

Canada, A Country of Change

1867 to Present

Canada, A Country of Change

1867 to Present

*Graham Broad
& Matthew Rankin*



PORTAGE & MAIN PRESS

© 2008 by Portage & Main Press

Portage & Main Press acknowledges the financial support of the Government of Canada through the Book Publishing Industry Development Program (BPIDP).

All rights reserved. Except as noted, no part of this publication may be reproduced or transmitted in any form or by any means – graphic, electronic, or otherwise – without the prior written permission of the publisher.

Printed and bound in Canada by Friesens

ISBN: 978-1-55379-121-8

Project coordination and editing: Portage & Main Press
Additional editing: Richard Wood, Douglas Whiteway
Additional writing: James Chliboyko, Linda McDowell, William Neville, Richard Wood
Photo research: Robert Barrow, Susan Turner
Additional photography: Robert Barrow
Cartography: Douglas Fast
Illustration: Jess Dixon
Book & cover design: Terry Corrigan and Suzanne Braun of Relish Design Studio

This book has been published for the Manitoba Grade 6 Social Studies curriculum. The publisher wishes to acknowledge the following reviewers from Manitoba Education, Citizenship and Youth:

Wanda Barker, Aboriginal Languages Consultant
Al Friesen, Social Studies Consultant
Lorrie Kirk, Learning Resources Consultant
Linda Mlodzinski, Social Studies Consultant
Greg Pruden, Aboriginal Perspectives Consultant

The publisher would like to thank the following people for additional review of the content and their invaluable advice:

Carla Divinsky, Holocaust Education Coordinator, Jewish Heritage Centre of Western Canada
David Leochko, Grade 6 teacher, Victoria-Albert School
Linda McDowell, Faculty of Education, University of Winnipeg
William Neville, Senior Scholar and former Head, Department of Political Studies, University of Manitoba
Tom Rossi, Principal, Robert H. Smith School
Hart Schwartz, Director, Legal Services Branch, Ontario Human Rights Commission

On the cover: Satellite/Canadian Space Agency; Timber trestle, Pic River, Ontario, 1885/Canadian Pacific Archives NS.14886, C. W. Spencer Collection; *Buffalo Hunt*, by George Catlin/Library and Archives Canada, Acc. No. 1960-50-2.6.



100-318 McDermot Avenue
Winnipeg, MB Canada R3A 0A2
Tel. 204-987-3500 • Toll free: 1-800-667-9673
Toll-free fax: 1-866-734-8477
E-mail: books@pandmpress.com
www.pandmpress.com



ENVIRONMENTAL BENEFITS STATEMENT

Portage & Main Press saved the following resources by printing the pages of this book on chlorine free paper made with 30% post-consumer waste.

TREES	WATER	ENERGY	SOLID WASTE	GREENHOUSE GASES
91 FULLY GROWN	33,147 GALLONS	63 MILLION BTUs	4,256 POUNDS	7,986 POUNDS



Calculations based on research by Environmental Defense and the Paper Task Force.
Manufactured at Friesens Corporation

*All students should be lucky enough to have teachers like
Margaret Martin, Keith Watson, and Donna Goodman.
This textbook is our own effort to pass on the spirit of their
teachings, and the authors dedicate it to them with gratitude.*

Contents

About This Book	2
Introduction: Citizenship in a Country of Change	7
I. Putting Canada Together	10
1. Canada in 1867	12
2. Manitoba Becomes a Province	22
3. From Sea to Sea: Adding Provinces and Territories	32
II. Challenges for a New Country	46
4. Aboriginal Peoples in the New Country of Canada	48
5. The Newcomers	62
6. Into the 20th century	78
III. Canada Grows Up	88
7. World War I, 1914–1918	90
8. Between the Wars: Change and the Depression	104
9. World War II, 1939–1945	118
IV. Shaping Contemporary Canada	130
10. Canada on the World Stage	132
11. A Modern Industrial Nation	140
12. A Changing and Diverse Society	150
V. Canada Today	162
13. What Makes Us Canadian?	164
14. Toward a Fair and Just Society	176
15. Our Government	184
Conclusion: Into the 21st Century	198
Appendix A: Timeline	199
Appendix B: Prime Ministers of Canada	202
Glossary	203
Image Credits	211
Index	213

About this Book

Last year, you learned about people and stories in Canada from very early times until 1867. This year, you will continue to learn the story of Canada, starting at Confederation and continuing through to modern times. In this book, you will read about new people, new provinces and territories, and the changes that have taken place in Canada since it became a country in 1867. You will learn about events such as wars and depressions, strikes, and the battles for citizenship rights. You will learn about changes in everyday life. This book tells about famous people – like Mistahimaskwa (Big Bear), Emily Stowe, and Wilfrid Laurier – and everyday people like you, your friends, and members of your family. Some of the big events in this book are recent enough that there are still some people alive who remember them and can tell us about them.

Where to Find History

Do you have a box or an album where you keep souvenirs of special events in your life – things like programs, tickets, photos, birthday cards, and videos? Some people call these their *memory boxes*. Individual boxes may not seem very important, but when many people donate their memory boxes

to museums and archives, they all add up to big collections of information about the past. When historians want to find out about the past, they can go to archives and museums to see what was important to people at the time.

What do they find there?

Oral history. Oral, or spoken, history is the oldest way of recording stories of people and events. Long before writing was invented, people kept track of their history by telling stories. Sometimes people memorized the history of their family or group and passed it on to the next generation. Some museums and archives now ask people to make tapes of their traditional stories and memories of earlier times so that the information will not be lost.



Visual history. Visual history includes images – photos, paintings, drawings, cartoons, maps, charts, movies, and videos – that were made at a particular time. In very early times, some people painted pictures in caves or on rocks (called *pictographs*). In later times, artists painted pictures of important people and events. However, until the invention of the camera, very few images of ordinary people and everyday events were made.

Once the camera was invented, photographs (and, later, movies and videos) of family events and celebrations, such as graduations or weddings, became common. There are many photographs of the historical events in this book because the camera had been invented by the time they happened.

Written history. Historians use written records from governments and businesses to learn about the big events of the past, such as wars and elections. Newspapers also tell about those events. These records of the past are usually found in archives and museums. Many important people, such as premiers or prime ministers, donate all of their papers and letters to archives.

Historians also read diaries, letters, and cards to learn about the lives of ordinary people. Newspaper ads, receipts, and bills provide helpful information about everyday life, including what people bought and what those items cost. Today, many of us write our letters by e-mail. Do you think historians of the future will be able to find these and use them?

Artifacts. Historians study things that people from the past made

and used. These things are called *artifacts*. People called *archaeologists* study objects from the past to learn about life in other times.

Places. Historians look for information in places where important events have occurred, including national parks and historic sites. In Manitoba, The Forks and Lower Fort Garry are historic sites. Many communities have local museums. Almost every community in Canada has a war memorial listing the people who died in the world wars. Homes such as King House in Virden and Dalnavert in Winnipeg have been preserved to show us how people lived at a certain time.

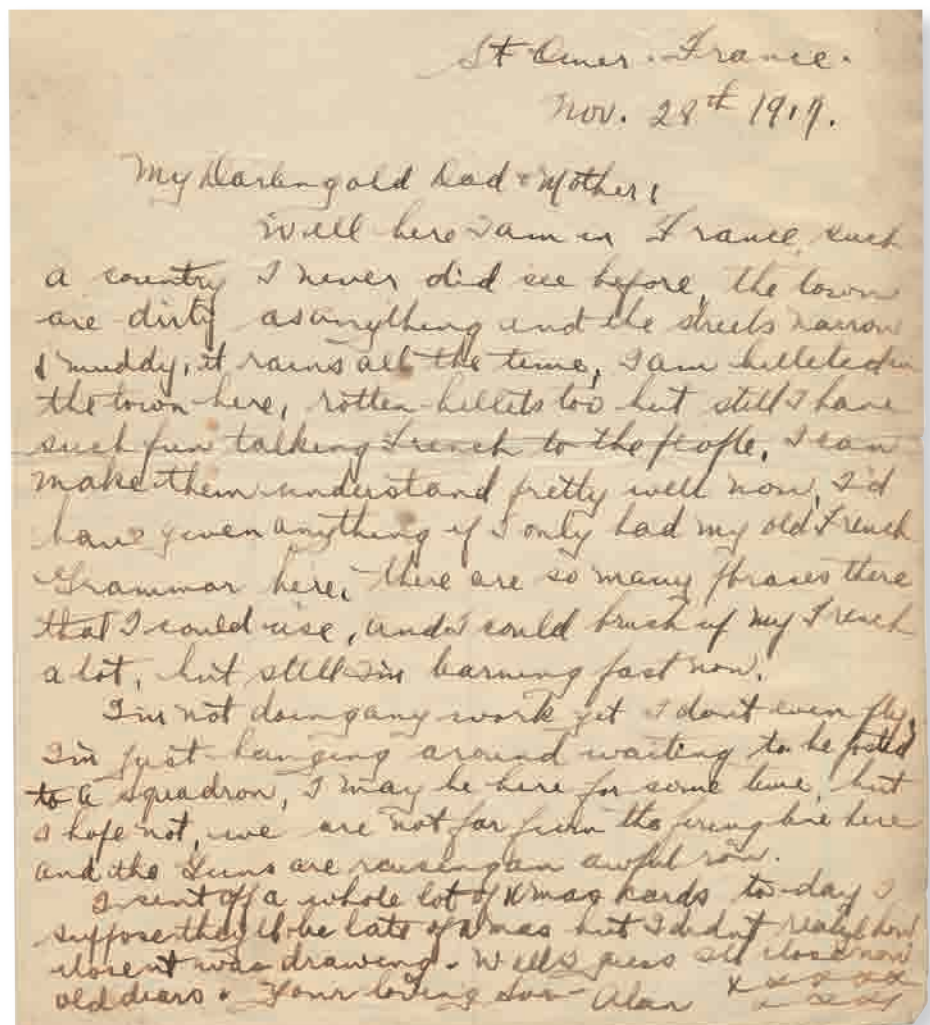


Figure 1 Historians look at things like letters, old bills, and newspapers to tell them about the past. This letter, from Alan Arnett Macleod to his parents, tells about life in France for a young soldier (read more about Macleod on p. 96).

Why Study History?

Where did your ancestors come from? Why did certain groups come to Canada? How did people of long ago live? We study Canadian history to find out the answers to these questions and to understand who we are.

Why do we have the laws that we do? Who decided them? Who decided what kind of government we should have? We study Canadian history to find out how and why people decided what laws we would have and how our country would be governed. The more you know about the history of government and law in Canada, the better you will be able to decide what should be changed and what should be kept.

History is not only about the past. By learning history, you will find it easier to understand what is happening today and what might happen in the future. History is *your* story, too.

Historians as Detectives

If you like reading mysteries you will know that detectives always look for clues or evidence. First, they have to establish the facts: Who? What? When? Where? Why? and How? They also have to ask the witnesses many questions to find out what they saw or heard. Detectives have to remember that every person has her or his own point of view. They know that some witnesses might have a reason to make someone look guilty or innocent. Detectives have to be careful to check the story that each person tells. There is one important question that detectives always have to remember: Who benefits, or gets something, from this crime?

When historians write about events that happened a long time ago, they have to look at many different versions of the story and check the evidence, just as detectives do. The historian's job is even harder, because witnesses are often dead. Historians look at *primary* and *secondary*

sources. Primary sources are records of an event documented by someone who was there. These include such things as letters, photos, and videos. Secondary sources are writings or pictures by someone who has only heard or read about an event second- or even third hand. Which kind of source do you think is most useful?

To be a good history student, you must learn to ask many questions about what you read. You must learn to be a good researcher and to go to many different sources for your information. Although this textbook has been carefully researched and written, it is still a secondary source. If you want to learn from primary sources, you will need to look at those objects in memory boxes at museums and archives (or those pictured in this book). You can also talk to people who were at a historical event. Learn to be **skeptical** and question the ideas in your history books.

Getting to Know Your Book

Whenever you start using a new book, it helps to spend a few minutes turning the pages, looking at the names, places, pictures, and maps.

You will find many illustrations and photographs in this book. There are also newspaper pictures that were created by someone who was alive when an event happened. Illustrations can give you useful information and help you to remember what you have learned.

You will also find many maps in this book. They show you where the events you are reading about took place. They show you how the land we now call Canada was divided at different times. Many of the maps in this book will show you new provinces and territories that were added to Canada after 1867. Provinces also changed size. Manitoba was called the "postage stamp province" when it joined Canada in 1870. If you look at a modern map you will see that Manitoba is now a much larger province.

Start at the front of the book

Turn back to the cover of this textbook. What is its title? The title is *Canada, A Country of Change*. Judging by the title, what do you think you are going to read about in this book? Now look at the pictures and design on the book cover. Have you ever seen pictures of these things before?

Turn to the title page. Who wrote the textbook? Turn the page over. When and where was the book written? Since this book is about Canada, you will want to know whether it was written in Canada or somewhere else. The date it was published tells you how recent the information is. You may think that a history book does not have to be recent, because all history is old, anyway. That might be true, but historians, archaeologists, and other scholars are constantly finding new information about history. Sometimes they find out that old information is wrong.

Now turn to the contents page. This page lists 15 chapters in the book and gives you the page number where each chapter starts. The names of the chapters and of the five sections let you know what you are going to read about. You can tell from the chapter names in this book that you will be reading about topics such as Manitoba becoming a province, Aboriginal peoples in the new country, World Wars I and II, and our government.

Go to the back of the book

On the contents page, you will see the words *glossary*, *index*, and *appendix*.

The glossary (p. 203) is a mini-dictionary that explains the meanings of words that you may not know. Words that are in the glossary are in **bold** type. When a word has more than one meaning, you will learn about the meaning used in this book. For example, if you want to find out what **alliances** are, you can look it up in the glossary.

alliance organization of nations or other groups who join together to achieve certain aims

The index (p. 213) is an alphabetical list of major topics and names that are mentioned in the textbook. If you want to read about Elizabeth

McDougall, for example, go to the index and look up the name *McDougall, Elizabeth*. The index gives you the page or pages where you can find the information you are looking for.

At the back of the book you will also find the appendixes. An appendix gives you additional useful information. This book has two appendixes. The first is a timeline of Canadian events from the time period covered in this book.

The second appendix lists all of Canada's prime ministers with the dates of their terms of office. When people write about Canadian history they often organize events by saying that they happened during a particular prime minister's term. For example, we might say that the Charter of Rights was developed during Prime Minister Trudeau's term.

Now that you have found out what is in your book, use it to help you to learn about Canadian history.

Reading Your Book

Reading the section introductions

In this book, the chapters are organized into sections. The title of the section is on the left page. Below it there are some paragraphs that introduce the section and tell you about what will be discussed in the following chapters. Each section includes interesting pictures of artifacts you might find in your grandmother's trunk or in someone's memory box from that time period. These pictures are called an



advance organizer. They will help you predict the events you will read about. The pictures are numbered, and information about them is keyed to the numbers.

Reading the chapters

In this book, each chapter begins with a story. In the first few paragraphs you will usually find the answers to the questions *who*, *what*, *when*, and *where*? Later paragraphs will give you more information.

As you read the chapters, you will find lots of maps, pictures, and coloured boxes. Using the book will be easier if you know about the information in these special sections of the book:

“As you read, think about” boxes.

This is a blue and gold box, with a notebook and pencil, found at the beginning of each chapter. The information in the box will help you find the main ideas in the chapter.

AS YOU READ, THINK ABOUT

- what Canada was like at the time of Confederation
- how the British North America Act created the new country's government
- the differences between Canada then and today

“Did you know?” boxes.

These green boxes, with the heading “Did you know?” appear in different places in each chapter. They contain interesting and funny facts about people and things in the text.

DID YOU KNOW? John A. Macdonald, Hugh John Macdonald, represented Winnipeg City in Canada's Parliament. He later led the Conservative Party. In 1900, for a short time, he was Mayor of Winnipeg before returning to federal politics.

Information boxes.

These boxes are gold with a blue bar across the top. They contain extra information about the main text you are reading. White titles in the blue bar tell you what is inside the box.

Social reform movements

There were new problems as Canada changed and grew. People in cities faced overcrowding and poverty. There was unemployment, crime, and pollution. In the late 19th century, social reform movements were formed to fight these problems. One such movement was called the Social Reform League.

Some information boxes have a label with the letters *PM* in them. These boxes tell about a prime minister, such as John A. Macdonald or R.B. Bennett.

(1815–1891) PM

was not born in Canada. He came from Glasgow, Scotland, and lived in Upper Canada, Ontario.

Aboriginal names and terms

Aboriginal peoples is the term used to describe the original people of Canada and their descendants. There are three groups of Aboriginal peoples in Canada: First Nations, Métis, and Inuit.

Many of the names for Aboriginal peoples that are used in reports and historical documents are not the names that the people used themselves. There are many reasons for this. Explorers and early fur traders did not know Aboriginal languages very well, and sometimes misunderstood the words. Often, they copied down the translators' words incorrectly. In some cases, an unfriendly neighbouring group told the Europeans the wrong name on purpose. Sometimes, Europeans made up their own names for groups. For centuries, European versions of Aboriginal peoples' names have appeared in reports, documents and on maps.

Aboriginal peoples have always had their own names for themselves. For example, the members of the five Iroquois nations refer to themselves as the *Haudenosaunee* (meaning “the people of the longhouse”). The Cree call themselves *Nehiyaw*. In this book, you will find Aboriginal names with the European names in parentheses beside them.

Quotations.

These blue boxes contain the words that real people said or wrote. When you read them, you will understand what the speakers or writers thought about the people they met or the times they lived in.

THE NAME OF THE COUNTRY is already written in all hearts, that of Red River. Fancy did not demand that of 'Manitoba,' but the situation now demands that of 'North-West.' Friends of the government are pleased with that of Assiniboia (but) it is not generally enough liked to

Pictures, maps, charts, and diagrams provide information that are not in words. They have titles or captions that tell you what they are about.

Enjoy reading this book.

Introduction

Citizenship in a Country of Change

When Canada became a country in 1867, it had four provinces and was part of Great Britain. Canada has grown and changed a great deal since Confederation. Today, it is an **independent** country of ten provinces and three territories. It has many different cultures and peoples. The events that you will read about in this book all played a role in what it means to be a Canadian citizen in the 21st century.

Citizenship is more than just saying you are Canadian. Citizenship is about how people work together and help each other. Citizenship cannot be owned – it is something that is shared with others. It involves taking care of and showing respect to Canada’s many different cultures and peoples.

You will also read about how Canadian citizenship has changed over time. You will meet people – famous and not so famous – who have helped shape Canada into the country you now live in. As well, you will read about Canadians whose actions have changed the world.

World citizenship

Canadian citizenship has meaning outside our own country. Canadians play a part in being citizens of the world.

Organizations such as the Canadian International Development Agency (CIDA) send



Figure i.1 Between 1996 and 2001, girls in Afghanistan were not allowed to go to school. Since a new government lifted the ban, the Canadian International Development Agency (CIDA) has built and operated schools for girls in the country.

Canadians to help poor countries. CIDA volunteers build hospitals and schools and help improve peoples’ lives.

Many Canadians speak out about the problems that the world faces. In 1997, for example, Canada helped get nations around the world to agree to ban land mines (see p. 9).

These are just some of the ways in which Canadians have been world citizens.

Citizenship and you

There is an Aboriginal teaching that says: “We do not inherit the Earth from our ancestors; we borrow it from our grandchildren.”



Figure i.2 These students spent 30 hours without food. Not only did they raise money to reduce poverty, they raised awareness of hunger and poverty in the world.

This means that the choices people make today affect the world of tomorrow. Right now, governments in Canada and around the world decide on things that will affect peoples' lives, their country, and the world. They decide what will happen to the environment, what rights people should and should not have, and whether or not to go to war.

There are many ways for citizens to be part of Canada's future. They can join a political party or write a letter to their member of Parliament. They can take part in programs to learn a second official language or to find out more about their country.

One important idea of Canadian citizenship is **democracy**. In a democracy, the people of a country choose who will speak for them. The prime minister, premiers, members of Parliament, and mayors, for example, are all chosen by the people. These politicians must respect and consider different views, just as citizens must listen to and respect the ideas of others.

In the early 1990s, a girl named Severn Cullis-Suzuki showed that young people have an important role to play in Canada and the world.

Severn was only 12 years old when she and some friends formed a group called the Environmental Children's Organization (ECO).

The members of ECO thought adults were making a mess of the environment. They said changes had to be made. Severn learned that world governments were meeting in Rio de Janeiro, Brazil, in 1992 to talk about these problems at the United Nations Earth Summit. She thought ECO should be there, too.

To raise the money for the trip, the members of ECO baked cupcakes, made jewellery, collected donations, and held several fundraisers. Before long, they had raised \$13 000. ECO was off to the summit.

To a room full of world leaders, Severn delivered a powerful speech. She said:

I'm only a child and I don't have all the solutions, but I want you to realize, neither do you!

You don't know how to fix holes in our ozone layer.

You don't know how to bring salmon back to a dead stream.

You don't know how to bring back an animal now extinct.

And you can't bring back the forests that once grew where there is now a desert.

If you don't know how to fix it, please stop breaking it!



Figure i.3 Severn Cullis-Suzuki at Earth Summit in 1992

The Mine Ban Treaty

A land mine is an explosive that is buried underground. It explodes when someone steps on it. In times of war, land mines can be important to an army's defence. However, land mines that have not exploded are hard to find when a war is over. Millions are still buried in old battlefields around the world. Every year, thousands of innocent people are killed or wounded by land mines.

In 1997, representatives of more than a hundred countries met in Ottawa to sign an important agreement: the Mine Ban Treaty. Canada asked other countries in the United Nations (UN) to help remove land mines. More than 150 countries have now signed the Mine Ban Treaty. They have agreed to find and destroy old land mines and to stop



Figure i.4 These explosives experts are gathering land mines so that someone does not accidentally step on one and cause it to explode.

making new ones. More than 37 million land mines have been destroyed since 1997. The Mine Ban Treaty shows what Canadians can do by working with other countries.

Many people were moved by Severn's speech. Al Gore, who would soon become vice president of the United States, told her that she made the best speech at the meeting.

Severn's story shows how any person can speak up and be heard by those in power. A person does not have to be a world leader to bring about change. All that a person needs is the desire to help others, and the drive and courage to be an active citizen.

Canadians are proud of the country they have built since 1867. Still, there is much to be done. As you read this book, think about what you can do as a citizen of Canada and the world.



Figure i.5 Patrick, 15, fills a box with food for a person at a shelter for homeless people. As a volunteer, his duties can include everything from mopping the kitchen floor, to making beds, to handing out food.