

# Red River Resistance and North-West Rebellion

## Summative Assignment

HISTORY 30

### INTRODUCTION:

The history of Canada's West, like many events in history, is complex and consequently, sometimes confusing. Two of the Historical Thinking Concepts we are focusing on in this course are *Continuity & Change* and *Cause & Consequence*, and to help you understand these concepts you will create concept map explaining the changes brought about by the settlement of the Canadian prairies.

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### SPECIFICS:

You will be required to create a concept map that incorporates the following:

#### *People:*

- Louis Riel
- Gabriel Dumont
- John A. MacDonald
- Big Bear
- Poundmaker
- Thomas Scott
- General Middleton

#### *Groups:*

- Metis
- NWMP
- English Protestants
- French Catholics
- First Nations
- European Settlers

#### *Events:*

- Capture of Fort Garry
- Execution of Thomas Scott
- Manitoba Act
- Battle at Duck Lake
- Battle of Fish Creek
- Battle of Batoche
- Hanging of Louis Riel
- Battle of Cut Knife
- Numbered Treaties

#### *Concepts:*

- assimilation
- accommodation
- exploitation
- paradigm
- worldview

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The following are a suggested formatting for your concept map:

- Captions (text boxes?)
- Arrows with explanations
- Photos (?)
- Dates of important events
- Show how events lead to other events (relationship between events)

Your concept map **MUST** show the following (please ensure that the answers to these questions are easy for your instructor to find!):

- Cause and Consequence concepts:
  - *What were some of the causes of the conflict that erupted between the Canadian gov't and the Metis people?*
- Continuity and Change concepts:
  - *What do you believe would have happened if Big Bear, Poundmaker, and the other First Nations leaders would have supported Riel's rebellion?*

The following are some terminology you can use to help explain your event's relationship to other events:

**Verbs to express short-term cause or catalysts:**

- Incited
- Kindled
- Triggered
- Sparked

**Verbs to express long-term causes or underlying conditions:**

- Led to
- Contributed to
- Made possible
- Resulted in
- Encouraged
- Blocked
- Prevented

**Verbs to express relationships among cause and consequences:**

- Made worse
- Accelerated
- Exacerbated
- Strengthened
- Reinforced
- Increased
- Weakened
- Blocked

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**Display of Information Formatting:**

I am giving you some freedom in determining a way for you to *show me* your information. I will accept any of the following:

- Poster
- Multimedia
  - Online tools such as <https://bubbl.us/>

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**Requirements:**

- Every connection must have a description.
- The concepts must be described on the concept map and connected to a person, event or group.
  - Other elements do not require descriptions, though this is an element you can include to show evidence of your understanding.
- Your map should be neat and well-organized. The organization of your map provides evidence of understanding. You are not required to use colour.
- Your concept map must have a title.

**The People and the Land CONCEPT MAP EVALUATION:**

<b>Category</b>	<b>Meeting (10)</b>	<b>Approaching (7)</b>	<b>Beginning (4 and lower)</b>
<b>Historical Events:</b>	Student has demonstrated a strong understanding of the category.	Student has demonstrated a limited understanding of the category.	Student has demonstrated a poor understanding of the category.
	Student is able to effectively show their understanding of the major historical events and the relationship between different events.	Student is able to show <i>some</i> understanding of the major historical events and the relationships between different events.	Student shows a <i>limited</i> understanding of the major historical events and the relationships between the events.
<b>Important People:</b>	Student has demonstrated a strong understanding of the category.	Student has demonstrated a limited understanding of the category.	Student has demonstrated a poor understanding of the category.
	Student is able to effectively show their understanding of the relationship between different people and/or events.	Student is able to show <i>some</i> understanding of the relationships between different people and/or events.	Student shows a <i>limited</i> understanding of the relationships between the people and/or events.
<b>Concepts:</b>	Student has demonstrated a strong understanding of the category.	Student has demonstrated a limited understanding of the category.	Student has demonstrated a poor understanding of the category.
	Student is able to effectively show their understanding of the relationship between the concepts and the different events.	Student is able to show <i>some</i> understanding of the relationships between the concepts and the different events.	Student shows a <i>limited</i> understanding of the relationships between the concepts and the different events.
<b>Cause and Consequence:</b>	Student has demonstrated a strong understanding of the category.	Student has demonstrated a limited understanding of the category.	Student has demonstrated a poor understanding of the category.
	Student effectively identifies the different types of causes using the correct vocabulary	Student is able to show <i>some</i> understanding of the causes using <i>some</i> of the vocabulary	Student shows a <i>limited</i> understanding of the causes and/or does not use the vocabulary
<b>Continuity and Change:</b>	Student has demonstrated a strong understanding of the category.	Student has demonstrated a limited understanding of the category.	Student has demonstrated a poor understanding of the category.
	Student is able to effectively identify and demonstrate turning points in the early history of Canada.	Student is able to identify <i>some</i> of the turning points in the early history of Canada.	Student shows a <i>limited</i> understanding of the turning points in the early history of Canada.

**TOTAL: \_\_\_/50**

**CONCEPT MAP ORGANIZATION AND LAYOUT**

<b>(10)</b> Student has created a concept map that is well organized and easy to follow!	<b>(7.5)</b> Student has created a concept map that is somewhat organized but some parts of it are difficult to follow and/or decipher.	<b>(4 and lower)</b> Student has created a concept map that is confusing and/or very difficult to follow. Student is encouraged to spend more time planning their concept map out.
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**TOTAL: \_\_\_/10**

**GRAND TOTAL: \_\_\_/60**