

**SUBJECT AREA:** Social Studies

**GRADE:** 7

**MAIN CONCEPTS:** Following Confederation: Canadian Expansions



## SUMMARY

Students will explore video and print resources to understand the various factors that contributed to the settlement of the Canadian prairies. Students will demonstrate learning as they take on the role of an early settler or historical figure, presenting their story as a series of diary entries.



## MATERIALS

- Access to a Wi-Fi.



## LEARNING RESOURCES

[Go West! Settling Canada's Prairies](#)

[List of 150 Alberta Historical People](#)

[Settling the West: Immigration to the Prairies From 1867 to 1914](#)



## ASSESSMENT

**Students will provide evidence of learning by:**

Taking on the role of a historical figure who was a farmer or rancher and settled in Alberta from 1867 to WWI:

- Presenting the individual's story as diary entries.
- Brief history of their character's life (Include their role in agriculture and how historical events like the building of the Canadian Pacific Railway affected their life).



In this assignment, students will be asked to reflect on the movement (“immigration”) of people to Alberta from areas such as Eastern Canada, the USA, and Europe during the years from 1867 to the First World War.

“There are many different reasons for people to move. Forces that encourage you to leave a place are called push factors. These could be poor living conditions, economic and/or political difficulties, or war. Forces that draw you to another place are called pull factors. Good jobs or better living conditions can pull you to a different place. Barriers are the things that make it difficult to move, such as family ties or travel costs. Usually, more than one factor influences people’s decision to move.”

More specifically, students will investigate the push/pull factors and barriers surrounding immigration to Alberta for agricultural purposes during the given time period. Depending on the year of immigration, reasons may include the movement being based on a ranching economy (after the disappearance of many buffalo herds), the Dominion Lands Act (1872) that provided low-cost homesteads on rich soil ideal for growing wheat and other crops, the building of the Canadian Pacific Railway, and the establishment of law enforcement (North-West Mounted Police). Eventually, Alberta would become a province (1905) and cities would grow, many around natural resources like oil and coal.

<p><b>General Learner Outcomes:</b></p>	<p><b>Students will:</b></p> <p>Demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.</p>
<p><b>Specific Learner Outcomes:</b></p>	<p><b>Students will:</b></p> <p>7.2.5 - Evaluate the impact of Confederation and of subsequent immigration on (Alberta as part of) Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> <li>• To what extent was agricultural activity a key factor in the population growth of western Canada?</li> <li>• In what ways did the building of the Canadian Pacific Railway affect the growth of Canada?</li> </ul>



Have you ever wondered what it would be like to move to Alberta before it became a province? Why did people move to Alberta from Eastern Canada, the USA, and Europe to farm and ranch?

Your assignment (with a partner), is to take on the role of a historical figure who was a farmer or rancher, and settled in Alberta during the years from 1867 (Confederation) to the First World War (1914–1918). You will explain the push and pull factors and barriers experienced by that historical figure in the diary entries you write. In order to relate your experience to what was happening during that time in Canada, you will need to do some research. Have some fun relating what your experiences were and what was happening at the time to affect your push and pull factors and the barriers you faced. Follow the outline to complete your assignment. You may want to include some pictures to help your description.



### Some Alberta farmers and ranchers to choose from are:

- A. E. Cross (One of the “Big 4” Ranchers)
- Archie McLean (One of the “Big 4” Ranchers)
- George Lane (One of the “Big 4” Ranchers)
- Senator Patrick Burns (One of the “Big 4” Ranchers)
- Guy Weadick (Started the Calgary Stampede in 1912)
- John George “Kootenai” Brown (First park warden at Waterton National Park)
- John Glenn (First European settler in the Calgary area)
- John Ware
- Sam Livingston (One of Calgary’s first settlers)
- Senator Matthew Cochrane (Cochrane is named after this Rancher)
- Stephan Stephansson (Famous poet from Iceland)
- Victoria Callihoo (Buffalo hunter and famous Metis woman)
- William Roper Hull (drove 1200 horses through Rocky Mountains)
- Sir Clifford Sifton (raised on a farm; turned Canadian West into agricultural area)
- Orville Hawkins Smith (First owner of the OH Ranch with partner Lafayette French)
- J. R. Craig (first manager of the Oxley Ranch)

# STUDENT ASSIGNMENT

## Settling the West

- Title page that fully captures audience attention (include partner names).
- Write diary entries in chronological order, and date them as they are spread over time.
- Your theme is to write about what happened on the date of each diary entry. These diary entries are to be written to a “friend back home”, so write naturally and be truthful. How would you explain to a friend your trip to Alberta and the risks you may have taken to start a new life?
- Describe why you left and the feelings you may have had. This may be from your family’s stories, depending on how old you were when you began your travels.
- Did the natural environment (the type of land) influence where you choose to live?
- Reflect on historical events and how they affected your life as you progress with diary entries (think about push/pull factors and barriers).
- Did your move to Alberta allow you to enjoy success in life?
- Bibliography
- URLs must be collected for information and pictures.
- Put the Bibliography at the end of your diary to post URLs as your research progresses.



Criteria	Excellent	Proficient	Satisfactory	Limited
<b>Organization</b>	Diary entries are presented in an organized manner and an interesting sequence that is easy to follow. Document includes a title page and bibliography.	Diary entries are presented with some degree of organization and logical sequence that the reader can follow. Document includes a title page and bibliography.	Diary entries are presented haphazardly and students jump around content. Document is missing either the title page or bibliography.	Diary entries have no sequence and information is disorganized. Document is missing the title page and bibliography.
<b>Content-Accuracy</b>	Includes all essential information completely and in depth. All content throughout the document is accurate. There are no factual errors.	Includes most of the essential information. Most of the content is accurate, but there are one or two pieces of inaccurate information.	Includes some essential information. The content is generally accurate but there are a few pieces of inaccurate information.	Includes little essential information. Content is typically confusing and contains several factual errors.
<b>Coventions</b>	The quality of the writing is enhanced because it is essentially error-free. Any errors that are present do not reduce clarity and/or do not interrupt the flow of the response.	The quality of the writing is sustained because it contains only minor convention errors. Any errors that are present rarely reduce clarity and/or seldom interrupt the flow of the response.	The quality of the writing is sustained through generally correct use of conventions. Errors occasionally reduce clarity and/or sometimes interrupt the flow of the response.	The quality of the writing is weakened by the frequently incorrect use of conventions. Errors blur clarity and/or interrupt the flow of the response.
<b>Creativity</b>	Writing and expression of ideas is very creative and effort is clearly evident in the work.	Writing and expression of ideas is fairly creative and effort is evident in the work.	Writing and expression of ideas is somewhat creative and limited effort is evident in the work.	Writing and expression of ideas is lacking creativity and little to no effort was evident in the work.

- <https://www.nelson.com/nelson/school/elementary/socialstudies/productinfo/documents/Chapter%202%20book.pdf>
- <https://www.britannica.com/place/Alberta-province/History>
- [https://www.thecanadianencyclopedia.ca/en/article/ranching-history\\_-](https://www.thecanadianencyclopedia.ca/en/article/ranching-history_-)
- <https://calgaryherald.com/news/local-news/the-last-one-per-cent-famous-southern-alberta-ranch-preserved-for-conservation/>