

# The Development of Canada's West



## School Program Teacher Overview Canadian Museum of Civilization

### Introduction

This Program has been designed to provide an interactive experience which will enhance your study of Canada's multicultural mosaic. During their exploration of the history of immigrants to the Canadian West between 1890 and 1940, your students will take part in roleplaying activities, interact with historical characters, and learn about important topics such as how immigrants adapted to a new country and how they have contributed to the growth and development of Canada. Please divide your class into two groups prior to your visit.

### Goals

Although this Program is meant to capture your students' imaginations and bring history to life, it also has a number of solid curriculum-related goals. These include:

- Providing students with an understanding of the social and economic factors which affected the development of Western Canada from 1870 to 1940.
- Encouraging students to examine how different cultural communities and individuals have contributed to the historical, cultural and economic development of Canada.

### Program Content

Escorted by Mr. McVittie, a CPR stationmaster, your students will begin their exploration of the West at the town of Govan, Saskatchewan. As they investigate the contents of an immigrant's trunk, they will learn how difficult it was for immigrants to leave home and come to a new country. As they take on the roles of immigrants from around the world, they will experience what it was like to adapt and try to fit in. And in a challenging journalistic activity, your students will explore the multicultural heritage of the West as they report on events related to a grain elevator, a book and music store, a printshop, a Ukrainian church, and a Chinese laundry. Each part of the Program includes thought-provoking activities, ensuring that history is made both relevant and meaningful for your students.

### Duration, Times and Reservations

- 90 minutes
- Times: 9:30 or 10:30 a.m. and 12:30 or 1:00 p.m.
- To make your reservation, please call Group Services at (819) 776-7014

### Grade Levels

- Ontario — 5–10
- Quebec — Cycle 3 to Secondary 4



## Specific Learning Outcomes

In addition to the general goals outlined above, this Program provides your students with activity-related experiences which will deepen their knowledge and understanding of a number of specific topics. Through this program, your students will gain:

- An introduction to the geography and history of Canada's West.
- Knowledge of the many racial and ethnocultural communities that migrated or immigrated to the Canadian Prairies.
- Knowledge of the many contributions made by immigrant groups to the growth of Canada.
- Knowledge of some of the cultural elements these groups brought with them, including languages, cultural celebrations, music, and so forth.
- An understanding of the many factors, such as the building of the railway and farming, that led to the rapid settlement of the Canadian West.
- An understanding of some of the difficulties of immigration to Western Canada.
- An appreciation of the determination and courage of immigrant women, men and children.

## Curriculum Links

In order to support Ontario and Quebec curricula, this Program has been tailored to enhance your classroom content. A few specific curriculum links for each level are outlined below.

### Ontario

#### Grade 7 — Geography; Natural Resources

- An understanding of how human activity (e.g., railway construction) affects people and the environment.

#### Grade 8 — Geography; Migration

- An identification of factors that affect migration and mobility.
- An understanding of the ways in which cultures are affected by migration.
- Patterns and trends in migration, and their effects on Canada.

#### Grade 8 — History; Development of Western Canada

- An understanding of the factors that led to the settlement of the Canadian West.
- An understanding of how diverse groups and individuals have contributed to the growth and development of the Canadian West.

### Quebec

#### Cycle 3 — Social Sciences;

Geography, History and Citizenship Education

- Competency 1: understanding of the organization of a society and its territory.

- Competency 2: interpretation of changes in a society and its territory.
- Competency 3: awareness of the diversity of societies and their territories.

#### Secondary 1 — General Geography;

- Module 4: elements of physical geography.
- Module 5: elements of human geography.

#### Secondary 2 — General History;

- Module 6: the Age of Revolution.

#### Secondary 4 — History of Quebec and Canada

- Module 6: Industrial Development — effects of North American economic expansion on Quebec and Canada between 1896 and 1929.

## Preparing Your Class

In order to ensure that your class gets the most out of this educational experience, we encourage you to consider the following pre-visit activities:

- Explore our virtual exhibition of the Canada Hall online at [www.civilization.ca](http://www.civilization.ca).
- Discuss the reasons for building the Canadian Pacific Railway.
- Discuss the reasons for Canadian Confederation.

## Post-Visit Activities

To help fix the lessons your students have learned during their Museum program, you may want to consider some of these follow-up activities:

- Have your students create an advertising campaign designed to attract new communities to the Canadian Prairies.
- Conduct a panel discussion comparing and contrasting the experiences of immigrant groups on the Prairies, including what it felt like to leave home, the difficulties they encountered during the immigration process, what it was like to try integrating into a new society, and so forth.
- Using research undertaken during the Museum Program and class discussions, have your class create an activity entitled "A Day in the Life of [person's name], in the town of Govan, Saskatchewan, 1924." This production could be a video report, radio drama, play, model or other format.

## Evaluation

In order to ensure that our Programs remain helpful and relevant to your curriculum and to your students, we encourage all teachers to send in a post-Program evaluation. Evaluation forms will be provided onsite, and we hope you will take advantage of this opportunity to provide us with important feedback on your Museum experience.