

A LESSON PLAN TOOL KIT FOR GRADE 11 TEACHERS IN MANITOBA

This tool kit provides lesson plans for in-class and on-site activities using the Province of Manitoba's Grade 11 History requirements.

Each of the activities in this series uses the existing Manitoba curriculum applied to lessons that can be taught at The Forks National Historic Site in downtown Winnipeg, Manitoba.

TEACHER TIPS

The Forks National Historic Site's grounds are open year round. The Parks Canada Kiosk in the Explore Manitoba Centre, located in the Johnston Terminal at The Forks, is open from mid-May to Labour Day.

[The Forks Top 10 map will help enhance your visit!](#)

Ask about Cache Me If You Can! - geocache history hunts, and other customized programs.

Contact
forks.fourche@pc.gc.ca or
204-98-FORKS (3-6757)

SITE DESCRIPTION

The Forks National Historic Site witnessed many events that shaped Western Canada as we know it today. Its strategic location at the junction of the Red and Assiniboine rivers connected it to a vast continental network of water routes. Unlike many historic sites that commemorate one date or event, The Forks has been used continuously over time for transportation, trade and settlement.

Today, The Forks National Historic Site is Winnipeg's "meeting place," where festivals, events and its tranquil landscape draw thousands to the heart of the city.

LOCATION

The Forks National Historic Site is located at the junction of the Red River and Assiniboine River in the heart of Winnipeg, Manitoba. For directions from within and outside of the city, as well as for a map of the site visit:

<http://www.pc.gc.ca/lhn-nhs/mb/forks/visit/comment-how.aspx#B>

Once you have arrived on-site, you can visit the Parks Canada Kiosk located inside the Explore Manitoba Centre / Travel Manitoba building attached to the Johnston Terminal and adjacent to The Forks Market.

CURRICULUM UNITS

Grade 11: History of Canada

Cluster 1: First Peoples and Nouvelle-France (Beginnings to 1763)

Cluster 2: British North America (1763-1867)

Cluster 3: Becoming a Sovereign Nation (1867-1931)

Cluster 4: Achievements and Challenges (1931 – 1982)

Cluster 5: Defining Contemporary Canada (1982-present)

OTHER ATTRACTIONS

- Riel House National Historic Site <http://www.pc.gc.ca/eng/lhn-nhs/mb/riel/visit.aspx>
- Lower Fort Garry National Historic Site <http://www.pc.gc.ca/eng/lhn-nhs/mb/fortgarry/visit/visit1.aspx>
- The Manitoba Museum www.manitobamuseum.ca
- St. Boniface Museum www.msbm.mb.ca
- Winnipeg Art Gallery www.wag.ca

BEFORE YOU GO...

- Visit <http://www.pc.gc.ca/lhn-nhs/mb/forks/visit.aspx> for hours of operation, visitor alerts and an up-to-date calendar of events.
- Be sure to bring pencils and print enough activity attachments for each student.
- Food services and washrooms are available.
- Please call 204-98-FORKS (3-6757) ahead of time to confirm your visit.

ACCESSIBILITY

The Forks National Historic Site is fully accessible to persons with physical or mobility disabilities: access to the river walk is by ramp and all paths are graded for a worry-free visit.

Snow conditions may affect accessibility.

ACTIVITY 1 *IN-CLASS ACTIVITY*

PREPARING YOUR STUDENTS FOR THE FORKS NATIONAL HISTORIC SITE - HISTORICAL PERSPECTIVES

The Forks National Historic Site does not commemorate one specific period in history. Instead, its importance is as a witness to many of the events that shaped the Canadian West as we know it.

"Some have viewed The Forks as a home, a place of still waters; others have seen it as a whirlpool, a place of challenge and change, while still others have used it as a stepping stone, to get to another place." -Crossroads of the Continent - A History of The Forks of the Red and Assiniboine Rivers – Barbara Huck, editor.

Research one of the following six **historical perspectives** using The Canadian Encyclopedia (thecanadianencyclopedia.ca). Create a list of reasons The Forks would have been important according to your chosen **historical perspective**. This knowledge will be used on-site in Activity 3.

1. Aboriginal story: Plains cultural region
2. Fur trade and exploration
3. Métis
4. Creation of a province: Manitoba
5. Railway: Canadian Pacific Railway
6. Immigration

ACTIVITY 2 *ON-SITE ACTIVITY*

HERITAGE HUNT

Please note: Students will need the attached map titled *Worksheet 2A* and question sheet titled *Worksheet 2B*. The answer key for teachers is titled *Worksheet 2C*. All activities take place on Parks Canada property at The Forks National Historic Site.

Send your students on a scavenger hunt through The Forks National Historic Site using the plaques, sculptures and images found throughout the site. Using *Worksheet 2A* and *Worksheet 2B*, ask students to follow the numbers and answer the questions to solve a letter puzzle in groups. This activity will orient the students to the site and its historical significance. Ask them to look for details on the Parks Canada property they may not have noticed before.

TEACHER TIPS

As early as 4,000 BC, The Forks was a stopping place for Aboriginal groups. They camped in this area, gathered provisions and traded among other groups.

Between 1734 and 1760, the arrival of European fur traders changed life for Aboriginal peoples.

The two competing fur trade companies (Hudson's Bay Company and North West Company) eventually amalgamated in 1821, under the Hudson's Bay Company name.

The Forks National Historic Site was the site of the first permanent European settlement in the West.

The fur trade saw voyageurs, traders and Aboriginal people inter-marry. Their children became known as Métis - a distinct cultural group that is an important part of Manitoba society today.

ACTIVITY 3 ON-SITE ACTIVITY

CHANGING AND CAPTURING PERSPECTIVES

Please note: Students will need the attached time-line titled *Worksheet 3* and a piece of paper. The results from this activity will be used in in-class *Activity 6*.

Ask students to get into groups based on their chosen **historical perspective** from *Activity 1* and look at the different symbols found on the Path of Time sculpture at the centre of the Orientation Circle.

Use the instructions below to help students place the symbols into the attached time-line in chronological order:

- Find three symbols that represent the **historical perspective** you chose in *Activity 1*.
- Draw these three symbols in your time-line within the series of historical events.
- Note and discuss why you feel these symbols represent your **historical perspective**. Use these symbols as a pivotal feature to tell the broader story of your **historical perspective**.
- What additional symbols would you add to better tell the story and represent your chosen **historical perspective**, which are not displayed on the sculpture? Explain why.
- Draw/create this/these new symbol(s).

ACTIVITY 4 ON-SITE ACTIVITY

SPOT THE MAJOR TURNING POINTS

Please note: Students will need the attached chart titled *Worksheet 4*.

In this activity, students will be asked to consider how things have changed at The Forks National Historic Site over the course of its history. The information gathered from their Heritage Hunt will be a useful place for them to begin their thinking process. They will need to apply the historical thinking concept of **Continuity and Change**, including the importance of turning points. Use the questions below to help them fill out *Worksheet 4*.

DISCUSSION QUESTIONS

1. Which of the **historical perspectives** from *Activity 1* experienced the most change at The Forks?
2. Did any one **historical perspective** benefit the most from The Forks National Historic Site in history?
3. How would you describe the manner in which various **historical perspectives** or events are portrayed at The Forks National Historic Site? If there are varying portrayals, how would you explain the differences?

TEACHER TIPS

"The Path of Time" sculpture was created by Manitoba artist, Marcel Gosselin. It depicts different bronze cut-outs of tools and technological advancements that are projected onto Tyndall stone by the sun at different times of the year. As the sun's path tracks across the sky, the different tools are illuminated on the Tyndall stone.

Manitoba's population jumped from 25,000 in 1871 to 150,000 in 1891, with the largest settlement continuing to centre around The Forks.

The first inhabitants of The Forks were large game hunters who stayed seasonally to hunt and fish.

The Forks National Historic Site was one of the key sites of early railroad development on the prairies. Many of the buildings you see now date from this time.

ACTIVITY 5 *IN-CLASS ACTIVITY*

IMMIGRATION STORIES

Invite a Passages to Canada speaker to your classroom to give a contemporary view on culture, history and citizenship - all important themes at The Forks National Historic Site. A visit from one of these speakers is free and available across Canada: passagestocanada.com.

ACTIVITY 6 *IN-CLASS ACTIVITY*

THE FORKS OF THE FUTURE

Ask students to use the information they gathered at The Forks National Historic Site to highlight important historic events. Possibilities include:

Great Moments at The Forks: Have students select what they feel are the top five most historically significant events to occur at The Forks National Historic Site. A photograph and annotation should go with each choice as **evidence**. Have students choose one event that occurred in their lifetime which could be added to the list of great moments.

My Visit to The Forks: Students can use the sketches they made in Activity 3 to tell a story of The Forks National Historic Site. This story could focus on one **historical perspective** (Métis, fur traders, etc.) or tell a wider story. Each of the sketches the student uses should be annotated to indicate what it represents and how it ties to The Forks' history and the **historical perspective(s)**.

A Reality Show: Using your selected **historical perspective** from Activity 1, write and submit a television pitch and explain why your **historical perspective** would make an edgy, reality TV show. Who would be the stars and why? What are some of the challenges or conflicts the characters would have to overcome?

WRITING ACTIVITY

Ask students to choose one of the following suggestions for a writing activity:

1. Is the name "Meeting Place" a fitting one for The Forks National Historic Site? Use **evidence** gathered from your visit to support your answer.
2. For the 150th anniversary of Confederation in 2017 and the 150th anniversary of Manitoba becoming a province in 2020, have your students write a fictitious proposal suggesting why The Forks is an ideal location to celebrate these events.

TEACHER TIPS

There has been enough drama at The Forks National Historic Site to rival reality shows such as Survivor, The Apprentice and Keeping Up With the Kardashians. See what your students can come up with!

Louis Riel helped draft the "List of Rights" and helped form a provisional government. Negotiations with the Canadian government resulted in the formation of the province of Manitoba.

Manitoba came into Confederation in 1870 and was called the "postage stamp province" due to its original size.

Great moments have happened at The Forks in our lifetime!

- Home of the world's longest natural outdoor skating trail!
- One of the 2010 Olympic Torch Relay community destinations!
- Winnipeg Jets Hockey Club announced their return to the city on May 31, 2011 to a 20,000-plus crowd!



WORKSHEET 2A



WORKSHEET 2B

"FORKSQUEST" A HERITAGE HUNT

Located at the junction of two major rivers, The Forks has witnessed many key events that have shaped the Canadian West. A traditional stopping place for Aboriginal peoples, The Forks became a centre of exploration, trade, settlement and immigration. The Forks National Historic Site of Canada celebrates the dynamic spirit of human interaction that began here over 6,000 years ago.

Explore The Forks as you search for the answers to this heritage hunt.
The letters in the circles spell out the answer to question #14.

Question numbers correspond to the numbers on the MAP. Good luck and have fun!

1. What name did French Explorer LaVérendrye give to the junction of the Red and Assiniboine rivers?
_ _ _ _  _ _ _ _ _
2. What kind of boats did the Hudson's Bay Company use because they could carry more freight than canoes?
 _ _ _ _ _
3. For thousands of years, different Aboriginal people camped at The Forks. Name one Aboriginal group that traveled to The Forks frequently. (Clue: The seasonal activities of this group are depicted in illustrations on the site.)
 _ _ _ _
4. Who are the descendants of French Canadian traders and Aboriginal women?
_ _  _ _ _
5. Which fort did the Assiniboin invite LaVérendrye to build at The Forks because it gave them an economic and territorial advantage over competing Aboriginal groups?
_ _ _ _ _  _ _
6. What is the name of the "trail food" made from dried bison (buffalo) meat and used by fur traders on the canoe brigades?
_ _ _ _  _ _ _ _
7. Which fur trading company, founded in 1670, conducted its trade from posts located along the shores of Hudson Bay?
_ _ _ _ _  _ _ _ _ _
8. Between 1870 and 1885, thousands of newcomers arrived and began a new life on the prairies. Steamboats travelled along the Red River to The Forks bringing goods and immigrants. What is the name of the first steamboat to arrive at The Forks?
_ _ _ _ _  _ _ _ _ _



WORKSHEET 2B

CONTINUED

9. As an increasing number of settlers arrived, what livelihood spread across the prairies?
(Clue: It's on one of the posters)

10. Who was the Métis leader that formed a provisional government, after the Hudson's Bay Company transferred land to the Government of Canada?

11. For thousands of years people have been drawn to the junction of the Red and Assiniboine for food, the fur trade, and what else? (Clue: The answer is etched in stone)

12. Known as the postage stamp province, which province became the fifth to join confederation in 1870?

13. In the Variety Heritage Adventure Park find a replica of the first railway engine to operate in Manitoba. What is the name of the engine?

14. Which fort, built in 1810 by the North West Company, stood where the Adventure Park stands today?

1 2 3 4 5 6 7 8 9 10 11 12 13

BONUS! Find the map that locates the national parks and national historic sites of Canada.

Name one other national historic site in Manitoba.

CONGRATULATIONS!

WORKSHEET 20

"FORKSQUEST"

A HERITAGE HUNT

Located at the junction of two major rivers, The Forks has witnessed many key events that have shaped the Canadian West. A traditional stopping place for Aboriginal peoples, The Forks became a centre of exploration, trade, settlement and immigration. The Forks National Historic Site of Canada celebrates the dynamic spirit of human interaction that began here over 6,000 years ago.

Explore The Forks as you search for the answers to this heritage hunt.
The letters in the circles spell out the answer to question #14.

Question numbers correspond to the numbers on the MAP. Good luck and have fun!

1. What name did French Explorer LaVérendrye give to the junction of the Red and Assiniboine Rivers?

T H E (F) O R K S

2. What kind of boats did the Hudson's Bay Company use because they could carry more freight than canoes?

Y (O) R K B O A T S

3. For thousands of years, different Aboriginal people camped at The Forks. Name one Aboriginal group that traveled to The Forks frequently. (Clue: The seasonal activities of this group are depicted in illustrations on the site.)

C (R) E E

4. Who are the descendants of French Canadian traders and Aboriginal women?

M É (T) I S

5. Which fort did the Assiniboin invite LaVérendrye to build at The Forks because it gave them an economic and territorial advantage over competing Aboriginal groups?

F O R T R O U (G) E

6. What is the name of the "trail food" made from dried bison (buffalo) meat and used by fur traders on the canoe brigades?

P E M M (I) C A N

7. Which fur trading company, founded in 1670, conducted its trade from posts located along the shores of Hudson Bay?

H U D S O N S (B) A Y C O M P A N Y

8. In the mid-late 1800s, newcomers came in the thousands to begin a new life on the prairies. Steamboats travelled along the Red River to The Forks bringing goods and immigrants. What is the name of the first steamboat to arrive at The Forks?

A N S O N N O (R) T H U P

WORKSHEET 2C

CONTINUED

9. As an increasing number of settlers arrived, what livelihood spread across the prairies?
(Clue: It's on one of the posters)

A G R I C U L T U R E

10. Who was the Métis leader that formed a provisional government, after the Hudson's Bay Company transferred land to the Government of Canada?

L O U I S R I E L

11. For thousands of years people have been drawn to the junction of the Red and Assiniboine Rivers for food, the fur trade, and what else? (Clue: The answer is etched in stone)

S E T T L E M E N T

12. Known as the postage stamp province, which province became the fifth to join confederation in 1870?

M A N I T O B A

13. In the Variety Heritage Adventure Park find a replica of the first railway engine to operate in Manitoba. What is the name of the engine?

C O U N T E S S O F D U F F E R I N

14. Which fort, built in 1810 by the North West Company, stood where the Adventure Park stands today?

F O R T G I B R A L T A R
1 2 3 4 5 6 7 8 9 10 11 12 13

BONUS! Find the map that locates the national parks and national historic sites of Canada.

Name one other national historic site in Manitoba. Lower Fort Garry, Riel House, St. Andrew's Rectory, etc...

CONGRATULATIONS!

WORKSHEET 3

TIME-LINE: CHANGING AND CAPTURING PERSPECTIVES

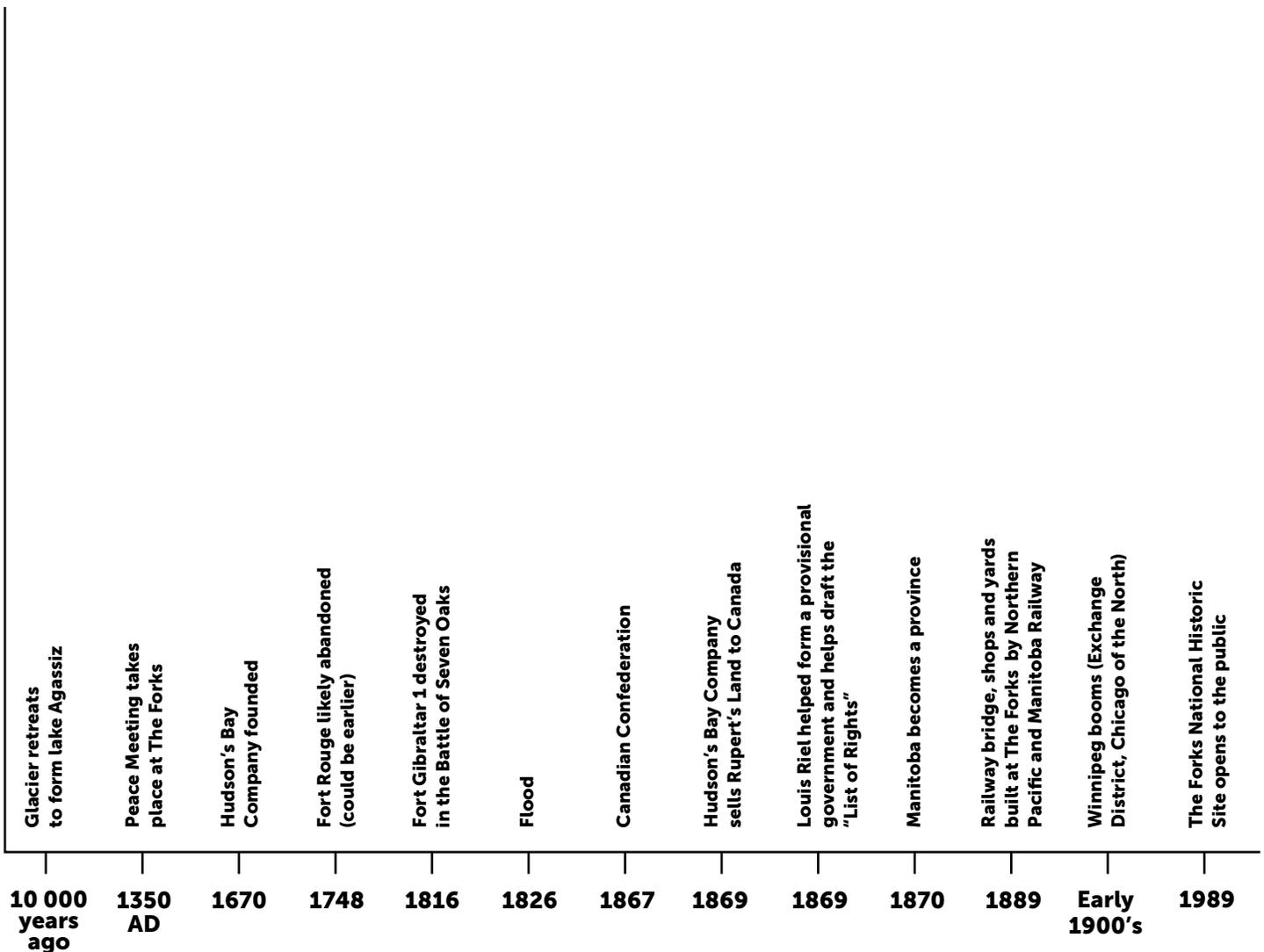
People use symbols to represent elements of the past that have contributed to the development and continued well-being of their community and to remember and build on the values that created it.

Sketch three symbols from the Path of Time sculpture that help illustrate the story of your **historical perspective**. Sketch them in chronological order on the time-line below.

What additional symbols would you add to better tell the story and represent your chosen **historical perspective**, which are not displayed on the sculpture? Explain why and draw them on your timeline.

PERSPECTIVE

Symbols



WORKSHEET 4

KEY TURNING POINTS AT THE FORKS NATIONAL HISTORIC SITE

KEY TURNING POINTS

When thinking about change in the past it is helpful to think of key moments that led to change. List any events you discovered during your visit that led to change. Explain what change occurred after the event.

KEY EVENT	CHANGE THAT FOLLOWED