our people lying in ambush. J.-B. Boucher was with us. We were waiting for the enemy. All at once two large wagons arrived. I shouted to our volunteers who were on the other side of the river. I thought they were being taken by surprise. But that wasn’t the case, for someone said, "It’s Larocque."

The Spirit of God told me, “Our people are not numerous. They must be carefully placed and supervised.”

1. The exact significance of ayoo is uncertain. Professor Stan Cutland of the Department of Native Studies, University of Manitoba, suggests that it may mean “that one” or “that’s it.”
8.2: Excerpt (in translation) from the diaries of Louis Riel (October Imprisonment 1885)

8.3: Potential index cards terms
1- Louis Riel
2- Sir John A. Macdonald
3- Red River Rebellion
4- Metis
5- Confederation
6- Northwest Rebellion
7- Canadian Government
8- The Manitoba Act
9- Provisional Government
10- Red River Colony
11- Nation
12- Thomas Scott
13- Religion
14- Exile
15- Rupert’s Land