History on Trial: Louis Riel and the 1885 North-West Rebellion

Developed by Sarah Woods and Nicolette Huang
Eight Lessons: Developing Primary Resource Sets

Course & Grade → Canada: History, Identity, and Culture, Grade 12, University Preparation

**Topic:** History on Trial: Louis Riel and the 1885 North-West Rebellion

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The teacher’s guide provides a selection of individual lessons for teachers to use in the classroom. Each lesson includes learning objectives, focus questions, approximate timeframe, keywords, background information, suggested procedures, teacher resources, and supporting websites.

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

**Specific Expectations**

**Methods of Historical Inquiry and Communication**

**Interpretation and Analysis**

1. Analyse historical events and issues from the perspectives of different participants in those events and issues.

“Methods of Historical Inquiry and Communication” The Ontario Curriculum Grades 11 and 12: Canadian and World Studies Ministry of Education.  

**Series of Lessons:**

1. Introduction Lesson
2. Evidence
3. Cause and Consequence
4. Change and Continuity
5. Historical Perspective
6. Historical Significance
7. Ethical Dimension
8. Conclusion Lesson
Lesson 1: Introduction to the North-West Rebellion

Introduction to the North-West Rebellion of 1885 → Assessing background knowledge, laying foundational knowledge & producing ‘wonder’ on the topic of the 1885 Rebellion and related issues facing the Métis.

Overview
The following lessons will focus on the 1885 Métis rebellion known as the North-West Rebellion and its Métis leader Louis Riel. While this rebellion was one of multiple instances of conflict between Aboriginal peoples and the newly formed Canadian government, the following lessons will take a more concentrated approach, in which students will be required to use a historical mindset in order to examine, analyze, infer and evaluate the North-West Rebellion and the conditions and people surrounding it. Students will focus their perspectives on the North-West Rebellion specifically in relation to Louis Riel and his connections to the event. While, for the purpose of this unit, those events such as the conflicts at Duck Lake and Fish Lake (which are connected to the 1885 rebellion) will not be examined in full, these events are nonetheless invaluable to students’ understandings of the Métis Rebellions as a whole and should either be examined in succession with these lessons or incorporated within them as individual, contextual lessons. The purpose of this particular concentration is to allow for students to examine the way in which previous events that Louis Riel and the Métis peoples were involved in lead to or lent to the rebellion of 1885 and Louis Riel’s subsequent hanging. Students will use historical inquiry, interpretation and analysis in order to investigate the various perspectives on the North-West Rebellion, and to ultimately situate the event within a historically-minded evaluation.

Prior to this subject focus/ unit students will have already taken part in a study of the Red River Rebellion, led by Louis Riel in 1869-1870. Subsequently, students will already have prior knowledge of the Métis peoples (having examined their culture, their beliefs, their society, their daily-lives, etc.) as well as the figure of Louis Riel. Thus, students will already possess a basic understanding of the struggles of the Métis peoples; that is, they will be familiar with the cultural setting and social conditions in which the Métis were living and will have a basic understanding of the previous motives for rebellion in the Manitoba region.

Materials:
- Timeline (Appendix 1.1)
- Terminology Handout (Appendix 1.2)
- Overhead projector

Plan of Instruction:
Hook/Warm-up Activity - “Invading your Personal Space” (10 Minutes)

Before beginning this subject unit, use the following activity in order to evoke excitement and engagement towards it. The purpose of this activity will be to produce an instance of personal connection between the students and the historical event of the North-West Rebellion. Students will be pushed to adopt similar thinking to that which a Métis person may have thought or felt at the time.
when experiencing similar conflicts. Ultimately, this activity should make students think about the idea of personal rights and the feelings and motivations felt as a consequence of these rights being ignored or mistreated.

**Instructions:**
1. Before class rearrange the classroom; place the teacher’s desk in the middle of the room so that it is obstructing the flow of the classroom, blocking off students from getting to their desks, etc.

2. Place large, obstructive objects on students’ desks to obstruct their view, to make it difficult to work, and to make them feel as though their personal space has been intruded upon (suggested objects include large/medium sized cardboard boxes, stacks of books, large bags, jackets/sweaters, etc.).

3. Move student desks into random formations (single desks scattered across the room, different-sized groups of desks, etc.). Stack some chairs on top of one another and place them at selected desks so that students will not have seats (ultimately, create a space in which students will feel displaced).

4. Ask students to get out their binders to copy down notes (tell them that they are going to be reviewing previous material on the Red River Rebellion before moving on to the North-West Rebellion. If students try to move the objects, try to move to a different spot in the classroom, or complain that they are unable to work because of the obstructing objects, tell them that you now own the space and that you will take into consideration their grievances, but continue on talking (instructing them on the Mind Map they will be creating to highlight the events and social conditions that led to the Red River Rebellion, the role Louis Riel played in the rebellion, and the effects/consequences it had). Note: students do not need to actually complete a Mind Map. The Mind Map is merely being used as a distraction within this activity.

5. Observe your students; How are they reacting? Are they trying to move the desks? Have some students unstacked chairs/removed objects to create a space for themselves within the classroom?

6. Tell students that they may remove the objects and give them to you, reorganize their desks, and return their chairs to their appropriate place.

(What this activity should accomplish):
The purpose of this activity is to produce discomfort in students as well as disagreement as to their rights (that is, their right not to have someone else’s belongings on their desk interfering with their work and their personal space, their right to their own personal space, and their right to freely claim their rights in active discussions with higher authority).

**Follow up with some of the following questions:** (10 Minutes)

*How did students feel about having their personal space intruded upon and having no say over it? How did students feel about having their discontent ignored? How did students feel about having their rights ignored? Did they feel that what you did was fair? Did students feel they had the right to unstack chairs and reclaim their seats?*
Before moving on to the first lesson on the North-West Rebellion, complete an assessment of students’ prior knowledge of the Red River Rebellion, the Métis peoples, and Louis Riel (which would have been discussed in the previous unit) in order to gauge where students are in their understanding of the relationship and interplay between cultural conditions, Louis Riel and Métis resistance and where the government is situated within this equation.

**Brief Re-Cap - Brain Storm - DISUSSION BASED (30 Minutes)**

→ Play Louis Riel Historical Minute: https://www.historicacanada.ca/content/heritage-Minutes/louis-riel?media_type=41

Following Riel Historical Minute have students brainstorm what they know about Louis Riel/The Red River Rebellion/the Canadian Government (MacDonald), the Métis, etc. Have students complete a Timeline outlining the events of the Red River Rebellion. Provide students with a handout of the timeline (Appendix 1.1). Tell students that they must show how figures such as Louis Riel and the government affected this particular Métis act of resistance.  **(20 Minutes to complete the Timeline)**

After students have finished creating their Timeline, have students volunteer to share various points that they have included on their Timeline. Record these responses on the board or on an overhead projector so that students may add any answers they do not already have to their pages.  **(20 Minutes)**

Create class discussion in connection with the points that students make about the Red River Rebellion and Louis Riel (this discussion will ensure that all students are on the same page before moving on to the North-West Rebellion, as this understanding will help inform students about various aspects of the North-West Rebellion and the actions of Louis Riel).

**Highlight important factors pertaining to the North-West Rebellion: (10 Minutes)**

Provide students with background information on the North-West Rebellion.

→ **Brief Summary of the North-West Rebellion to give to students as a brief note (project over an overhead projector):**

In 1881, history began to repeat itself for Louis Riel, only this time in Saskatchewan. There, the Métis people faced an influx of land-hungry white settlers abetted by a government keen to populate the west. Since fleeing Manitoba in 1870, Riel married, had two children and was living in Montana. He agreed to help the Métis quest to secure land rights and headed north to lead the North-West Rebellion.

Sir John A Macdonald, prime minister once more, had other worries besides a western insurrection. His national dream, the transcontinental railway was almost bankrupt. When he received news of a
skirmish between the North-West Mount Police and armed Métis, he saw an opportunity to solve two problems at once. Macdonald would send Canadian troops west on the still-incomplete Canadian Pacific on the still incomplete CPR, put down the rebellion and prove the worth of the railways to Canadians.

The North-West Rebellion ended with the Battle of Batoche. Though the 300 Métis and their Cree comrades were capable fighters, there were outnumbered by 800 Canadian soldiers led by Major General Frederick Middleton. After the fourth day, May 12th 1885, the Canadians overwhelmed the rebels.


Display some sample focus questions on an overhead projector. Read over the questions and explain to students that throughout the unit, they will be in charge of investigating questions and issues like these:

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

**Terminology Handout (10 Minutes)**

Provide students with a terminology sheet (Appendix 1.2) that lists a set of words, ideas, events, figures, etc. that they will come across while investigating the North-West Rebellion (the terminology included on the sheet can be varied depending on what events/figures/topics you wish to focus on; example: the chief Poundmaker may or may not be a topic you wish to incorporate into this specific investigative unit depending on time constraints/what material you wish students to focus heavily on). Ask students if there are any more words or ideas that can be added to the terminology handout after just having heard about the North-West Rebellion. As a class, create definitions for these words and have students write them down on the back side of their handout.

**Information to be shared with students (5 Minutes):**

Inform students that resources used within the unit should be collected for the culminating activity, in which students will form reasoned, evidence-based conclusions concerning the North West Rebellion and the trial of Louis Riel. Briefly explain summative assessment, so students know how to prepare during the unit.

***Teachers may refer to the following websites for addition information.
Web Resources

The North-West Rebellion
http://history.cbc.ca/history/?MIval=Section.html&chapter_id=4&episode_id=10

Louis Riel and the North-West Rebellion
www.mta.ca/about_canada/multimedia/riel/page_01.html
www.mta.ca/about_canada/multimedia/riel/page_02.html
www.mta.ca/about_canada/multimedia/riel/page_03.html

Dictionary of Canadian Biography Online – Louis Riel
www.biographi.ca/009004-119.01-e.php?BioId=39918

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

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

First Nations
Virtual Saskatchewan – Cree Chief Poundmaker
www.virtualsk.com/current_issue/poundmaker.html

Mistahimaskwa (Big Bear)
http://library2.usask.ca/northwest/background/bear.htm

Pitikwahanapiwiyin (Poundmaker)
http://library2.usask.ca/northwest/background/pound.htm

The Media
La Presse
www.histori.ca/peace/page.do?subclassName=Document&pageID=295


Lesson 2: Exploring Primary Source Evidence

Overview:
Students will use primary source evidence to develop an understanding of the historical context surrounding the North-West Rebellion. Students will examine primary source articles and make inferences based on text, images, tone etc. of the articles provided. Students will generate a general understanding of the topic of the rebellion and develop summaries based on the evidence being
examined. The purpose of the assessment activity is to develop student ability to draw conclusions from primary sources. The limited scope of the sources is intended for Ethical Dimensions activity. Broad array of sources will develop in following lessons

**Learning Goals:**
- Students will compare primary sources with prior knowledge of the North-West Rebellion and construct content knowledge and deepen understanding of significant events / developments in Canada.
- Students will develop their own interpretations of the North-West Rebellion based on inferences make from primary sources.
- Students will ask questions about the source
- Students will construct knowledge surrounding the North-West Rebellion as they form reasoned conclusions based on evidence through analyzing the source in relations to the context of historical setting: conditions and world-views.

**Curriculum Expectations:**

**Methods of Historical Inquiry and Communication**

→ **Interpretation and Analysis**

1. Analyse historical events and issues from the perspectives of different participants in those events and issues (the Red River Rebellion from the perspectives of the followers of Louis Riel, the Canadian Party, and the Macdonald government).

This Lesson will incorporate the following historical thinking concepts:
- Primary Focus
  - Evidence (How is evidence used to establish historical context?)
- Secondary Focus
  - Historical Perspective (Using one perspective to illustrate the events of the Rebellion – Home front- this will be discussed later in the unit)

**Materials:**
- Louis Riel A Comic Strip Biography, Chester Brown (Appendix 2.1)
- Louis Riel A Comic Strip Biography, Chester Brown Index (Appendix 2.2)
- Canadian Pictorial & Illustrated War News. 116, May 1885 (Appendix 2.3)
- The Illustrated Was News. April 25 1885 (Appendix 2.4)
- The Illustrated Was News. May 2 1885 (Appendix 2.5)

**Plan of Instruction:**

**Warm up (5 Minutes)**
- Display comic strip – Have students draw conclusions from the image (Appendix 2.1) Display on Smart board / Projector or Give as a Handout to Students.
- Generate dialogue about what is taking place within the comic. Based solely on what students see do not make assumptions
• Next use the dialogue to generate inferences about McDonald’s Canadian Government’s intentions. Who do they benefit? Discuss the historical context surrounding these motives (CPR- Appendix 2.2)

Discuss images / dialogue. What claim is the author making, how we know this is true. How are the characters represented etc.

Discussion (10 Minutes)
• Discuss the importance of evidence
• Discuss the role of context: what circumstances at the time of the source (society and the belief systems in which the source was created, historical events taking place at the time).
• Discuss how to make inferences based on evidence – Use inferences to form an account of the past
• Instruct students to ask questions related to the creator of the source and intended audience.

Think about corroboration of sources. How do sources inform each other? What is the benefit?

Modeling (15 Minutes)
• Refer to Canadian Pictorial Illustrated War News provided (Appendix 2.3), Identify ads on the side.
• Discuss the image of the Métis vs. Vs. the single soldier. How does that depict that battle? Do you feel this is accurate?
• Identify potential bias. Ask questions about the intent behind the ad and the use of language
• What else is on the page? What does this say about the audience? (Advertisements: Sewing Machine, Steam Pumps, Engraving, Dwellings/ Land) What context does this set? and from whom?

What is the title – What does it mean to be Canadian? (Clearly the opinions of the paper do not support the perspective of all Canadians ie the Métis)

Who is the audience? As a class describe who the audience might be.

Teacher Prompts: Discuss the below

What is the implication of the terms “half-breed” and “Submission”

p58: Bottom Left Quote: “The submission of the half-breeds is complete and satisfactory”

Discuss how Riel himself refers to the Métis as “half-breeds” discuss the power of naming.

p58 Middle of Column two: Discuss how Riel calls the Métis “half-breed” - discuss the significance of naming.

Where is there evidence within this article that the Métis are hostiles, in your opinion what is the willingness of the audience to accept the perception of hostile aboriginal peoples of the Norht-West?
“Middleton will soon proceed to Battleford and open a vigorous campaign against the hostiles”

Discuss the hypocrisy of the paragraph below:

“How Riel Can Be Tried For His Crimes”...

Further Inquiry:
How do the answers to these questions affect your interpretation of the source/author? How does this establish historical context? Does this inspire sympathy toward Riel or inspire patriarchy among the English? Discuss.

Guided Practice (15 Minutes)

Hand students two articles taken from the Illustrated War News (appendix 2.4 and 2.4) - Have them use all three primary documents to read. Discuss in small groups (3-4) what they find most interesting/contradictory/fun about each.

Draw students attention to images: What can they infer about the images? What message is being conveyed? Compare the images of Riel and Middleton, discuss similarities and differences.

Instruct students to use what they know about the historical context of the time to ask questions about each source. (What is each side fighting for? How is this being conveyed within the article?)

What has changed or remained the same during the time between each source?

What does this document tell you?
What might you infer from it?
What does this (detail) suggest?
Although it doesn’t say so, what might we infer from (detail)?

Independent Activity (20 Minutes)

Have students read through sources provided. Instruct students to take apart the News Articles, analyze each section individually. What did they learn from the evidence? Students will write a summary of the rebellion based only upon the images and the reports within the articles provided, using discussion of key ideas and evidence.

Sharing/Discussing/Teaching (10 Minutes)

Students will share their summaries within their groups (3-4) and hand in before they leave. Have students discuss similarities/differences between summaries. What have you learned through this process? What were key ideas that are important to include in your summary.

Ask students how their interpretation of the North-West Rebellion has been supported or has changed after analyzing primary source evidence?
Students should demonstrate deeper understanding of the context in which the rebellion took place, and the language used within the article.

Students will demonstrate their understanding of content based on changing interpretations of the North-West Rebellion based on their acquisition of new knowledge.

Assessment
Assessment of learning: Students will hand in their summaries at the end of class. Students will be assessed on their ability to pick out key information from a primary source document. Students will identify key figures and events mentioned in each article and demonstrate their understanding of historical context through the content of the provided sources. Record and report on student’s ability to make inferences about content, and draw conclusions about the North-West Rebellion. (Students will be handed back summaries in the Ethical Dimensions of History Lesson for an activity).

Lesson 3: Cause and Consequence

1. Overview of the Lesson
   Throughout this lesson students will engage with the historical concept of Cause and Consequence. Students will be asked to examine and analyze the interplay between influential forces (actors and social conditions) as well weighing the relative importance of causes in relation to the ultimate aftermath of the North-West Rebellion.

   The lesson’s main focus has been taken from “Guidepost 3” found on page 111 in The Big Six Historical Thinking Concepts: “Events result from the interplay of two types of factors: (1) historical actors, who are people (individuals or groups) who take actions that cause historical events, and (2) the social, political, economic, and cultural conditions within which the actors operate”. The lesson will incorporate a secondary focus, taken from “Guidepost 2” in The Big Six Historical Thinking Concepts found on page 110: “The causes that lead to a particular historical event vary in their influence, with some being more important than others”.

   This lesson will be constructed in a way that will push students to take on the role of ‘historical detective’. It will be the students’ job to ask the important questions ‘why’ and ‘how’ and use their historical magnifying glass in order to examine the connections between these questions.

   The content that this lesson will examine: (1) Key social, political, economic issues that led to the Rebellion (i.e., how the seeds of rebellion were planted), (2) How the hopes, dreams and ambitions (i.e., agency) of historical actors interacted with social, political and economic conditions in order to influence particular actions, reactions, and decisions (i.e., Louis Riel’s motives). This lesson and its activities will attempt to answer the following questions: What were the grievances of the Métis in Saskatchewan against the Canadian government? Why had the Red River Rebellion of 1869 not resulted in a permanent settlement between the Métis and the Canadian government? What kind of life did Louis Riel lead between the rebellions? Why did the Métis in Saskatchewan turn to Riel for leadership? Why did the Canadian government react so differently to the North-West Rebellion in 1885 compared to the Red River Rebellion in 1869?
2. Learning Goal:
- Students will learn that to evaluate the causes of historical events, historians must look beyond the individual (their motivations, actions, hopes and dreams) to examine those conditions in which they are acting.
- Students will learn that certain conditions can both present opportunities for action as well as constrain them.
- Students will be able to analyze a set of causes, describe how they influence one another, and rank them from most to least influential.

3. Curriculum Expectations
1. Analyse historical events and issues from the perspectives of different participants in those events and issues.

This lesson will incorporate the following historical thinking concepts:
- **Primary Focus**
  - Cause and Consequence
- **Secondary Focus**
  - Historical Perspective
  - Historical Significance

4. Materials
- Appendix 3.1 North-West Conditions
- Appendix 3.2 BLM Mind Map
- Appendix 3.3 BLM Métis Uprising of 1885
- Appendix 3.4 Letter from Supt. Crozier to Lt.-Gov. Dewdney
- Appendix 3.5 Final Statement’s from Riel’s Trial
- Large chart paper
- Coloured markers

5. Warm Up (Hook) (5 Minutes)

Give each group a set of dominos. Instruct students to set them up in random formations without any pattern. Have each group present their design, letting the dominos fall starting at both the beginning and the end.

After the activity ask students what they noticed? Explain that in this activity they saw several causes of a single event. When looking at causes, historians need to remember that there will always be an array of interconnected causes to an event - both immediate and long term. This activity will show students that they must think like a historian and consider the interplay of causal factors, ranging from the influence of choices made by historical actors to particular social, cultural, political or economical conditions.

6. Discussion (10 Minutes)

*Terminology*
Write down the following key terms on the board (definitions will be provided in italics following the term, however definitions may be varied to suit different learning levels as long as they convey similar ideas):

1. Agency - *the power to act*
2. Cause - *an action or condition that contributes to a result*
3. Condition - *a broad societal, political, economic, or cultural circumstance*
4. Consequence - *an outcome that results from actions or conditions*
5. Structure - *another word for condition; specifically, the societal, political, economic, and cultural conditions within which actions play out*

Have students copy the terms down, and then ask students to participate in a class discussion about the terms, essentially forming a list of definitions based off of joint input. Ask students to give a general example for each term (giving prompts if needed). While students will already have a basic understanding of these terms, ensuring that all students understand the terms through a historical lens is important, as it will form the foundation for their historical thinking throughout the lesson and the entire unit.

7. **Modeling (10 Minutes)**
Provide students with a photocopy of Appendix 3.2, ensuring that you have a photocopy of the teacher’s copy to refer to. As a class, fill out the Mind Map together.

8. **Guided Practice (15 Minutes)**
Taken and adapted from the activity found on page 127 of *The Big Six Historical Thinking Concepts*. Place students in small groups and provide each student with a copy of Appendix 3.3, chart paper, and markers.

(Appendix 3.3)

*Instructions:*

*Goal:* You and your team members make a concept map about the North-West Rebellion of 1885 in order to show the connection between many differently shaped and sized puzzle pieces.

1. Read over the list of topics below, which are all related in some way to the Métis North-West Rebellion of 1885, led by Louis Riel. Read the linking verbs.
2. One member of your team writes the central topic - North-West Rebellion of 1885 - at the top or in the middle of a large piece of paper. Write the other topics randomly around this central concept. Leave lots of space between topics.
3. Each of you chooses a coloured marker and uses it to draw a line between topics that you think are connected. Next to these lines, write a linking verb to explain how these topics are related. (You can also use verbs that do not appear on this sheet.) All team members contribute and write at the same time, but it is a good idea to ask questions and discuss your decisions with one another as you work.

*Topics:*

Canadian government railway disappearance of the bison treaties newcomers white English Red River Rebellion, 1869-1870 Métis Canadian Mounted Police Gabriel Dumont
landownership  Louis Riel  General Middleton  poor living conditions  remoteness  Canadian Pacific Railway  execution of Thomas Scott  religious mission  charismatic  expansion  armed resistance  justice

Suggested linking verbs:

led (to)  caused  was an underlying cause of  resisted  was a factor in  resulted in  contributed to  aided  defeated  was made worse by  supported  opposed  negotiated  encouraged  attracted  fought  controlled  used  put pressure on  made it easier to

9. Independent Activity (25 Minutes)

Students will work independently to consolidate their understanding of cause and consequence. During this activity students will investigate the interplay between social conditions and the actions, decisions and visions of historical actors. During the previous guided activity, students examined the interplay and connection between various social conditions and historical actions and how these interplays evoked various influences and consequences. Students will now further evaluate the influence of historical actor Louis Riel in order to evaluate the ways in which he influenced certain consequences.

Draw a Venn Diagram on the board and have students copy it down on a blank piece of paper. Have students label the left side ‘Louis Riel’s Character, Hopes and Visions’ and the right side ‘Social and Political Conditions of the West’. In the centre, students will be required to highlight the interplay between Louis Riel’s visions and actions and the conditions in which he performed them in. If students are unsure of what a Venn Diagram entails, provide them information so that they may fill it out properly.

Provide students with a photocopy of Appendix 3.4 and Appendix 3.5. Have students read the primary sources and fill out the Venn Diagram based on the details and evidence they find. The purpose of this activity is to show students the way in which historians weave structural conditions and human action together in order to reveal the influence that they have on one another. Read the following in order to kick-start students’ historical thinking: It is the obstacles, often in the form of prevailing conditions, that historical actors run into that throw their intentions to the winds - broader societal, political, economic and cultural conditions all play a role in thwarting the best laid plans.

10. Sharing/Discussing/Teaching (10 Minutes)

Students will take part in a class discussion following the creation of their Venn Diagram. The following questions will be put forth for discussion: What was life like for Riel between the two rebellions? How do you know this? (i.e., how have you made these inferences and what evidence have you used?) How did the social and political conditions of the Métis living in the West influence Riel to return? How did Riel’s vision contribute to certain leadership decisions? What major conditions influenced agitation and resistance? What do you think the most influential cause was?
II. Assessment

Have students hand in their Venn Diagram to be assessed. Students will be assessed on their ability to analyse and evaluate the interplay between cause and consequence within the North-West Rebellion, as well as the influence that they have on one another.

Lesson 4: Change and Continuity

1. Overview of the Lesson

This lesson will encourage students to view change as a “process that speeds up, slows down, and sometimes takes a turn” (Quotation taken from The Big Six Historical Thinking Concepts, 76). It will encourage them to “peek underneath examples of change to see the continuities that contribute just as much to the course of human history” (76).

The North-West Rebellion, and the other Métis acts of resistance, weren’t something that just happened overnight; certain changes had been occurring over the course of the days, lifetimes, centuries, and eons leading up to these events. In order to understand and communicate what happened in the past though, students will need to have an understanding and familiarity with chronology. This lesson aims to go beyond simply chronicling events though, as this carries the risk of presenting history as a series or succession of discrete, disconnected or independent events or changes. Students will examine the twinned concepts of continuity and change tied to the North-West Rebellion by investigating some of the following main questions: Did the North-West Rebellion do anything for the Métis peoples (i.e., progress) or did the problems they faced remain unsolved (i.e., continuity)? How was the North-West Rebellion similar to the Red River Rebellion? What differences may have accounted for its failure? How did Louis Riel’s continuous vision of ‘rebellion for progress’ create progress/continuity/decline for the Métis peoples and the grievances they had against the Canadian government?

This lesson’s main focus has been taken from “Guidepost 3” found on page 83 in The Big Six Historical Thinking Concepts: “Progress and decline are broad evaluations of change over time. Depending on the impacts of change, progress for one people may be decline for another”. This lesson will incorporate a secondary focus taken from “Guidepost 1” found on page 81 in The Big Six Historical Thinking Concepts: “Continuity and change are interwoven: both can exist together. Chronologies - the sequencing of events - can be a good starting point”.

2. Learning Goal

- Students will understand that continuity and change are interwoven
- Students will understand that the effects of change and/or continuity can vary across different groups
- Students will analyze how changes in the Canadian landscape contributed to a change in Louis Riel’s vision for the Métis
- Students will analyze and evaluate the effects of change in Louis Riel’s motives and tactics
3. Curriculum Expectations

1. Analyse historical events and issues from the perspectives of different participants in those events and issues.

This lesson will incorporate the following historical thinking concepts:

- **Primary Focus**
  - Continuity and Change

- **Secondary Focus**
  - Historical Perspective
  - Cause and Consequence

4. Materials

- BLM “Guess the Country” (Appendix 4.1)
- BLM Comparing and Contrasting the Causes and Events of the Red River Rebellion and the North-West Rebellion (Appendix 4.2)
- The Riel Rebellion - How it Began - How it was Carried on - And its Consequences - Succinct Narrative of the Facts (Appendix 4.3)
- Testimony of Charles Nolin (Appendix 4.4)
- Photo of Batoche (Appendix 4.5)
- Letters & Diary Entries of Louis Riel Testimony - Letters Introduced as Exhibits for the Crown in the 1885 Trial (Appendix 4.6)

5. Warm Up (Hook)  (10 Minutes)

In order to spark curiosity about continuity and change, have students participate in the following activity, taken from The Big Six Historical Thinking Concepts, titled “Guess the Country” (87).

The purpose of this activity is to leave students perplexed and wondering how their expectations are contrary to the answers. This activity will enable students to reflect upon the idea of discrepancies and will allow for an entry point into discussion about all of the historical ways of thinking about this concept; that is, continuity with change, change as process rather than a series of events, the varied impact of change, etc.

**Instructions:**

1. Hand out the BLM: Guess the Country (Appendix 4.1) and have students complete both Round 1 and Round 2. (2 Minutes)
2. Most students will be able to correctly identify Canada in Round 1, but few will identify this as the country being described in Round 2.
3. Ask students what clues led them to their answers (for example: the elements of continuity - system of government, demography, economics - make Round 1 easier, whereas the stark changes since 1867 make Round 2 harder).
4. Ask students some of the following questions:
   1. How would you describe things that have stayed the same since 1867?
   2. How would you describe the changes? Were they widespread or patchy? Would they have happened suddenly or slowly?
   3. Did the changes improve Canada (i.e., progress), or did they make it worse (i.e., decline)?
   4. What might explain why certain elements have stayed the same and why others have changed?
5. Did some event provoke the changes, or were they part of a long process?
6. What did this game suggest to you about Canada and what it means to be a Canadian?
7. What does this game tell you about history? (For example: some things change at the same time as others stay the same; change is not necessarily linked to a single event; national identity is not something fixed)

6. Discussion (5 Minutes)

Terminology

Students will already have a basic understanding of what the terms ‘change’ and ‘continuity’ mean. However, before the introduction of historical thinking in a classroom, students may go no further in thinking about historical change than to ask “When did it happen?”. Before encouraging students to think like an historian and view change as a process that speeds up, slows down, takes a turn, and oftentimes is interconnected with continuities, students must understand some basic terminology through a more historical mindset.

Write down the following key terms on the board (definitions will be provided in italics following the term, however definitions may be varied to suit different learning levels as long as they convey similar ideas):

1. Change - an alteration; possibly evolutionary erosion or a sudden collapse, gradual building, or revolutionary upheaval
2. Continuity - staying the same; an uninterrupted succession or flow
3. Progress - the betterment of conditions
4. Decline - the erosion of conditions

Have students copy the terms down, and then ask students to participate in a class discussion about the terms, essentially forming a list of definitions based off of joint input. Ask students to give a general example for each term (providing prompts if needed). Students will have just completed the previous “Guess the Country” activity, which introduced some of the elements of continuity and change and related vocabulary that students will need as a foundation for their historical thinking throughout the lesson and the entire unit. Ask students to build off of the ideas of change and continuity discussed within the previous activity.

7. Modeling (10 Minutes)

Hand out a photocopy of Appendix 4.2 to each student. As a class, complete the Venn Diagram comparing and contrasting the Red River Rebellion and the North-West Rebellion. The purpose of this activity is to allow for students to examine how change and continuity within the conditions and structure of the Canadian landscape contributed to the Métis resistance and Louis Riel’s ‘vision of progress’. Ensure that students fill out the Venn Diagram as it will be used to complete the Independent Activity that follows later on in the lesson.

8. Guided Practice (30 Minutes)

Investigation: Motives and Tactics
Hand out photocopies of Appendixes 4.3 - 4.6 to students. Have them read through and examine the primary sources (15 Minutes). Come back together as a class in order to discuss the idea of continuity and change in relation to what students have read within the primary sources.

Ask students what they noticed about what was said about Louis Riel’s motives. Ask students what they noticed about his tactics used. Ask the general question: Is there a shift in the motives seen during the Red River Rebellion and now, and the tactics he used to achieve his vision?

Investigate this idea in more depth so that students gain a better sense of the connection between change and continuity and the many ways in which they build off of one another. Ask some of the following discussion questions: Did his vision change at all during the North-West Rebellion? If so, what was it now? Did a change in vision and motives change Louis Riel’s tactics? What were his tactics during the North-West Rebellion? Were these tactics different from those used in the Red River Rebellion? How? What were Louis Riel’s motives in creating resistance and agitation rather than justice?

9. Independent Activity (10 Minutes)

Have students take out their Venn Diagrams. Students will respond to two short answers based off of the information they have gathered in their Venn Diagram. Have the following questions written on the board: What changes took place in the Canadian landscape that may have contributed to aiding to or barricading Louis Riel’s vision? What conditions stayed the same and how did they affect events and decisions?

Have students copy the questions down on the back of their Venn Diagram page and respond to the questions there.

10. Sharing/Discussing/Teaching (10 Minutes)

Create a class discussion based around the following questions: What changes took place in the Canadian landscape that may have contributed to aiding or barricading Louis Riel’s vision? What conditions stayed the same and how did they affect events and decisions? What were the characteristics of Louis Riel’s ‘vision of progress’? Did his vision change at all? What were Louis Riel’s motives in creating resistance and agitation? Is there repetition in the tactics Louis Riel used in the North-West Rebellion or were they different? How did the change in Louis Riel’s motives/visions change the tactics he employed? How do students feel about the actions and conduct Louis Riel adopted as a self-proclaimed prophet?

Based off of the primary sources investigated during the first portion of the lesson, students should be able to provide well-evidenced arguments, analyses and evaluations of each of the aforesaid questions. Going over the two questions included in the Independent Activity will allow for students to share their historically-minded ideas and build on those answers they have already created.
Lesson 5: Historical Perspectives -- Riel’s Trial

Overview (Activity will take place over two Class periods)

Taking the perspectives historical actors means inferring how people felt and thought in the past. Students will read a graphic interpretation of Riel’s trial to identify modern perspectives of the past. Students will then be given primary source documents based on the trial and draw their own conclusions about the trial. Students will identify stereotypes, bias and other factors that influence perspective and how they change the perceived events of history.

Learning Goals:

- Students will question creator bias, purpose, and point of view may challenge common assumptions about the North-West Rebellion.
- Students will analyse primary sources to form concrete observations and inferences about the material
- Students will use primary source evidence to understand how perspective influences historical interpretation
- Students will make evidence based inferences about beliefs, values and motivations of a historical actor, while recognizing the limitations of a single perspective.

Curriculum Expectations:

Methods of Historical Inquiry and Communication

→ Interpretation and Analysis

1. Analyse historical events and issues from the perspectives of different participants in those events and issues (the Red River Rebellion from the perspectives of the followers of Louis Riel, the Canadian Party, and the Macdonald government).

This Lesson will incorporate the following historical thinking concepts:

- Primary Focus
  - Historical perspective (Conflicting perspectives within the Trial French and Riel)

- Secondary Focus
  - Evidence (Evidence provides historical context of conflicting perspectives)
  - Change and Continuity (How have trials changed / stayed the same?)
  - Ethical Dimension (Why is it important to remember the proceedings of the trial)

Materials:

- Louis Riel A Comic Strip Biography, Chester Brown (Appendix 5.1, 5.2, 5.3)
Plan of Instruction:

Warm up (10 Minutes)

Distribute copies of Chester Brown’s graphic novel (Appendices: 5.1, 5.2, 5.3)

How does brown portray that conflict between the Métis and the Government? (Focus on the language used in the Comic / how French is displayed within the text, what language Barriers are visible? How does this affect the trial?

Review the term Agency: Ask students to record on terminology sheet, given during the beginning of the unit.

What is personal agency?
Why is it important?
Who do we think has displayed personal agency? How?
How is personal agency stunted by certain perspectives (Plea for insanity in relation to Riel?)

What is the effect of Riel being unable to speak during trial proceedings? What is the effect of his final statement?

How does Middleton perceive Riel in Chester’s comic?

Discussion (5 Minutes)

Hand students Cross Checking Handout (Appendix 5.4) before discussing the following.
Reinforce to students that they can make inferences about the beliefs, values, and motivations about people in the past, but that these cannot simply come from their imagination, they must be based in evidence.

Evidence is necessary for perspective taking - and perspective taking is necessary for interpreting evidence. → Linked to summative activity.

Modeling (15 Minutes)

Before Exploring:
Ask students what they know about the main events of the two rebellions Riel led, the 1870 Red River Rebellion and the 1885 Northwest Rebellion (Have students refer to Instruction Discussion).
Who are the historical figures involved? Have students identify the location of the rebellion, and the causes and results of it. Record the information on the board.
Hand out Questions to Consider (**Appendix 5.5**) Discuss the role of each in determining perspective. What is in the influence of historical perspective?

- How do our experiences affect how we see our past?
- How do we evaluate the reliability of sources during historical research?
- Are our understandings of historical figures accurate?
- How do historical events shape the way we see individuals?
- What factors shape our understandings of history?
- Does historical fiction change the way we see history?
- Is history static, or do our views and beliefs about events and people change?
- Who decides what is history and how to tell it?
- Collected recollections of events and people are truer than those of one person.
- Why do we analyze things that have happened in the past?
- Analyzing multiple perspectives over time gives us a truer picture of historical events.
- Why is historical research important?
- How do the insights of individuals affect our collective picture of history?
- Historical perspectives affect the way we see individuals, events and places.

**Guided Practise (25 Minutes)**

Students will be given two primary source documents *Curran’s Debate on Riel* (**Appendix 5.6**) and *Riel’s Final statement* (**Appendix: C&C 3.5**)

Students will identify conflicting perspectives within the Riel Trial based on all texts. Have students read through primary documents while addressing the questions to consider. Have students read selections of graphic novel in relation to two perspective readings to corroborate perspectives.

How has each perspective been portrayed?
How has the event of the trial been represented within the three different texts?

Discuss how each perspective is portrayed in each primary source document. What are the benefits of having multiple perspectives? How does this shape historical significance? How is each perspective shaped through historical context (i.e. land treaties vs. CPR construction) - Refer to Background of the Rebellion discussed in the Introduction lesson.

Have students record their answers on a piece of lined paper for their own notes. Student will complete Historical Perspective Part 1 BLM (**Appendix 5.7**) → Go Over sheet to addresses any questions.

**Independent Activity (15 Minutes to get started the rest will be for homework)**

Students role-play historical figures and challenge their classmates to guess who they are portraying. The purpose of this activity is to gather information, in context, about a person of historical significance.

*Ask students to choose one of the following historical figures to research and present a brief role-play to the rest of the class next day. Students will develop their research skills through this activity. They will use sources provided and gather any additional source of their selected character.*
Assign students a figure at random, and have them research each for the next class. Have each student prepare a one page summary of the clues written in first person to embody the figure that they are representing. Have students include links/citations to any supplementary sources. Students will not tell their classmates who they are, but will offer the class a series of clues to his or her identity. The clues should be numbered from 1 to 10 and given from the most to the least challenging.


→ Students will Complete Perspective Part 2 BLM (Appendix: 5.8) for their role and hand in at the end of activity.

Day Two:

Sharing/ Discussing/ Teaching

Revisit and Reflect

Have students present their role-plays. How many clues does the class need to identify each historical figure? Which figures are easiest to identify? What did you learn about the rebellions from listening to the role-plays? Record any information on the board. Ask students how they would characterize the various historical figures they researched and/or role-played in this activity, and how significant they believe them to be in Canadian history.


Do you think each side was accurately portrayed?
Did student portray their characters from one perspective or did they incorporate multi-layer portrays (from multiple perspectives)

Compare roles to images in The Illustrated War News articles studied when looking at the importance of Evidence. How does perspective play a role in the portrayal of each figure?

Compare perspectives of newspaper / student perspective. Discuss why they differ (Historical Context) -- discuss ethical implication of presentism. Would they be perceived differently now vs then? Why can’t we impose our current beliefs on events of the past? Explain.

Assessment (5 Minute Discussion followed by homework assignment).
Do you think each side is accurately portrayed?
What does this say about the personal agency of each party represented?
→ Identify stereotypes (ie, First Nations as passive victims)
What was the reason for the Rebellion - from government perspective / Métis Perspective? Refer back to historical context we have established throughout the unit.

Have students write 2 journal entries from the perspectives of Riel and Middleton complimenting them on their efforts and their strengths. Students will take the perspective of each character but focus on the positives of the opposing perspectives (British and Métis). Students will identify two opposing perspectives within the rebellion and focus on the actions of both sides from the historical context from which they originated. The purpose of this activity is to generate an understanding of context through opposing perspectives.

Students will be assessed on their ability to maintain the true character of each perspective but highlight the recognized strengths of their opposition.

Students will be assessed on:
- Strong perspective delivered through writing (Tone, topic, voice)
- Selection of significant events pertaining to the rebellion and specific characters referred to in journals
- Selection of strengths of the opposition and positive perspective on the actions and efforts of each historical figure.

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**Lesson 6: Historical Significance**

**1. Overview**

This lesson will take two 75 Minute classes to complete.

This lesson will focus on the question: *What makes a historical event or figure significant and how does a historian decide upon who or what is worth studying?* Within the scope of this question, students will be asked to investigate the figure of Louis Riel with the following questions in mind: *Does Riel deserve to be called a national symbol? Is he a heroic figure, a villainous criminal, or merely insane?*

Other questions that students will be expected to answer as part of their investigation of historical significance are as follows: *What does Louis Riel reveal about the treatment of the Métis people? Was the North-West Rebellion a benefit to humanity or did it lead to great harm (for both the Métis and Louis Riel himself)? Does Louis Riel occupy a meaningful place within these events? Was his influence positive? Negative? Can Louis Riel be called both a hero and a villain?*

Ultimately, students will learn that significance is always revealed through a particular’s place in a larger story, and that this significance will be understood and perceived differently by different people. Students will examine Louis Riel’s position and role within the time leading up to the North-West Rebellion, the North-West Rebellion itself, and its aftermath (including the aftermath for Louis Riel himself) as a means of determining how the historian should go about perceiving the Métis leader.
Throughout the lesson, questions and discussion topics will focus on the following notions taken from *The Big Six Historical Thinking Concepts*: “Guidepost 2” on page 19: “Events, people, or developments have historical significance if they are revealing. That is, they shed light on enduring or emerging issues in history or contemporary life”; “Guidepost 3” on page 20: “Historical significance is constructed. That is, events, people, and developments meet the criteria for historical significance only when they are shown to occupy a meaningful place in a narrative”; and “Guidepost 4” on page 22: “Historical significance varies over time and from group to group”.

2. Learning Goal
- Students will examine Louis Riel through different perspectives
- Students will analyze and evaluate evidence in order to form their own perspective on Louis Riel
- Students will understand their own criteria for ranking significance and will utilize it in classifying whether or not Louis Riel is an important historical figure

3. Curriculum Expectations:
1. Analyse historical events and issues from the perspectives of different participants in those events and issues.

This lesson will incorporate the following historical thinking concepts:
- **Primary Focus**
  - Historical Significance
- **Secondary Focus**
  - Historical Perspective
  - Change and Continuity
  - Cause and Consequence

4. Materials:
- Louis Riel (Appendix 6.1)
- Interpretations of Riel (Appendix 6.2)
- Thomas Scott Execution (Appendix 6.3)
- Testimony of Charles Nolin (Appendix 4.4)
- Final Statements from Riel’s Trial (Refer to Appendix 3.5)
- Was Riel Insane? (Appendix 6.5)
- BLM Newspaper Article Template (Appendix 6.6)

5. Warm up (5 Minutes, day one)
Place the image of Louis Riel (Appendix 6.1) on an overhead (an Elmo projector or a projector connected to a laptop) so that it is on display for when students enter the classroom.

Sometimes, the best way to hook a student’s interest is to display a photograph that sparks curiosity and produces lively classroom debate and conversation. Ask students to take a Minute or two to examine the photograph. Tell students to explain what they see, focusing purely on explicit details rather than making assumptions or inferences about the figures or events depicted. Next, have students make inferences about the photograph by asking the following: What is going on in the photograph? Who is in it? What does the way the figures/events are drawn suggest? How is Louis
Riel being presented? Is he being depicted in a significant way in comparison to the other figures within the photograph? By the end of this discussion the question of Louis Riel as a significant historical figure should be made clear to the students.

6. Discussion (Activate background knowledge)  (5 Minutes, day one)

After the previous discussion, read one of the following excerpt to students in order to make the controversy surrounding the figure of Louis Riel evident.

Interpretations of Riel and his importance to Canada have straddled the spectral ends of reputation – villain or hero – since the Métis leader’s own lifetime. Indeed, during the treason trial that resulted in Riel’s hanging, Canadians were split on the purpose of his actions, his treatment by authorities, and what he represented of Canada’s future. Whereas many Anglophone (and especially Protestant) Canadians saw Riel as an evil threat to the orderly settlement of the West, French-Canadian Catholics believed his mistreatment at the hands of the federal government was part of a larger problem of inequality towards French Canadians within the recently-established Dominion of Canada. (Appendix 6.2)


Ask students if they think such a controversial figure such as Louis Riel should be studied in history classes. If students say yes, make it clear that as historians, we must examine evidence in order analyze and evaluate Louis Riel’s influence and impact as well as prove his significance as a ‘hero’ or ‘national symbol’. If students say no, make it clear that they will need to use evidence in order to support the perspective and argument that Louis Riel’s actions led to destruction and villainy.

Explain to students that historical significance, just as has been made clear in the previous excerpts, is dependent entirely on an individual or group’s perspective. It will depend upon the way in which a historian organizes and makes sense of the other 5 historical thinking concepts and the criteria they use to determine significance that will determine the way in which they rank the importance of Louis Riel as a historical figure.

7. Modeling  (25 Minutes, day one)

The following activity will get students to start thinking about how to decide on what events, people or developments throughout history should be considered as significant. The purpose of this activity is to get students thinking about the criteria that they use when making judgements on significance and how to rank the importance of things. These skills will then be used (what students have learned about the criteria they use to make decisions) in order to rank the importance of Louis Riel as a historical figure.

Timeline Activity: (15 Minutes to do, 5 Minutes to discuss)
(Taken and adapted from The Big Six: Historical Thinking Concepts, Seixas and Morton, page 27)
Ask students to write, draw or make a timeline of their life story that includes the five most significant events or developments in their life. State the task limitation: they have only 10 Minutes to complete their timeline. Explain that the task is quite big so they must choose carefully but quickly. Ask them to explain why they made the choices they did.

Compare and contrast the criteria that students used to decide what to include in their timeline. Take note of student answers, perhaps by listing the most common answers on the board. Did students choose certain events or developments because they affected their lives, or those of others? Did they affect them positively or negatively? Were these events or developments’ influences short-term or long-term? Were these events or developments life changing? Revealing? Meaningful?

Explain to students that they have just completed the task - using criteria to rank according to importance - that all historians use to decide what is worthwhile studying or researching, or in other words, to decide what is historically significant. State that they will now use this historical mode of thinking in order to evaluate and rank the importance and significance of Louis Riel.

8. Guided Practice (40 Minutes, day one)
(Class engages with the work independently/in small groups under teacher guidance)

Hero or Crazed Villain Activity? (Appendix 6.3 - 6.5)

Place students in small groups, providing each group with a set of primary sources (Appendixes 6.2 - 6.5) that each focus on different aspects of Louis Riel’s character (i.e., hero, villain, prophet, mentally unstable). Students will be asked to read through, examine and discuss the primary documents and images. Tell students that as a group, they must pick one primary source (one that stands out to them either because the majority of the group members either strongly agree or disagree with it) and highlight the main points that contribute to characterizing Louis Riel in that particular way. Students will decide whether or not these perspectives contribute to or take away from his significance, forming a list of evidence-based arguments to prove their point. Groups will be required to answer the following questions: Is Louis Riel an important figure to learn about? Does he deserve to be called a hero? Or a villain? Can he be both villain and prophetic hero? How does the question of insanity affect these classifications? Groups will take turns briefly presenting their findings to the class (this can be done informally, with students sat in their groups around the classroom).

9. Independent Activity (25 Minutes, day two)
(Students work independently to practice the actions/skills/habits of mind on their own)

Canadian Symbolism Activity

Have students think of an object that they feel is significant to Canada or symbolic/representative of it. If students are having difficulty thinking of an object, provide a prompt such as ‘beaver’, ‘canoe’,
‘hockey’, etc. The point of this activity though is to allow for students to use their own criteria when deciding on what is important when it comes to Canada or to being Canadian. Ask students to draw a picture of this image on a blank piece of paper, and to briefly describe underneath how it symbolizes our/their cultural identity and why it is significant. Each student will be asked to stand up at their desk and briefly explain what they have drawn and written.

10. Sharing/Discussing/Teaching (15 Minutes, day two)  
(Students have occasion to demonstrate their learned expertise/share their experience with others)

In order to build off of the Group and Independent activities, start a discussion revolving around the following question: Can Louis Riel be classified as a symbol of Canada, or more specifically, of French Canada or the Métis. What does Louis Riel symbolize?

The purpose of this discussion is to move past the binaries of villain and hero onto a concept that will push students to understand if/how Louis Riel’s significance is situated within a larger context. Answers will vary depending on the perspectives students took during the Guided Activity and whether or not they understood Louis Riel’s influence as short term or long term, positive or negative, etc. Students may refer back to the primary sources used during the Guided Activity.

Begin by scaffolding a set of questions that will be asked in reference to the primary sources that have been investigated throughout this lesson. These questions will allow for students to build up evidence-based arguments for their answers. Questions include: Does Louis Riel seem in control of his actions? Does Louis Riel take responsibility for his actions? Does Louis Riel feel justified in his actions? If Louis Riel is labelled as insane, what does this say of his followers? Does Louis Riel convey himself as mad (for example, in his final trial statement and renunciation) in his language and demeanour?

Have students think about one or two of these questions with an elbow-partner. Go around the room and ask elbow-partners to share what they have found.

11. Assessment (35 Minutes, day two)

In order to assess students’ abilities to analyze and evaluate evidence in order to create a distinct perspective on the historical significance of a historical figure, have students take on the role of a newspaper reporter and write a newspaper article about Louis Riel. Have students write an article communicating some of the details of the North-West Rebellion through either the perspective that Louis Riel is A) a hero or B) a villain or C) Insane and not responsible for his actions. Provide students with a photocopy of Appendix 6.6 as a template for their newspaper article.

Students must include the following:
- State a perspective on Louis Riel’s actions
- State another perspective and its weakness (using details of the North-West Rebellion as proof)
- provide proof to support the perspective

Suggested expectations/criteria that students will be assessed on:
- Students can identify influential social and economic conditions as well as the way in which they influence/are influenced by Louis Riel
• Students can form historically-minded perspectives in order to assert a distinct perspective on the figure of Louis Riel
• Students can refer back to evidence investigated and evaluated throughout the unit in order to display a thorough understanding of how it contributes to their perspective
• Students can use a distinct voice in order to communicate and convey their personal perspective

Lesson 7: The Ethical Dimension: Informed Judgements of History

Overview:
Thus far students have been examining resources that have conveyed images of the Métis as being agitators as viewed by the government and newspaper. Sources are advocated for the initiatives of government and their need to suppress the rebellion. Sources that follow in this lesson demonstrate the provocation towards the Métis. The purpose of this activity is to show the importance of using primary sources to establish alternative historical perspectives to generate a corroborative account to understand the historical context and motives within history. It is important to form accurate accounts of history to avoid inaccuracies.

Learning Goals:
• Students will use primary source evidence to establish the value of historical events and what the implications are in today’s world.
• Students will develop an understanding of how historical events affect today’s action and determine their role in being aware of the past
• Students will recognize their present day ignorance of historical events, and determine their role in documenting an accurate account of these events.
• Students will redevelop their accounts of the North-West Rebellion. Students will recognize the role of limited perspective and re-evaluate their initial understanding of events to incorporate the multiple understanding of events based on a variety of primary sources.

Curriculum Expectations:

Methods of Historical Inquiry and Communication
→ Interpretation and Analysis
1. Analyse historical events and issues from the perspectives of different participants in those events and issues (the Red River Rebellion from the perspectives of the followers of Louis Riel, the Canadian Party, and the Macdonald government).

• Primary Focus
  o Ethical Dimension (Duty to remember history through multiple perspectives/contexts)
- Secondary Focus
  - Evidence (Use of primary source evidence to inform historical context)
  - Significance (What makes the 1885 Rebellion relevant in today's history?)
  - Historical perspective (Perspectives of history informing the present)
  - Change and continuity (How history is seen then vs. now)

Materials:
- Métis Grievances (Appendix 7.1)
- Guiding Questions BLM (Appendix 7.2)
- Understand the Ethical Dimensions of History BLM (Appendix 7.3)
- The Varsity April, 4 1885 (Appendix 7.4)

Plan of Instruction: (75 Minutes)

Warm up (10 Minutes)
Prior to class, write the following prompt on the board: “Think about a time when you had to make a decision about doing the right thing. What did you choose to do? Do you think you made a good decision? Why or why not?” If students are having a hard time getting started, you might give the following scenarios: a time a classmate was being teased by others, an argument with a friend (how was it settled?), a secret that you were asked to keep (did you keep the secret? Why or why not?), a time you witnessed someone else doing something you thought was wrong (did you try to stop them, or did you report it?)

- Have students question why they chose this particular moment. What made it memorable / what was its impact? Is it something that defines them as a person? Is it something that made them question their value system? Have them explain their reasoning.
- Explain to students that they have been discussing questions of ethics, and whether their classmates made ethical decisions. Tell them that an ethical decision is one that might also be called the right decision.
- Explain to students that they must now weigh their ethical decisions based on importance. Have students get in line from greatest importance to least importance justifying their place on the spectrum.
- Inform students that they must develop ethical judgement in order to understand decisions of the past based on different historical contexts.

Discussion (15 Minutes)

Review the Indian Act / Treaties:
After Confederation, the Canadian government wanted to open Western lands for settlement. To do so the government “persuaded First nations peoples to sign treaties.

A treaty is an agreement between parties or nations for the purchase or transfer land or property. Reserves were lands set aside for aboriginal people with special rights.

Following Confederation, aboriginal peoples became the most regulated people in Canada. In 1876, the Canadian government introduced the Indian Act, which introduced even more regulations. Traditional ceremonies were banned. It was decided that aboriginal children must attend special
residential schools. The government required aboriginal peoples to give up their nomadic lifestyle and become farmers.

Aboriginal peoples did not want to be controlled in this way. They wanted to keep their independence. About half of Canada’s aboriginal peoples are not covered by treaties. Most of the aboriginal groups of British Columbia, Quebec and the North-West Territories have never transferred their lands to the government. As the descendants of the first inhabitants of that land, they believed they have rights to it because it never had been given up or extinguished by treaty. There are known as aboriginal rights.

After Manitoba joined confederation many Métis moved farther west into present-day Saskatchewan and Alberta. In the 1880s, Canadian surveyors appeared in the North-West. They started to divide that land in preparation for settlement. The railway was coming through and it would only be a matter of time before settlers would flood into their land once more. The Métis turned to Riel for leadership.

When Riel first returned to the North-West, he wanted to find a peaceful means of resolving the problem. The people of the North-West would speak with one voice to Ottawa about their concerns. A petition (is a formal request to an authority for rights, privileges, or other benefits) to the government was drawn up.

For the Métis, the petition demanded legal recognition that they owned the land on which they lived. They also wanted a voice in their government.


Hand students copies of (Appendix 7.1) examine the grievances of the Métis.

Ensure that students understand the regulations in which aboriginal peoples had to live. Discuss the empty promises of land. Why did the Métis had grievances with the Canadian government. Reference the topic of hypocrisy discuss during Lesson Two on Evidence.

Ottawa did not act upon the petition. By March 1885, Riel planned to the same methods that had succeeded in Manitoba, by setting up his own government and pressure the Canadian government to provide for the Métis.

Discuss how aboriginal peoples and leaders understood the terms of the treaties and the cultural ideas surrounding aboriginal land rights.

**Explain the aspects of Ethical Dimensions of historical thinking:**

1. All meaningful historical accounts involve implicit or explicit ethical judgment.

2. Ethical judgment in history is made more complex by collective responsibility and profound change over time. In making ethical judgments of past actions, we always risk anachronistic impositions of our own standards upon the past.
3. Historians often deal with the conflict between 1) and 2) by
   • framing questions that have an ethical dimension
   • suspending judgments in order to understand the perspectives of the historical actors
   • emerging from the study with observations about the ethical implications of their
     narratives and arguments for today

**Modeling (10 Minutes)**

Give students Guiding Questions handout (Appendix 7.2) and Ethical Dimensions of History Continuum (Appendix 7.3) → Use both to model how to investigate the ethical dimensions of a source in The Varsity (Appendix 7.4)

The centre-left is referred to as the moderate left, and describes the adherence to views learning to the left but closer to the centre of the political spectrum. Centre leftists, such as social democrats/social liberals, believe in working with the established systems to improve social justice. They promote a degree of social equality that is believed to be achievable through promoting equal opportunity. The centre left emphasizes that the achievement of equality requires personal responsibility in areas of control by the individual persons though their abilities and social responsibility in areas outside of control.

http://en.wikipedia.org/wiki/Centre-left

- Where is this represented within the article?
- How is this reflective of the historical context in question?
- What historical perspectives are represented within the article?

**Guided Practise (15 Minutes)**

Discuss within a group (3-4 per group) that the quote below means:

“For it is a fact that in a civilized states no considerable body of men will take up arms unless they are suffering from very serious grievances against which they have been unable to obtain redress. Their cause is often undoubtedly just, even though they may die under the stigma of treason in the defence of it.”

**Teacher Prompt:** What is a stigma? Identify social stigmas within today’s society.

**Independent Activity (10 Minutes)**

Give students Understand the Ethical Dimensions of History Handout (Appendix 7.4) To complete during independent activity.

Individually instruct students to address the questions posed within the article (from the perspective of the time)

   Whether those who are now in the rebellion had previously taken proper steps to have their admitted grievances redressed
   Whether the grievances were sufficiently serious to warrant recourse to arms if underdressed.
Emphasize to students that they must remember that these people are entirely unrepresented in the government which claims control over them.

**Sharing/ Discussing/ Teaching (10 Minutes)**

How are the opinions of every-day citizens of the time reflected in the article? What is the ethical responsibility represented in the article?

**Assessment (5 Minutes Instruction for assigned homework)**

Hand students back their summaries from Evidence activity. Ask students if they would stick to the relevance and importance of their summaries based on their further investigation of primary source documents throughout the unit. What has been confirmed? What has been challenged?

Have students rewrite their summaries of the North-West Rebellion to incorporate all primary source documents analyzed to reflect an corroborative ethical assessment of the events that took place.

Students will be assessed based on their approach to learning based on their reflections on first draft summaries and identify the strengths and weakness of each. This assessment will offer students the chance to incorporate newly learned skills and approaches to the North-West Rebellion to articulate a more accurate and true account of events.

The purpose of this task allows students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

***Students will hand assignment in at the beginning of the next class.

**Students will be assessed on:**

- Self assessment and reflection on previous summary
- Corroboration of primary source evidence to evaluate the events of the Louis Riel Trail
- Continuity and change between two summaries
- Progression of evaluation based on acquisition of primary source knowledge.

---

**Lesson 8: Conclusion: “Riel’s Trial”**

**Overview: Two Class Periods (2X 75 Minutes)**

Using the resources students have collected throughout the unit, students will demonstrate their knowledge of historical inquiry and investigation of significant events, developments, and/ or issues that affected Canada and Canadians between 1850 and 1890 through staging a mock-trial of Louis Riel.
Organize the class into a courtroom and begin the retrial. When statements and testimony have been given, the judge delivers a charge to the jury, instructing it on its deliberations. The jury then withdraws to consider its verdict, which one of its members then delivers to the court. The judge pronounces sentence on Riel if he is found guilty, or acquits him if found innocent.

Students should recognize that the trial and execution of Louis Riel remains a contentious part of Canadian history. There is still a great deal of debate on whether or not Louis Riel was given a fair trial. The class will have the opportunity to examine some documents written in the 1880s and discuss whether or not they perceive the trial to have been fair.


Purpose of the lesson:
- Inquiry into primary sources encourages students to wrestle with contradictions and
- Compare multiple sources that represent differing points of view, confronting the complexity of the past.
- Students construct knowledge as they form reasoned conclusions, base their conclusions on evidence, and connect primary sources to the context in which they were created, synthesizing information from multiple sources.
- Integrating what they glean from comparing primary sources with what they already know, and what they learn from research, allows students to construct content knowledge and deepen understanding.

Learning Goals:
- Students will recognize agreement or contradiction when comparing information on Riel’s trial
- Students will recognize fact versus opinion in historical documents
- Students will understand the importance’s of Louis Riel in Canadian history and the continuing debate about his trial and verdict.

Curriculum Expectations:
- Evidence (Use of Evidence to present Riel’s case)
- Cause and Consequence (How historical events are viewed then and now)
- Change and Continuity (What has changed since the Métis Rebellions?)
- Historical Perspective (Opposing perspectives of the trial)
- Historical Significance (Significance of the trial within history)
- Ethical Dimension (Why is the trial important in understanding the fate of Riel? What is our responsibility to remember these historical events?)

Materials:
- Trial Role Sheets (Appendix 8.1)  → Students will all be given a copy of Roles and Trial Sequence, individual role sheets will be assigned to students
- Mock Trial Rubric: (Appendix 8.2)  → Each student will be given a copy of the Mock Trial Rubric
**Plan of Instruction:**

**Warm up (10 Minutes)**
Teacher will go over the trial sequence making sure that each role is aware of their position within the trial. Clarify any questions students may have about sequence.

Students will then rearrange their desks in the layout of a court room.

**Discussion (5 Minutes)**
Students will be given time to meet with their role groupings to make final adjustments

**Modeling**
This portion of the lesson does not require modeling of action/skills/thinking patterns. Students will direct the mock trial for the remainder of the period.

**Guided Practise**

Outline the Opportunity
Students should review the whole topic, and especially the clips "The North-West Rebellion," Assign members of the class different roles to play in preparing for Riel's retrial. These should include Louis Riel, the judge, a six-person jury, the defence and prosecuting attorneys, and various witnesses who were involved in the 1885 Northwest Rebellion. Students who are not assigned a specific role can serve as a panel whose responsibility will be to determine whether Louis Riel's re-trial was fair.

Have students use primary sources used throughout the unit to prepare to play their role as part of a retrial of Louis Riel. Defence and prosecuting attorneys will need to prepare opening and closing remarks, witnesses will need to prepare testimony, Riel will need to present a statement to the court, justifying his actions during the Rebellion, and the judge will have to be prepared to deliver a charge to the jury.

**Independent Activity:**
Students will use primary source documents provided throughout the unit to construct a case either in prosecution or defense of Riel, anticipating Cross examination questions and forming their own. Students will present their information in the form of a mock-trial in the following class.

**DAY TWO**

**Sharing/ Discussing/ Teaching**
Students will present their research during the mock trial, to determine the final verdict of Riel. Students in all roles will play a crucial role in staging a retrial of Louis Riel on the charge of treason, and render a verdict as a class.

**Revisit and Reflect**
Write the term *fair trial* on the board. Why is this an important concept in Canada's legal system?
Review as a class any information that students know about Louis Riel's trial for treason in 1885, and why its verdict aroused so much controversy.

In 1881, history began to repeat itself for Louis Riel, only this time in Saskatchewan. There, the Métis people faced an influx of land-hungry white settlers abetted by a government keen to populate the west. Since fleeing Manitoba in 1870, Riel married, had two children and was living in Montana. He agreed to help the Métis quest to secure land rights and headed north to lead the North-West Rebellion.

Sir John A Macdonald, prime minister once more, had other worries besides a western insurrection. His national dream, the transcontinental railway was almost bankrupt. When he received news of a skirmish between the North-West Mount Police and armed Métis, he saw an opportunity to solve two problems at once. Macdonald would send Canadian troops west on the still-incomplete Canadian Pacific on the still incomplete CPR, put down the rebellion and prove the worth of the railways to Canadians.

The North-West Rebellion ended with the Battle of Batoche. Though the 300 Métis and their Cree comrades were capable fighters, there were out numbered by 800 Canadian soldiers led by Major General Frederick Middleton. After the fourth day, May 12th 1885, the Canadians overwhelmed the rebels.

After the trial, ask the remaining students to evaluate its fairness, especially in contrast to the 1885 trial that found Riel guilty of treason and sentenced him to death. Ask students how a trial held today would differ from that of 1885, and why this is the case. Ask students to discuss whether or not they think Riel received a fair trial then, and whether they agree with the verdict and sentence passed on him.

Assessment:
Students will prepare their own response on the guilt or innocence of Louis Riel on the charge of high treason through rebellion in a written essay. Have students support their position with evidence presented in the trial.

Students do not have to take the position they held in the trial.

Students will be assessed on:
- Ethical dimension of the verdict
- Use of historical perspective
- Explanation with reference to evidence of their verdict
- Corroboration of sources to generate a final verdict
- Clear articulation of position held towards the Riel trial
Appendix:

Appendix 1: Introduction
Timeline (Appendix 1.1)

Appendix 1.1 “History On Trial Bringing History to Life in the Classroom: Louis Riel Teacher’s Guide.”
Terminology (Appendix 1.2)

1. **Gabriel Dumont** – a leader of the Métis people in Western Canada, played a critical role in bringing Louis Riel back to Canada and was Riel’s military leader in the North-West Rebellion, left Canada after the 1885 rebellion and joined Buffalo Bill’s Wild West Show and eventually returned to Canada and died near Batoche.

2. **Big Bear** – Cree leader who was imprisoned for his involvement in the North-West Rebellion.

3. **Poundmaker** – a Plains Cree chief known as a peacemaker and defender of his people, he was imprisoned for his involvement in the North-West Rebellion.

4. **General Middleton** – led the Canadian militia in battle against Louis Riel and the Métis.

5. **Gatling Gun** – invented by U.S. inventor R. J. Gatling; it is a handcranked automatic machine gun, first used in the North-West Rebellion.

6. **Batoche** – a town in Saskatchewan and the site of the final battle of the North-West Rebellion.

7. **Fish Creek** – location of a battle that was a major victory for the Métis over the Canadian militia.

8. **Duck Lake** – location of the first battle between the Métis under Louis Riel and the Canadian militia during the North-West Rebellion.

9. **High Treason** – an betrayal of the allegiance that a person owes his country by attempting to overthrow the government.

10. **Insanity** – a relatively permanent disorder of the mind; a state of mind characterized by the inability to distinguish right from wrong.

11. **Sanatorium** – an institution for the medical care and recuperation of persons who are chronically ill.

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Appendix 2 – Evidence
Louis Riel A Comic Strip Biography, Chester Brown (Appendix 2.1)
Louis Riel A Comic Strip Biography, Chester Brown Index (Appendix 2.2)

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NORTH-WEST REBELLION.

Appropriating the Department and...
42
The Illustrated War News April 25 (Appendix 2.4)
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The Illustrated War News
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Advertisements should be addressed to the Manager, The Illustrated War News, Youngs Building, Toronto.

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THE SITUATION AT THE FRONT.

The 笈bell of drums sounded above the whine of the machine guns and the roar of the cannon. The men were ordered to take cover and prepare for battle. The Generalissimo issued the order, and the soldiers marched forward.

TO BE CONCLUDED NEXT WEEK.

ASK MIDDLETON'S STRATEGY.

The author whomany publish books with his own name or with a fictitious name has already written a number of books. He has also written a number of articles for magazines. And now that he has written a number of books, he has decided to send a number of them to the large publishers in the hope that they will publish them.

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IT HAS NO EQUAL.
THE NOVA SCOTIA PROVINCIAL BATTALION (4th and 5th) AT MONTREAL
('From a sketch by a local correspondent.)

STEAMERS AT MEDICINE HAT LOADING AMMUNITION AND STORES.
The Illustrated War News (Toronto), "War News," April 25, 1885, Vol. 1, no. 4.
The Illustrated War News. 2 May 1885 (Appendix 2.5)
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THE ILLUSTRATED WAR NEWS.
NEW YORK: MAY 6, 1865

WHEN THIS CIVIL WAR IS OVER.

Very many of our late northern advocates want to know whether the hop that has been the result of the war will not eventually be beneficial to the South. What will be the result? Will the South be permanently injured? Will the South be restored? Will the South be made to pay for the war? These questions are all asked by the South. But it is not the South that is to pay. It is the North that is to pay.

WHAT IS CATARRH?

A disease of the upper respiratory tract characterized by inflammation of the mucous membranes of the nose and throat.

Image of illustration.

TAYLOR BROTHERS,
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Appendix 3 - Cause and Consequence
North-West Conditions (Appendix 3.1)

By 1880, a contract had been arranged and the Canadian North-West's greatest single problem—its physical isolation from the rest of the country—was beginning to be overcome.

White settlers near Shoal Lake. Damaged by the hardships of the new land, misled by the promises the Canadian Pacific had made to them there, many white settlers were as close to revolt in 1883 as the Métis had been a decade earlier.

Name: __________________________

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

Louis Riel

Canadian Government
BLM Métis Uprising 1885 (Appendix 3.3)

Name: ___________________________ Date: ___________________________

Métis Uprising 1885

Instructions:

Goal: You and your team members make a concept map about the North-West Rebellion of 1885 in order to show the connection between many differently shaped and sized puzzle pieces.

1. Read over the list of topics below, which are all related in some way to the Métis North-West Rebellion of 1885, led by Louis Riel. Read the linking verbs.

2. One member of your team writes the central topic - North-West Rebellion of 1885 - at the top or in the middle of a large piece of paper. Write the other topics randomly around this central concept. Leave lots of space between topics.

3. Each of you chooses a coloured marker and uses it to draw a line between topics that you think are connected. Next to these lines, write a linking verb to explain how these topics are related. (You can also use verbs that do not appear on this sheet.) All team members contribute and write at the same time, but it is a good idea to ask questions and discuss your decisions with one another as you work.

Topics:

Canadian government railway disappearance of the bison treaties newcomers white English Red River Rebellion, 1869-1870 Métis Canadian Mounted Police Gabriel Dumont landownership Louis Riel General Middleton poor living conditions remoteness Canadian Pacific Railway execution of Thomas Scott religious mission charismatic expansion armed resistance justice

Suggested linking verbs:

led (to) caused was an underlying cause of resisted was a factor in resulted in contributed to aided defeated was made worse by supported opposed negotiated encouraged attracted fought controlled used put pressure on made it easier to

Letter from Supt. Crozier to Lt. Gov. Dewdney (Appendix 3.4)

Letter from Supt. Crozier to Lt.-Gov. Dewdney
October 2, 1884

I quite agree with Sergeant Keenan that the state of affairs in that vicinity is... by no means satisfactory - prompt measures should be taken to allay if possible the existing dissatisfaction and at the same time precautionary measures should be taken to ensure against the Indians or Half-breeds becoming unmanageable. If matters go on as they are or if some such course as suggested is not acted upon in my opinion everything points to an overt act or more probably acts being committed during the winter. I think in different parts of the district at the same time.

P.S. You will observe that Sergeant Keenan says that the crops are almost a total failure and that the Half-Breeds will be very hungry unless they are able to procure food by some means. The Leader of the Opposition in the House of Commons, Edward Blake, used this telegram in a long speech on July 6, 1885, denouncing Sir John A. Macdonald for not paying attention to the warnings about Métis grievances his government was receiving. December 23, 1884

Excerpt from letter Inspector Gagnon to Compt. White,
"...The half-breeds are pressing Riel to settle amongst them, and have him, as a token of their gratitude for services rendered, a house well furnished, and will further, on 2nd January next, present him with a purse. These testimonials of the good will of the majority would go towards denying certain rumors, which say that several are lacking confidence in their leader; that his way of acting and speaking denotes a very hot head, and that he does not now agree with their priest. There is no doubt that a great number are still led by him, and would act upon his dictates. Some time ago I sent several men to the south branch to have horses shod. The river being full of floating ice, they could not cross. Some way or other, the report was brought to the east side of the river that these men were sent to arrest Riel, who was then at the crossing. Within half an hour over 100 men had collected to protect him. There is a certain amount of suffering among the half-breeds, but not to the extent it was expected to reach. Large quantities of supplies are required for this part of the country, and all who have horses can make a living by freighting. As far as I can see, the chief grievance of the half-breeds is, that they are afraid that the Government will not sanction the way they, amongst themselves, have agree to take their homesteads--ten chains frontage on the river, by two miles back. "This letter from Supt. Crozier to Lt.-Gov. Dewdney alludes to Riel's "personal claims". In December, 1884, Father Alexis Andre and D.H. Macdowall, member of the North West Council, had met with Riel to see if he would return to Montana in exchange for a large sum of money which the government would provide. Prime Minister Macdonald would not assent to the plan, writing that Riel "has a right to remain in Canada and if he conspires, we must punish him."
(Source of Macdonald's quote: handwritten letter from Macdonald to Dewdney, p.545, Dewdney Papers, Glenbow Institute)
(Crozier's letter is reprinted in the Sessional Papers No. 52, 1886)

Carlton, 7th January, 1885
Confidential

Sir-I have the honour to forward herewith a confidential report from Mr. Howe, from Prince Albert. It relates to the matter upon which I telegraphed you in cypher from here a few days ago. I had personal interviews with those mentioned in Inspector Howe's report, and they feel confident that Riel is sincere in saying he wishes to leave the country, and will do so as soon as he has the means. I quite agree with Pere Andre, with whom I had a talk relating to this matter at Prince Albert a few days ago, that if this man Riel was out of the country the normal quiet would be restored. For, granting that his power to make serious trouble may be but problematical, yet his very presence here causes a feeling of uneasiness among the half breeds and Indians, which, as you know, is taken advantage of by others who are neither half breeds nor Indians, to further their own schemes and ends. Riel, certainly, has great influence with the half breeds, and that being admitted, means influence with the Indians as well. They regard him as a man who has suffered for them and their cause, and that he is here to work in their interest. He knows full well how to play upon their superstitious natures, and though to white men some of his sayings and doings and proposed reforms seem absurd, even ridiculous, to the simple-minded natives the very absurdity of his expressions and ideas make him appear to them so much the greater man and benefactor to their people. Of late he has has appeared in the role of a religious reformer, and I am informed by one who certainly knows, that he has influenced even in that direction people proverbial for their regard for the teachings of their church and clergy, proving his influence, which he might use with embarrassing results. The man says he has personal claims, the amount mentioned would cover those claims.

The matter of the claims of the half breeds for scrip, and as to the manner of dividing and sub-dividing the land upon which they have already settled, imperatively requires the immediate attention of the Government, and that decisions at once be given for or against the wishes of those interested.

In the interest of his country I strongly urge a settlement of those important matters.

I need not enter into particulars as to the claims for scrip nor as to the changing of shape of the lots settled upon from ten chains front and two miles long to the regular block lots. You have heard and understand what is wanted, no doubt, quite well.
Some of the half breeds report that the Indians are quite in accord with them, even the Sioux, and will act at any time and manner they wish. I do not, however, believe that here is universally with the Indians such an understanding, though there are undoubtedly bands and individuals among other bands who look to Riel and the half breeds as their champions, and who, I think, have promised to join or act with them as they bid, and the greater the chances may be of the half breeds and Indians proportionately would join them, and if any movement or agitation is the least successful it would be very apt to attract the whole Indian population either as strong sympathizer or active participants.

I have, &c.

L.N. CROZIER
Hon. Edgar Dewdney, Governor N.W.T., Regina.

This originally coded telegram from Supt. Crozier to Lt.-Gov. Dewdney reflects the Métis' concern that the petition of Dec. 16, 1884 had not produced results from the federal government. (Document in National Archives of Canada, Dewdney Papers, M.G. 27 I C 4, Vol. 1, p.340.)


**Final Statements from Riel’s Trial (Appendix 3.5)**
Appendix 4 - Change and Continuity

BLM “Guess the Country” (Appendix 4.1)

Round 1: The year is 1867. Use the clues below to guess what country is being described.
1. This newly independent country is a democracy based on the parliamentary system.
2. Much of the country’s economy depends on primary industry such as forestry, fishing, and agriculture. Transportation systems crisscross the country.
3. The population and economy are growing rapidly. In the previous 10 years, the population had increased by one third, mainly because of immigration.
4. The majority of the population is English speaking, with a large French-speaking minority and many First Nations and Métis.
5. Winter sports are popular. So is a summer game, lacrosse, which is the national sport.
6. This country has a powerful neighbour to the south that has a large army.

Round 2: Play the game again with a different set of clues. The year is still 1867. Use the clues below to guess what country is being described.
1. Child labour is common in this country, with children as young as 8 years old working to help support their families, especially in the clothing and footwear industries.
2. There is widespread discrimination toward racial minorities and toward women. For example, women and some minorities cannot vote.
3. Violence is common, especially at election time. Under the law, a man has the right to beat his wife and children if he does not use excessive force.
4. The distribution of wealth is extremely unequal in this country. A study of one major city found that the poorest 40 percent of the population earn only 1 percent of the income.
5. Life expectancy of this country’s citizens is less than 50 years. Infant mortality (the death of children before the age of 1 year) is 20 percent. Epidemics are common.
6. City streets stink. They are filled with decaying garbage and the excrement of thousands of horses, cows, and pigs. Outdoor toilets are in most backyards, along with chickens, pigs, and even cattle.
7. Alcohol consumption is high: an average of 27 litres of liquor and beer for every man, woman, and child per year.
8. Forty percent of the children in this country do not go to school, although most citizens do learn to read, either at home or at work.
9. The average number of children in a family is seven.


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

Teacher's Copy

Name:

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

Red River 1870

Batoche 1885

History On Trial Ltd. - www.historyontrial.ca
Comparing and Contrasting the Causes and Events of the Red River Uprising and the North-West Rebellion

The Riel Rebellion - How it Began - How it was Carried on - And its Consequences - Succinct Narrative of the Facts (Appendix 4.3)
The Riel Rebellion: How it Began, How it was Carried Out, And its Consequences: Succinct Narrative of the Facts. Vol. 1

(1887; 4-19 http://peel.library.ualberta.ca/bibliography/1322.html (accessed November 9, 2013).
Testimony of Charles Nolin (Appendix 4.4)

Testimony of Charles Nolin

CHARLES NOLIN sworn Examined by MR. CASGRAIN:

(Mr. Marceau was sworn as interpreter.)

Q. You live at St Laurent? A. At the present time, yes. Q. You lived before in Manitoba? A. Yes. Q. Do you know when the prisoner came into the country? A. Yes. Q. About what time was it? A. I think about the beginning of July 1884. Q. You met him several times between that time and the time of the insurrection? A. Yes. Q. Did the prisoner speak about his plans, and if so, what did he say? A. About a month after he arrived he showed me a book that he had written in the States. What he showed me in that book was first to destroy England and Canada. Q. And? A. And also to destroy Rome and the Pope. Q. Anything else? A. He said that he had a mission to fulfill, a divine mission, and as a proof that he had a mission he showed a letter from the Bishop of Montreal, eleven years back. Q. Did he say how he would carry out his plans? A. He did not say how he would carry out his plans then. Q. Did he tell you something after? A. He commenced to talk about his plans about the 1st of December 1884. Q. What did he tell you? A. In the beginning of December 1884, he began to show a desire to have money, he spoke to me about it first I think. Q. How much did he say he wanted? A. The first time he spoke of money I think he said he wanted $10,000 or $15,000. Q. From whom would he get the money? A. The first time he spoke about it he did not know any particular plan to get it, at the same time he told me that he wanted to claim an indemnity from the Canadian Government. He said that the Canadian Government owed him about $100,000, and then the question arose who the persons were whom he would have to talk to the Government about the indemnity. Some time after that the prisoner told me that he had an interview with Father Andre and that he had made peace with the church, that since his arrival in the country he had tried to separate the people from the clergy, that until that time he was at open war almost with the clergy. He said that he went to the church with Father Andre and in the presence of another priest and the blessed sacrament he had made peace, and said that he would never again do anything against the clergy. Father Andre told him he would use his influence with the Government to obtain for him $35,000. He said that he would be contented with $35,000 then, and that he would settle with the Government himself for the balance of the $100,000. That agreement took place at Prince Albert. The agreement took place at St Laurent and then Father Andre went back to his mission at Prince Albert. Q. Before December were there meetings at which Riel spoke and at which you were present? A. Yes. Q. How many? A. Till the 24th of February I assisted at seven meetings to the best of my knowledge. Q. Did the prisoner tell you what he would do if the Government paid him the indemnity in question? A. Yes. Q. What did he tell you? A. He said if he got the money he wanted from the Government he said he would go wherever the Government wished to send him. He had told that to Father Andre, if he was an embarrassment to the Government by remaining in the North-West he would even go to the Province of Quebec. He said also, that if he got the money he would go to the United States and start a paper and raise the other nationalities in the States. He said before the grass is that high in this country you will see foreign armies in this country. He said I will commence by destroying Manitoba, and then I will come and destroy the North-West and take possession of the North-West.

[some content has been removed for condensing purposes]

Q. Do you remember the 26th of March, the day of the battle at Duck Lake? A. Yes. Q. Was the prisoner there? A. Yes. After the news came that the police were coming, the prisoner started one of the first for Duck Lake on horseback. Q. What did he carry? A. He had a cross. Q. Some time after you left? A. Yes. Q. You went to Prince Albert? A. Yes. Q. In the beginning of December, 1884, the prisoner had begun speaking of his plans about taking up arms? A. Yes.


84
Photo of Batoche (Appendix 4.5)

The Illustrated War News (Toronto), "War News," May 9, 1885, Vol. 1, no. 7.
EXHIBIT NO. 1

Batoche, 12th May 1885

If you massacre our families we are going to massacre the Indian agent and others, prisoners.

LOUIS 'DAVID' RIEL, Exovede

Per J.W. Astley, bearer

ENDORSEMENT ON EXHIBIT NO. 1

12th May 1885

Mr. Riel: I am anxious to avoid killing women and children, and have done my best to avoid doing so. Put your women and children in one place, and let us know where it is and no shot shall be fired on them. I trust to your honor not to put men with them.

FRED MIDDLETON, Comdg. N.W. Field Forces

EXHIBIT NO. 2

Batoche, 12th May 1885

Sir: If you massacre our families we will begin by Indian Lash and other prisoners.

LOUIS 'DAVID' RIEL, Exovede

Per F.E. Jackson, bearer

EXHIBIT NO. 5

St Anthony, 21st March 1885

To Major Crozier, Commandant of the Police Force at Carlton and Battleford

Major: The councillors of the provisional government of the Saskatchewan have the honor to communicate to you the following conditions of surrender: You will be required to give up completely the situation which the Canadian Government have placed you in, at Carlton and Battleford, together with all government properties.
In case of acceptance, you and your men will be set free, on your parole of honor to keep the peace. And those who will choose to leave the country will be furnished with teams and provisions to reach Qu’ Appelle.

In case of non-acceptance, we intend to attack you, when tomorrow, the Lord’s Day, is over; and to commence without delay a war of extermination upon all those who have shown themselves hostile to our rights.

Messrs. Charles and Maxime Lepine are the gentlemen with whom you will have to treat.

Major, we respect you. Let the cause of humanity be a consolation to you for the reverses which the governmental misconduct has brought upon you.

LOUIS ‘DAVID’ RIEL, Exovede

EXHIBIT NO. 8 (translation)

God has always taken care of the half-breeds. He fed them for many days in the desert. Providence enriched our prairie with the buffalo. The plenty in which our fathers lived was as wonderful as the heavenly manna. But we were not sufficiently grateful to God, our good Father, hence it is that we have allowed ourselves to fall into the hands of a Government which only thinks of us to pillage us. Had he only understood what God did for us before Confederation, we should have been sorry to see it coming. And the half-breeds of the North-West would have made conditions of a nature to preserve for our children that liberty, that possession of the soil, without which there is no happiness for anyone; but fifteen years of suffering, impoverishment and underhand, malignant persecution have opened our eyes; and the sight of the abyss of demoralization into which the Dominion is daily plunging us deeper and deeper every day, has suddenly, by God's mercy as it were, stricken us with horror. And the half-breed people are more afraid of the hell into which the Mounted Police and their Government are openly seeking to drive us, than of their firearms, which, after all, can only kill our bodies. Our alarmed conscience have shouted out to us: Justice commands us take up arms. Dear relatives and friends, we advise you to pay attention. Be ready for everything. Take the Indians with you. Gather them from every side. Take all the ammunition you can, whatsoever storehouses it may be in. Murmur, growl, and threaten. Stir up the Indians. Render the police of Fort Pitt and Battleford powerless. We pray God to open to us a way to go up. And when we get there, as we hope, we shall help you to take Battleford and Fort Pitt. Have confidence in Jesus Christ. Place yourselves under the protection of the Blessed Virgin. Implore St. Joseph, for he is powerful with God. Commend yourselves to the powerful intercession of St. John the Baptist, the glorious patron of the Canadians and half-breeds. Be at peace with God. Keep His commandments. We pray Him to be with you all and to make you succeed.

Try and give to the half-breeds and Indians of Fort Pitt, as quickly as possible, the news we send you.

EXHIBIT NO. 9 (translation)

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

(in pencil) signed by the members of council

EXHIBIT NO. 19  15th May 1885  Major General Fred. Middleton

General: I have received only to-day yours of the 13th instant. My council are dispersed. I wish you would let them go quiet and free. I hear that presently you are absent. Would I go to Batoche, who is going to receive me? I will go to fulfil God's will.

LOUIS 'DAVID' RIEL, Exovede

UMKC School of Law. “Letters & Diary Entries of Louis Riel Testimony.”  
Appendix 5 - Historical Perspective
Appendix 5.1: Brown Comic “A Courtroom in Regina.”
"I really think..."

"You..."

"What's your..."

"He seemed to be in control, and asked my..."

"Who are you?"

"Yes, sir."

"Do you..."
Appendix 5.3: Brown Comic “Rebuttal Crown Witness: General Frederick Middleton.”
Appendix 5.4: Cross-Checking BLM (Original)

<table>
<thead>
<tr>
<th>CROSS CHECKING</th>
<th>SOURCING</th>
<th>CONTEXTUALIZING</th>
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</thead>
<tbody>
<tr>
<td>Comparing several document:</td>
<td>Ask questions about the author/ document:</td>
<td>Imagine the setting:</td>
</tr>
<tr>
<td>Ask:</td>
<td>Ask:</td>
<td>Ask:</td>
</tr>
<tr>
<td>What do other documents say about this?</td>
<td>Who is the author?</td>
<td>What as it like to be alive in the past?</td>
</tr>
<tr>
<td>Do the documents agree?</td>
<td>When was the document published?</td>
<td>What things were different then</td>
</tr>
<tr>
<td>What are the several stories about the</td>
<td>Why did they publish it?</td>
<td>compared to now?</td>
</tr>
<tr>
<td>same point?</td>
<td></td>
<td>What things were the same?</td>
</tr>
<tr>
<td>Which stories are most reliable?</td>
<td></td>
<td>What was the setting?</td>
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<td></td>
<td></td>
<td>What were people worried about/ hoping</td>
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<td>for?</td>
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Appendix 5.5: Questions for Consideration BLM
Historical Perspective:
Questions to Consider:
- How do our experiences affect how we see our past?
- How do we evaluate the reliability of sources during historical research?
- Are our understandings of historical figures accurate?
- How do historical events shape the way we see individuals?
- What factors shape our understandings of history?
- Does historical fiction change the way we see history?
- Is history static, or do our views and beliefs about events and people change?
- Who decides what is history and how to tell it?
- Collected recollections of events and people are truer than those of one person.
- Why do we analyze things that have happened in the past?
- Analyzing multiple perspectives over time gives us a truer picture of historical events.
- Why is historical research important?
- How do the insights of individuals affect our collective picture of history?
- Historical perspectives affect the way we see individuals, events and places.

http://www.usd116.org/ProfDev/AHTC/lessons/Adrian06/Adrian06overview.htm (accessed November 7, 2013).
Curran’s Debate on Riel’s Role (Appendix 5.6)
### Historical Perspective-Taking Part 1

Name: _______________________________  Date: __________________________

<table>
<thead>
<tr>
<th>What are the event(s) and time period you are investigating?</th>
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<tbody>
<tr>
<td>→ North-West Rebellion 1885</td>
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<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
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<tbody>
<tr>
<td>Motivations (what were they thinking)</td>
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</table>

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
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<tbody>
<tr>
<td>Actions (what did they do)</td>
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</table>
Responses (how did they and others respond to these actions)

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**Historical Perspective Part 2 BLM (Appendix 5.8)**

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**Historical Perspective-Taking Part 2**

Name: _____________________________________________  Date: ______________________

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<tr>
<th>What are the event(s) and time period you are investigating?</th>
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<tr>
<td>→ North-West Rebellion 1885</td>
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<tr>
<th>List the various groups and people involved, and circle the one that you are recording on this page (use additional pages to record information on others).</th>
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<tr>
<th>Describe their position/role in society.</th>
<th>Evidence?</th>
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<tr>
<th>How is their position/role different from a similar person or group today?</th>
<th>Evidence?</th>
</tr>
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<tbody>
<tr>
<td>Compared to what we face today, what relevant circumstances were different for them in the past? (Some examples might include technology, media, economy, religion, family life, communication, recreation, etc.)</td>
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<tr>
<th>How do you think the above factors influenced their thoughts and/or actions?</th>
</tr>
</thead>
</table>

“The Historical Thinking Project Promoting critical historical literacy for the 21st century.” Historical Perspectives.  
Appendix 6 - Historical Significance

Appendix 6.1 Louis Riel

The Illustrated War News (Toronto), "War News," May 2, 1885, Vol. 1, no. 5.
The Historical Memory of Louis Riel: A Long-Standing Canadian Debate (Appendix 6.2)


Execution of Thomas Scott (Appendix 6.3)

Was Riel Insane? (Appendix 6.5)
THE RIEL REBELLION.

HOW IT BEGAN—HOW IT WAS CARRIED ON—AND ITS CONSEQUENCES.

SUCCINCT NARRATIVE OF THE FACTS.

HALF-BREED GRIEVANCES.

In beginning the thorough study of the Riel question, the grievances of the half-breeds form the most prominent point. There is no need to follow those who, with one object or another, go back to the rebellion of 1869-70 and try to seek in it for causes and effects in some respects foreign to the present question. In taking this course, we have the authority of Louis Riel himself, who immediately on his return to the North-West declared before a large meeting of the half-breeds, which he had called: "The Riel of 1869 and he of 1884 are two very different men. In '69 he rose against Canada, which sought to take possession of the country without making a previous arrangement to guarantee the rights of the population of Manitoba and the North-West. But today the North-West is an integral part of Canada, and after an experience of nearly nine years passed in the United States, he can assure his fellow-countrymen, the half-breeds, that they are better off this side of the line, and that he does not wish them to become Americans." (Letter from Father Andre to Lieutenant-Governor Dewdney, 21st July, 1884.) These words of the half-breed chief prove conclusively that he himself considered the Government of Canada as perfectly legitimate, and that, in his opinion, there was a clearly drawn line of demarcation between the events of 1869-70 and those whose history we are now about to attempt writing.

These grievances, so far as it has been possible for us to ascertain, are reduced, at the moment of Riel's arrival, to the six following:

1. The half-breed settlers did not receive grants for their lands, in consequence of delays for which the Government alone was responsible, and by which they were prevented from obtaining the lands on which they were settled.

2. That, in consequence of the system of survey, they could not obtain the lands on which they had settled and improved previous to the survey.

3. That they were entitled to the same rights as those granted to the half-breeds of Manitoba.

4. That the lands which they had resided on for years, had been sold to others, principally speculators, in disregard of their rights.

5. That the timber dues were very onerous and a serious cause of dissatisfaction.

6. That the duties for cutting hay on Government lands were also onerous and produced a deep feeling of discontent.

Let us examine these six grievances.

1. The half-breeds claim grants for their lands.

It appears from the papers, that, contrary to the assertions of the half-breeds, it was not so much the Government as the half-breeds themselves who were to blame.

Here is what Mr. Pearson's report says on this subject:

"During my first visit to Prince Albert, in August, 1885, I instructed Mr. Government," the assistant agent, a French Canadian, to visit every French settler, half-breed or otherwise, in the district, ascertain what particular quarter-section he was on, and urge him to make entry. This he did; but, although the Roman Catholic priest urged them in a like..."
"It may have been for some reason or other they failed to do so. Some were deterred through ignorance, thinking that they would have to pay taxes; others have stated that they feared if they did so the Government might call upon them to bear arms, but against what foe does not appear to have been very clear to them. Like all ignorant people, a few designing, mischievous men who have their ear, can work on their ignorance and prejudices for the advancement of their own selfish ends. This is particularly noticeable in the case of those who settled subsequent to survey along the South Saskatchewan River."

Further on Mr. Pierce says—

"In March 1884, I instructed Mr. George Duck to proceed to the parish of St. Laurent to take evidence in support of those claims there, and all others above and below the same. He engaged the services of the Rev. Father André to assist him in explaining to these people the object of his visit; he obtained applications from nearly all the claimants, from the Upper part of the settlement town to the south limit of Township 45, Range 1, west 2nd. This Township, owing to a bend in the river, there were several disputed claims, which at the time could only be arranged by making a traverse of the improvements, which is now being done. If, at the time of survey, these claimants in said portion of Township 45 had furnished the surveyor with the information necessary to adjust their claims, they could have been settled as soon as this Township was open for entry, viz., September, 1881; but, since then, through transfers and settlement by others thereon, they have become very complicated. If, at any time since then, these parties in said portion of Township 45, had united and furnished the Department, by means of survey, with the information necessary, the whole matter might have been arranged and entry granted long since. Below that point the settlers had taken up their claims in such a way that, with the information on the Township map, the river keeping across the entire lands claimed in an almost due easterly course, it was not deemed necessary to visit them on the ground to adjust the claims; these parties it was thought would be able to state, on application at the offices, what lands were claimed by them. Many, although notified to make their applications for entry, refused to do so, in some cases purposely leaving their houses when visited for that purpose, and acting in this manner although urged by their priests and others to do as requested."

Is there not here an evident proof of culpable negligence, not of bad faith, for which the Government can in no degree be held responsible? The result has proved that if the Government were slow in giving effect to the claims of the half-breeds, there were excellent reasons. Thus the petitions addressed by the half-breeds to the Government from 1872 to 1884, bear altogether 544 signatures. These different petitions did not all come from the neighbourhood of Lacrosse nor from the scene of the rebellion; on the contrary, those which were sent from Qu'Appelle, from Cypress Hills, from the Blackfoot Crossing and from Edmonton, localities more than 400 miles from the Prince Albert District, had 613 names, leaving 241 names for the Districts of Lacrosse, Duck Lake, St. Laurent, St. Louis de Langelin and Prince Albert.

Of the 941 petitioners, 96 had received many years before, land and scrip in Manitoba, and consequently had no claim, 40 took their letters patent before the Commission of 1883, and the other 102 have not been able to prove their claim. In the absence of such a state of things, can it be reasonably maintained, that the Government would have been justified in granting the demands of the half-breeds without examination, and simply on their petition?

2. The half-breeds protest against the system of surveying their lands, and demand that in future they shall be divided into river lots of two miles long by ten chains wide.

This question raised most serious difficulties and a new survey would have been very expensive; on the other hand, the settlers did not agree on this question, and the Government did everything possible to bring them to a practical understanding.

On the 19th November, 1883, a certain number of the settlers protested to the Government against the action of one of themselves, Michel Canzer, who had made an entry for his land as a square lot, whilst they wished theirs to be laid out in river lots, and asserted that they had all come to an understanding not to make entries. This disposed of the settlers’ the inevitable effect of multiplying the difficulties and hindering the action of the Government agents.

The third claim had no reason for being put forward, as the state of things was exactly that asked for, only the half-breeds neglected to conform to the regulations.

4. That the lands upon which they had long resided had been sold to others. This statement is unfounded; for no half-breed has ever been disturbed or dispossessed of his property, although more than one subsequently installed himself on Canadian Pacific Railway
lands, and we challenge anyone whatever to cite the name of a single half-breed settler who has been illegitimately dispossessed of a single acre of land.

5. The timber dues are onerous. Let us see what is in this statement. Read what the report of Mr. Peares, the superintendent says:

"The Protestants pay for each acre of timber dues, from all the settlers embraced in these three lists, the number of claimants, amounts to 31 cents each for two years, or at the rate of 1.3 cents each year for each settler. Of that amount 55.25 was paid by four settlers for timber dues for 10 years, and the remainder 355.50 which has been paid by the remaining 5 settlers as office fees on homestead permits, known as free permits—10 cents for each settler for two years, or at the rate of 5 cents per settler per annum."

6. The cutting of hay. The same report shows what this claim is worth.

The cutting of hay permits was to protect the small settler against the large stockman of speculative, and it has always been optional with settlers whether they took out permits or not. If they chose they could continue the practice of the past, by cutting hay anywhere. This has been explained to these people. They have never been asked to take out any permits or pay any dues, the hay being plenty and no large stockmen or speculators to interfere with them. The hay for the town of Prince Albert, or any large stockmen in that district, has been obtained elsewhere than in the neighborhood of these settlers.

This is what is left of these famous grievances about which so much noise has been made.

**FACTS AND DATES.**

The delegates, Gabriel Dumont, J. Lebon, Maxie Onalato and M. Dumas, arrived at the Mission of St. Peter (Hochel), Montana, on the 2nd of June, 1881. The said delegates invite Riel to come to the Saskatchewan on the 3rd of June, 1884. Riel accepts the invitation by letter dated the 5th of the same month, remains his employment on the 9th, and departs with his family on the 16th June, 1884. They arrive at Prince Albert about the 1st of July following. He holds several public meetings. The 7th July, 1884, the Rev. Father Andre writes to Prince Albert, to Lieutenant-Governor Dewdney, that Riel is acting peacefully, and that he does not seem dangerous, if the authorities do not molest him. On the 21st of the same month, writing to the same official personage, the Rev. Father Andre recommends him not to make the slightest move, Riel is still peaceful. The French and English half-breeds hold meetings, on different dates, at which Riel speaks, with calmness, politeness and persuasive eloquence. The half-breeds open a list of subscribers for the support of Riel in August, 1884. On the 12th December, 1884, Riel speaks of his claim of $10,000 to the Rev. Father Andre. On the 28th of the same month he promises to leave the country if the Government gives him $35,000. On the 27th February, 1885, he speaks of his claim of $35,000 to Charles Nolin. On the 24th February, 1885, Riel holds a meeting, in the course of which he speaks of his return to the United States. Some half-breeds are engaged for this purpose, on his request, e.g.: No. 1-1. No. 9-1. On the 27th of the same month he speaks to Charles Nolin of his claim of $35,000. Towards the end of February he acquires the Bishop Tadé and Grandin's being rogue and thieves (testimony of George Nee, J.P., at the trial of Riel). On the 25th February Charles Nolin receives from McDonald a telegram announcing that the Government is going to give effect to the requests of the half-breeds. He communicates this telegram to Riel the following Sunday. On the 4th of March a telegram from the Government announces that the scrips are granted. On the 4th March Riel has a meeting at Nolin where the half-breeds present themselves in arms. He has a dispute with Rev. Father Andre. On the 6th March Riel explains to Nolin his plan of instruction. Nolin rejects the plan and proposes to have a council of 10 days at St. Joseph and then to act according to their conscience. This proposition is accepted by the half-breeds in spite of Riel, who tries to hinder the half-breeds from going. On the 17th March Riel visits the half-breeds and invites them to come in arms to Batoche, on the baptism of his nephew, Joseph, on the 19th March, St. Joseph's Day. On the 16th the half-breeds take up arms and meet at Batoche. On the 18th Riel circulates the report that the police are coming to take them. He provokes the church at Batoche, ejects from it the Rev. Father Medius, appoints his council and commanders to make prisons, the same day. On the same day he arrests Boyer and Nolin in the church, while they are assisting at mass. He proclaims himself a prophet, presides at the pillage of the shops of Walters, Baker and Kerr. He declares that the time has come when he must govern the country or perish in the attempt.—(Testimony of Dr. Willsheby).
Guiding Questions BLM (Appendix 7.2)

Guiding Questions: Understand the Ethical Dimensions of History

1. What ethical or moral questions does this event, action or development raise?

2. How have historians evaluated this event or person? Do historian's evaluations/judgements of this event or development differ? Explain how and why.

3. Which historical evaluation or judgement do you find most persuasive and why?

4. What are the underlying values or beliefs that influence this historical account?

5. Should present-day citizens bear any ethical responsibility for the actions of the past?

6. What can or should citizens do to make amends for injustices of the past?

7. If this event were to take place today, how would citizens evaluate it?

8. What were the dominant influences and values that motivated this decision or event of the past?

9. How are the values and beliefs of today different from or similar to the values and beliefs of the past? Should we use current values to judge actions of the past?

10. It is often said that we learn from our mistakes of the past. Do you think this is true? Consider an example that contradicts this statement. Why do you think the same error would have been repeated?

11. In what sense does the legacy of the past mistakes or injustices leave a mark on the present? What can people, groups, or governments do to address these mistakes?

12. Some people believe that history should focus on national identity, pride, and solidarity. This means not focusing attention on sensitive, controversial or harmful issues. Do you think it is advisable to avoid or simply deny controversial or sensitive issues of the past? Explain.

"Understand the Ethical Dimensions of History."
"Understand the Ethical Dimensions of History."
NOT many minutes before the arrival of the volunteers the\nterrified students put in an appearance, singing and\nshouting, very bad notes, as is their wont. They marched\ndown the east side of York street three abreast,\ndemonstrating courage and indomitable pluck, for which they are noted,\njoined parading-street-citizen, ladies and children off the side-\nwalk and into the gutter indifferently. They were singing the\ndragged parody on "Trump, Trump, Trump. Arrived at the\nstation they endeavored in nothing the merest of the many\nwere there to bid good-bye (for laugh they knew, a last to to\nhighly intellectual- and soul-cheering song). "Keen-\nly.

Many of those present thought that when these young men shall\nhave seen a little more of the world it is just possible that they\nmay be able to become daily conscious that there are the\nconsiderations in a while when the general public have something of this\nthat can for a few moments at least be deemed of greater im-
portance than change. at least of a bit of very online worthy\nthing to be done free. "—Daily Globe, March 31st, describing the\ndeparture of volunteers for the North-West.

"The Globe" has nothing but good will towards the\nstudents of University College.

—Daily Globe, April 1st.—Editorial Note.

We have always refrained as much as possible from quoting\nother journals, but we cannot resist the temptation of reproducing\nwhich they have been unable to do for the good will of the Globe and its charming assurance of\"good will."

It has long been known that this paper has been\naffected with students-philos, but the symptoms have been\ndescribed by all that each fresh manifestation of this general malady, "has\nnot got ten again."

But there are reliable indications that this will be the last\nto the student a multitude of students, and that, therefore, the\nbiologist on the watch for abnormal\nbe found elsewhere.

The circumstantial facts in the matter are on set forth in\nanother column in this paper. The statement that people\nwere indiscriminately jostled from the sidewalk in unpre-

dented numbers at the moment of the event. Curiously enough The Globe reporter appears to\nhave seen it only on York street, and it is to be supposed that he\nwas the last to have his attention drawn to the general\nbustle. Under any circumstances it is\neffaceable that his misrepresentation was, so to say, the efface of the\nstudents have had the fullest sympathy of our worthy President in the\ngeneral indignation felt at the unjust and unprovoked attack upon them, and also his active co-operation in\nholding\n
It is in its own comment and conclusion.

The animosity that pervades every sentence is perfectly apparent, and the which the most venomous of rats and is made to sound the warning

O

On the face of it this dual position of The Globe, as illustrated by the two quotations, would seem to the reader a logical and

The right to govern implies the duty of governing well. The action of "rebels" may be imprudent and injudicious, but it is no reason that they should therefore be wrong. They may justly plead self-defence. They are often more truly loyal to the ideal state than their fellow-citizens. But it is the misfortune that the defects of the real state press on them more heavily than on their fellow-neighbors.

It is taken for granted that when a rebellion arises the only course to pursue is to kill the rebels first and attend to their grievances after. A better plan may be suggested.
The Varsity.

However, the illustration must be spoiled. If this cannot be accomplished by peaceful means, if the insurrection will not be answered by reasonable offers of redress, then it must be compelled to submit at all costs.

While we well wish to go with the whole army to the North-West, and especially with the gallant Commanders, yet earnestly hope that for the sake of Canada and for the sake of humanity there may be no more bloodshed.

BOTTOM.

'And I will forget the counsel that I have taken, I will remember no more the counsel of my people.'

I XING before the final truth of the poet's meaning dawned upon me, my childish thought had been—How much he missed! How could he have preferred existence as Nick Bottom, the weaver, in the Seven Dials of London, to a being a dwarf in that Fifth Land

'When thou hast won thy heart, And the wild rose and the lily,
A land of love and a land of joy,'

It seemed such a beautiful thing to be raised above the mean cares and the vulgar pains of this earthly life to a total exemption from the thousand ills of our common lot. But far more beautiful were the visions vague but sweet, of a promised freedom, a midnight in a green-grown forest, a golden feast prepared for of fancy bred, and an unembodied supernatural prince. All as made his choice hard to understand. But is the reason far to seek? It was the preference of the man's heart. He thought in the life of his fellow-dwarfs. A dream! This is what he chose instead, to have many stories for his grandchilden of the famous doses on Jake the Dwarfs' wedding-day, and to be married to his courtesan by the comforts that the most terrible comedy of Pyramus and Thisbe was never so well performed as when Nick Bottom played the lover's part. He never knew what he lost; at the moment of choice he could not discern what turned upon his decision. In Fairyland, Bottom puts the very face of joy on that which is all gone by his adieux there. The pity of it is he is contented it should be so.

Once, and once only, in the life of our Tintagel offer us the choice—

The clearer vision, the purer sense, the lover's heart. Her promise, too, is sure. With scrupulous exactness she will perform to the letter all that she has said. If we take that life as the sweet, the soft, thoroughly cleanse this mortal garment.

And match high rank and honorable words.

And conviction and the desire of love,

And that of riches.

Every one who wishes to form an impartial judgment on this unhappy affair will have to decide for himself the questions as to whether those who are now in rebellion had previously taken proper steps to have their grievances redressed. We cannot, indeed, whether the grievances were sufficiently serious to warrant a recourse to arms if unredressed.

In considering these questions, we must remember that those grievances are entirely unrepresented in the Government which is directed over them, and that this Government in itself is in no way hostile to the rights and demands of the Indians. But we must allow that the grievances are considerable, and that the Government is not yet disposed to redress them; and that, besides, the Indian's rights are still in a state of uncertainty.

The Government has determined that the Indians shall not be compelled to submit without resistance and without redress; and that they shall be subjected to a rigorous examination of their duties; and, in conformity with these duties and by general disregard of the rights of property, the Government officials have forced upon this rebellion.

And I will forget the counsel that I have taken, I will remember no more the counsel of my people.'

FOREVER.

Our eyes are not always darkened. We awoke sometimes to what we have lost. What was that part of comedy we were once to have?—to have gained all in a just and pure way of the world. The third night Bottom saw nothing again or unusual in it at all; like him we could send the morning service down the valley, and the moon for the hay and Cowch for the red-topped humble-bee.

We make the choices for the Queen's heart. And it is our irreconcilable conviction that in our case of controversy the power of the Queen to prefer to Fairyland the fair complexion and mocking audience to Titania, Snug the joiner, and Snout the tinker.

For the choice goes by favor.
The War.

THE CALL TO ARMS.

The sound persistent ringing of this season of the academic year has been notably interrupted during the past week. Since the morning of Saturday, March 28th, when each student as he entered the college was startled by the regimental order posted upon the door, calling upon the members of "K" Co., assigned at 5 a.m. for active service, there has been little thought of or talked about the rebellion. And it is gratifying, though not surprising, to have to record that when the roll was called at the drill-shed, our own boys were found to have mustered the largest company of the whole city—50 men besides officers.

The enthusiasm throughout the college was most intense and continued unabated during the hours of waiting for final orders. It is not strange that under these circumstances there was an all-inclusive attendance to the college at an early hour on Monday morning. It soon became evident that neither professors nor students were in a humor for lectures. The word was passed round to assemble at the front entrance at 10 A.M., and at that hour more than two hundred fell into line, and set out for the scene of instruction to the tune of "Trump, Trump, Trump," the intention being to reach the Union Station, where we should anticipate the crush. The route chosen was College Ave., Yonge and York Sts., to Front St., thus avoiding the lower portion of York St. and King St., in order not to discriminate the people who would probably be already upon those thoroughfares in large numbers.

Finding that the crowd had not begun to gather about the depot, the column turned along Front St., and proceeded to the drill-shed, singing with vine, "We'll hang Lewis Roe on a sour apple tree." The "K's" are the boys to make the rebels fly, and other similar ascriptions. After three hours' cheer, they reached the Queen's Own Cariboo Rifles, the march was resumed along the main, Church and Front Sts. to the Union Station. Here the boys formed six deep to the back of the platform, displaying commendable self-discipline in favor of the privilege they could only have assumed of occupying the front, where a good view was to be had. The number who had thus assembled to give their fellow students a parting cheer was, by actual count, about two hundred. Various college songs were sung, but gradually all voices were hushed in the eager expectancy of the approaching soldiers. The first strains of martial music brought a moment of almost painful silence upon that surging mass of humanity, and when, a minute later, the band struck up "The Star Spangled Banner," the crowd immediately surged forward.

The officers commanding, elected by the body of students a cheer that came from one, rousing and loud, far above all the din of the throng. It was a thunderous shout, accompanied by hearty applause, cornered in the enthusiasm of the moment. Not at all different from the enthusiasm that is commonly manifested during our political meetings, was the general impression we all felt as we left the depot, and entered the train for the K Company. We were placed in the window niches of the building, to give the word when "our boys" passed by, and at the signal the whole body of students sang a cheer that came from one, rousing and loud, far above all the din of the throng. It was a thunderous shout, accompanying the hearty applause, which was not at all different from the enthusiasm that is commonly manifested during our political meetings.

The next day was Saturday, and the men were ordered to inspect and parade to the station. At 10 A.M. the column set out on the parade, and marched straight to the drill-shed. The column waited an hour or two, gathering strength of numbers, and then started off toward the depot, singing and shouting. The crowd was immense, and the cheers were deafening. The men were all in high spirits, and the whole scene was one of excitement and enthusiasm.

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We are informed that Lieut. E. C. Achington has been appointed to command the other company of "K." —duties not defined. Today (Saturday) 2 miles of sleighing and 3 of railroad to the big fire leaving eight miles of snow road to morrow morning to where the railroad commences again, and from where it runs direct to Fort Pembina.
Appendix 8 - Conclusion Lesson
Trial Role Sheets PDF (Appendix 8.1)

Trial Sequence
Judge's Entrance
Judge – Trial Introduction
Prosecution Team – Opening Statement
Defence Team – Opening Statement
John A. Macdonald – Testimony
  Prosecution Team – Questions for the Witness
  Defence Team – Cross-Examination of the Witness
  Prosecution Team – Rebuttal (optional)
Louis Riel – Testimony
  Defence Team – Questions for the Witness
  Prosecution Team – Cross-Examination of the Witness
  Defence Team – Rebuttal (optional)
Defence Team – Closing Statement
Prosecution Team – Closing Statement
Judge – Instructions for the Jury
Jury Deliberation
Jury Foreperson – Announcement of the Verdict and Sentence
Judge – Closing Remarks
Trial Introduction

Briefly summarize the events leading up to the trial, the participants of the trial, and the charge.

Instructions for the Jury

Briefly instruct the jury as to their duties before they go off to deliberate the verdict. This will include what they need to consider when deciding whether or not Riel is guilty of treason.

Closing Remarks

After the jury has delivered their verdict, you officially declare the defendant’s verdict and sentence. This is also the time to add a personal remark or opinion if you choose.
Riel & the Defence Team Names:

Your Questions and Responses for Louis Riel

Come up with a series of questions and responses for your witness, Louis Riel. This is the opportunity to tell your side of the story in an effort to convince the jury that Riel should be acquitted. Both the Defence Team and Riel should collaborate on these questions and answers.
Possible Prosecution Questions for Louis Riel and Suggested Responses

Come up with a list of questions you think the Prosecution Team will ask Riel on cross-examination. Also, provide answers to these questions so that Riel is fully prepared for trial. Both the Defence Team and Riel should collaborate on these questions and answers.
Questions for John A. Macdonald

Come up with a list of questions for the Prosecution's witness, Prime Minister John A. Macdonald. The questions will depend on your strategy, with the ultimate goal of winning Riel's freedom.
Opening Statement

This is a statement to be made directly to the jury at the beginning of the trial. In it you want to introduce your reasons why Louis Riel should be acquitted of treason.

Closing Statement

This is a statement to be made directly to the jury at the end of the trial. In it you want to summarize your reasons why Louis Riel should be acquitted of treason.
Macdonald & the Prosecution

Your Questions and Responses for John A. Macdonald

Come up with a series of questions and responses for your witness, Prime Minister John A. Macdonald. This is the opportunity to tell your side of the story in an effort to convince the jury that Riel should be found guilty. Both the Prosecution Team and Macdonald should collaborate on these questions and answers.
Possible Defence Questions for Macdonald and Suggested Responses

Come up with a list of questions you think the Defence Team will ask Macdonald on cross-examination. Also, provide answers to these questions so that Macdonald is fully prepared for trial. Both the Prosecution Team and Macdonald should collaborate on this.
Questions for Louis Riel

Come up with a list of questions for the Defence's witness, Louis Riel. The questions will depend on your strategy, with the ultimate goal of proving Riel's guilt.
Opening Statement

This is a statement to be made directly to the jury at the beginning of the trial. In it you want to introduce your reasons why Louis Riel should be found guilty of treason.


Closing Statement

This is a statement to be made directly to the jury at the end of the trial. In it you want to summarize your reasons why Louis Riel should be found guilty of treason.
Jury

Why Riel is Innocent of Treason

Research and write down reasons why Louis Riel should be found innocent of treason. During the trial, add any additional points the Defence makes that aren't already on your list.

Why Riel is Guilty of Treason

Research and write down reasons why Louis Riel should be found guilty of treason. During the trial, add any additional points the Prosecution makes that aren't already on your list.
Jury Deliberation

Discuss with your fellow jurors whether Louis Riel is guilty or innocent of treason. You should be trying to convince anyone that disagrees with you that you are right. Once further discussion seems pointless, hold a vote to determine the final verdict. If the verdict is “guilty” then decide upon Riel’s sentence (death, prison (and for how long), etc.). Finally, choose someone to be the jury foreperson who will announce your verdict to the court.

Final Verdict: ____________
Vote Totals: Guilty – ______ Not Guilty – ______
Sentence: ____________________________

Your Verdict

Write in detail why you think Louis Riel should be found guilty or innocent of treason. Also, describe the impact of the trial on your opinion, including the effectiveness of the Prosecution and Defence.

"Louis Riel Trial Role-Play." Louis Riel Trial
### Mock Trial Rubric

<table>
<thead>
<tr>
<th>Preparation and Research</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Witness statements are fully developed, completely consistent with historical record, and accurately portrayed.</td>
<td>Witness statements are adequately developed, fairly consistent, and accurately performed.</td>
<td>Witness statements, questions, and/or performances show a lack of preparation.</td>
<td>Witness statements are not developed, and presentation shows little or no preparation.</td>
<td></td>
</tr>
<tr>
<td>Attorney questions are relevant, logical, and clear; questions are properly formed and delivered.</td>
<td>Attorney questions lack logic; most questions are poorly formed.</td>
<td>Attorney questions are irrelevant or unclear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statements and questions show sophisticated understanding of how evidence relates to and supports or opposes the claim.</td>
<td>Statements and questions show some understanding of how evidence supports or opposes the claim.</td>
<td>Statements and questions are inconsistent with evidence supporting or opposing the claim.</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Voice</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter is easily understood and consistently uses an appropriate rate, volume, and intonation.</td>
<td>Presenter is understood most of the time and uses an appropriate rate, volume, and intonation most of the time.</td>
<td>Presenter is understood, but uses an inappropriate rate, volume, or intonation that distracts from what is being said.</td>
<td>Presenter is not easily understood; delivery needs work.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Authenticity</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Presenter is very convincing and has excellent use of body and facial expression; words and gestures match. Their dress adds to the performance, and their portrayal is well adapted to the setting.</td>
<td>Presenter is believable. They use adequate body and facial expression, and their portrayal is adapted to the setting.</td>
<td>Presenter lacks realism. Their body and facial expressions do not match their portrayal.</td>
<td>Presenter needs to be more convincing. Body and facial expressions are not used.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courtroom Decorum</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Presenter has appropriate interactions with judge and attorneys, and the presenter stays in character throughout the trial.</td>
<td>Presenter's interactions with other members of the trial are appropriate most of the time, and the presenter stays in character most of the time.</td>
<td>Presenter is unsure of how to interact with other members of the trial and has difficulty staying in character.</td>
<td>Presenter is distracted, demonstrates inappropriate behavior, and does not stay in character.</td>
<td></td>
</tr>
</tbody>
</table>