

BATOCHÉ NATIONAL HISTORIC SITE



ABOUT THE SITE:

Batoché displays the remains of the village of Batoché on the banks of the South Saskatchewan River. It was the last battlefield in the Northwest Rebellion of 1885. Louis Riel selected Batoché as the headquarters of his "Provisional Government of Saskatchewan." Several buildings have been restored within the site, which depicts the lifestyles of the Métis of Batoché between 1860 and 1900 including the trails they walked, their homes, their church, and the Battle of Batoché, which occurred May 9-12, 1885.

HOW TO BOOK A VISIT:

To book a visit, call 306-423-6227 or email batoche.info@pc.gc.ca.

THE PROGRAM:

Students tour the site and recount the history of the Resistance. During the program, students are given a description of the people who were living there, pre- and post- Resistance, along with an understanding of the riverlot system.

There is a pre-visit program associated with the program (on the study of primary documents), and a post-visit Jeopardy game to play with students.

CURRICULUM CONNECTIONS:

Grade 8 Social Studies

- To examine the local indigenous and global interactions and interdependence of individuals societies cultures and nations (IN)
- Investigating the meaning of culture and the meanings of cultural diversity (IN 8.1)
- To analyse the dynamic relationships of people with lands, environments, events and ideas as they have affected the past shaped the present and influenced the future. (DR)
- Assess how historical events in Canada have affected the present Canadian identity (DR 8.3)



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PRE-VISIT ACTIVITY: PRIMARY SOURCES

How to Examine Primary Sources

To better understand the role of a historian, think like a detective. Carefully examine all the evidence and form your own opinion. Provide evidence that supports your opinion, and look at what evidence opposes it. A good detective will often re-examine the same evidence to look for what they've missed or what clues are inaccurate. Primary sources are usually the best evidence a historian can use.

These are sources directly related to the subject being examined, and will therefore provide the most accurate account of what occurred.

Remember to use the questions: *Who? What? Where? When? Why? How?*

When you examine historical material, it is important to be open-minded and remember the time and context of how it was produced. Society's values, norms, and customs have changed over time. What you perceive to be fact today, may be fiction tomorrow.

By using these questions when you examine history you will be able to provide a balanced and accurate perspective. Historians gather clues to tell them what happened in a particular time and place.

Questions to Help Examine Primary Source Documents

1. Does the document contain personal bias?
2. Can the source be trusted? Is it authentic?
3. Are there other sources that offer a different point of view?
4. Can you find other sources that support your opinion?
5. Is the information complete or are there pieces missing or errors in the document; is it the full document or part of a larger document?
6. Does the document provide an individual experience or a general overview? (i.e. personal diary versus a census document)
7. Is the document a private document or public document?
8. Are you making observations or inferences about the subject?
9. Are you staying neutral, or are your personal experiences forming your opinion?
10. Does the document answer all your questions, or are there details missing that require further examination?

Questions about the Author or Source

1. Who was the author?
2. Does their background or experiences affect their opinion?
3. Are there details they are intentionally omitting or forgetting?
4. Is the material a first-hand account or did they rely on other sources to gather information? (i.e. did they hear it from



- somebody else?)
5. Does the author's background affect your opinion of the material? (i.e. would the person's religion, education, occupation, etc. affect your opinion?)

Tips and Techniques to Analyse Primary Documents

- Remember that the material you are examining happened in a certain time, place and context. The area, environment, and time period the material was produced all play a role in shaping the authors opinion, and ultimately our own point of view.
- What they lived is now our history. We must remember to be respectful and sensitive to how we present it.
- Is there a reoccurring theme in the material?
- Balance the opinions presented. Write a sentence with your finding (i.e. apples are red, but can also be green.) This can help focus and reinforce your opinion and think critically.
- Make notes as you examine the material. This will help you find multiple sources that support your opinion and provide a quick reference.
- Use graphs, pictures, or charts to help organize your thoughts.
- Look critically at yourself. Which parts of the material are similar to your own values? Which are different? This can help you realize your personal bias.



Hidden Clues in Material

Primary sources are often filled with clues that are overlooked. Re-examining the same document can help you to find items that are often overlooked.

- After reading a document, read the first and last paragraphs. Are they focusing on the same subject, or had the producers opinion changed.
- Look at the title and what words were used. Is it expressing an opinion? Why was this title used?
- Does the document keep a constant flow? Where the document changes will often reveal a different point of view or opinion.
- When looking at images focus on areas that are in the background or off to one side.
- Was the document written all at once, or over several years? Time can change a writer's perspective. Find other documents from the same author. Did they change opinions or produce new evidence?
- What was the material recorded on? Was the document recorded on paper or another material?



Activity: Interpretation and Bias

Teacher-Led Activity

Explain to the students that history is based on a person's own interpretation of the evidence. The historian's own bias will influence how they examine evidence and what they believe to be the most important part of the history.

A quick example of this:

Have students to draw a square in the top left corner of a page.

From the bottom line of the square, have students draw a line to the right that is about 6 centimetres long.

Next, have the students add two more lines with this line to form a triangle.

Now have the students draw a circle from one of the points on the triangle and then have them show what they drew.

There will be several different examples of what the students drew based on their own interpretations of the instructions. For historians, they use primary source material to understand what a particular moment in time was like.



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Activity: Perspectives

Main Scenario

The year is 2345 and your school science teacher has just developed time travel. Your assignment is to travel back in time and study what a day in the life of a typical grade 8 student was like. Because the language has changed over time you can only read and speak at a grade 1 level. Whatever you use to record the history must come from within your classroom.



Each group will be given one of three specific perspectives to examine. Below are some questions to help you examine your classroom. You can put the data you collect into the supplied spreadsheet to help you develop your report. When you are done, you will deliver a short presentation to the class based on your assigned perspective. The presentation should identify what sources helped you to interpret the life of a grade 8 student.

- What type of **clothing** are students wearing?
- Are there pictures or other sources that show what students **like or dislike**?
- Are there **books or magazines** that illustrate what life was like?
- Is there a certain **song or type of music** that students like?

Sources like books, magazines, articles, pictures, receipts, diaries, e-mails, movies, school work, music and podcasts are all examples of some of the sources that can help a historian analyse history.

Group One:

Your student loves the colours blue and black. They will only examine items if they have the colours black or blue in them. You must only use items that have these colours in them. You can still use sources that do not have colours like music, podcasts etc.

Group Two:

Your student ate too many red apples while traveling through time. As a result, anything red makes them sick. When you examine items, you cannot use anything with the colour red in it. You can still use sources that do not have colours like music, podcasts etc.

Group Three:

Your student wants to ensure they present a fair and balanced history. You must ensure that everything is carefully examined, and that the history you present is accurate and unbiased.





Perspectives Worksheet

Source (i.e. Picture, textbook)	Is the material a primary or secondary source?	What evidence or information does the source provide about the everyday life of a grade 8 student?



Perspectives: Follow-up Class Discussion

Teacher-Led Activity

The goal of the class discussion is to reinforce how history is interpreted and why it is important to examine the multiple perspectives in history. The following questions have been developed to facilitate an in-class discussion about the study of history.



1. How does using sources from only your classroom to record history affect the research? Could using other areas of your school give a more balanced version of what life was like for grade 8 students?
2. Would using your classroom be a fair assessment of what life was like for all grade 8 students in Canada?
3. What could you do to ensure the research you conduct is fair and balanced?
4. How did your assigned bias affect the outcome of your research? Did it give a balanced view of what life was like for a grade 8 student?
5. Does the environment affect your conclusions? If the person travelling through time came in the winter and again in the summer what differences would they observe? What would be the same?



Activity: Observation and Inference

This activity is designed to learn about and understand the difference between **observation** and **inference** when conducting historical research.



What is the difference between observation and inference?

Observation

Observation is what you can actually see in the picture you are looking at. Observation is what detail the picture provides that you believe are important and provide an accurate assessment of your subject.

Inference

Inference is what you assume is happening in the picture or what is likely to happen next.

Look at the picture below and mark an "I" if the statement is an inference or "O" if the statement provided is an observation:

1. ____ The Métis hunted buffalo in large groups.
2. ____ It was the women who carved the buffalo.
3. ____ Two wheeled wagons were used to transport the buffalo to the camp.
4. ____ The Métis shot the buffalo while riding on horses.
5. ____ The boy is going to give the dog the leg.



Observation and Inference: Answer Key



1. 0 The Métis hunted buffalo in large groups.

Based on the picture this statement would be an observation. You can see the large camp on the right, several people cutting meat, and a large number of buffalo that have been killed. There is enough evidence, based on the picture, that it would take a large group to kill this many buffalo at one time and in one place. The Métis actually hunted in groups of up to 300 people. The entire community would travel together following the buffalo herds. Once the meat was dried, one family would eat up to one buffalo a week.

2. I It was the women who carved the buffalo.

Based on the picture this statement would be an inference. If you look to the man in the red shirt you can see him cutting off the hide. There is also another woman in the background (centre) carving a buffalo. Although it was often the women and children that would cut up the meat while the men were still looking for other buffalo, there is not enough evidence in the picture to make an accurate assessment. The women would usually be the one's however to tan the hides, process the animal, and prepare the meat but the men would sometimes do this as well, especially with small game on the trap lines.

3. 0 Two wheeled wagons were used to transport the buffalo to the camp.

Based on the picture this statement would be an observation. There are two wagons clearly visible in the picture. When you use a magnifying glass or in large the image, there are also several two-wheeled wagons in the camp and in the background where buffalo are being carved. The Métis used these two-wheeled wagons called Red River Carts to freight goods and supplies. They were made entirely of wood (no metal parts) and created a loud creaking noise that could be heard from miles away. Several of these carts were loaded and hooked together in a line allowing one person to control several ox carts that would be led along paths with deep grooves from their large wooden wheels.

4. 0 The Métis shot the buffalo while riding on horses.

Based on the picture this statement would be an observation. There are two hunters shooting buffalo from horseback on the left-centre area of the picture. There are also several horses in the camp, and only ox pulling wagons. The Métis had some of the fastest horses in western Canada. These fast horses would be used to run alongside the Buffalo and the hunter while sitting on horseback.

5. I The boy is going to give the leg to the dog.

Based on the picture this statement would be an inference. It is possible, but because we are assuming what will happen it is an inference, The Métis would often keep dogs with them when hunting. They were the family pet, but would also let the camp know when possible enemies were approaching.

