


Riel and Macdonald: Great Leaders? CARC Social Studies

Please note, all support materials are after the lesson plan template beginning on page 6. Each support page is linked in the lesson plan. Click on the red push pin () in each support page to return to the lesson plan template.

Grade Level	7	General Outcome	7.2 Students will demonstrate an understanding and appreciation of how political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.
Time Frame	4 – 5 class periods	Enduring Understanding (purpose of the lesson)	Students understand that choices people make depend on their perspective. Students will also discover some of the reasons different groups of people supported different leaders.
Developed By	Bobbie-Jo Douglas, Don Anderson, Wade Groenewegen, and Sharon Richter		
Critical Challenge/Big Idea	Knowing that conflict is eminent, which leader would you choose to follow, Louis Riel or John A. Macdonald?		
Values and Attitudes Outcomes	Knowledge and Understanding Outcomes	Skills and Processes Outcomes	
7.2.3 appreciate the challenges that individuals and communities face when confronted with rapid change	7.2.4 Critically assess the role, contributions and influence of the Red River Métis on the development of western Canada 7.2.4.1 – What factors led to Louis Riel’s emergence as a leader of the Métis? 7.2.4.5 – What are the Métis, First Nations, French and British perspectives on the events that led to the establishment of Manitoba?	develop skills of critical thinking and creative thinking 7.S.1.2 critically evaluate ideas, information and positions from multiple perspectives 7.S.1.4 re-evaluate personal opinions to broaden understanding of a topic or an issue develop skills of historical thinking 7.S.2.1 analyse historical issues in order to form or support an opinion	

		<p>7.S.2.3 explain the historical contexts of key events of a given time period</p> <p>7.S.2.4 distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations of events</p> <p>apply the research process</p> <p>7.S.7.1 develop a position supported by information gathered through research</p> <p>7.S.7.2 draw conclusions based upon research and evidence</p> <p>7.S.7.4 organize and synthesize researched information</p> <p>7.S.7.6 integrate and synthesize concepts to provide an informed point of view on a research question or an issue</p> <p>7.S.7.7 practice responsible and ethical use of information and technology</p> <p>7.S.7.8 include and organize references as part of research</p> <p>Demonstrate skills of oral, written and visual literacy</p> <p>7.S.8.1 communicate information in a clear, persuasive and engaging manner, through written and oral means</p> <p>7.S.8.2 use skills of informal debate to persuasively express differing viewpoints regarding an issue</p> <p>7.S.8.3 elicit, clarify and respond appropriately to questions, ideas and multiple points of view in discussion</p> <p>7.S.8.4 listen to others in order to understand their perspectives</p> <p>7.S.8.5 offer reasoned comments relating to a topic of discussion</p>
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<p>Summative Assessment Strategies</p>	<p>Students will analyze the Red River Situation from a perspective and present their choice of who would make the best leader, Louis Riel or John A. Macdonald from that perspective. See rubric below.</p> <p>(Note: because the research process is not being assessed, the outcomes, i.e., 7.S.7.4, 7.S.7.6, 7.S.7.7, and 7.S.7.8, do not appear in the rubric. The task may be modified to include assessment of research skills. Similarly, Activity 7 is not summatively assessed in this task, but the rubric may be modified to include the assessment of the related communication skills listed in the outcomes, i.e., 7.S.8.3, 7.S.8.4, 7.S.8.5.)</p>
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Introductory Activity/ The Hook	Activity 1: Gathering Background Information 1. In a group of three, students will research and answer the following questions using either teacher provided materials or websites: Where is Red River? Who is living in this area? What is valuable about this territory to each of them? What started the dispute? Teachers may want to refer to the websites listed in the references and prepare briefing notes for students or have students search the sites for listed below, under References .
Teaching/ Learning Strategies and Activities	Activity 2: Create Criteria for a Great Leader 2. As a class, decide on the criteria for a great leader. Have students nominate great leaders in their community or society at large and identify the qualities they possess that make them good leaders. Suggest to students that they are going to develop the criteria for a quality leader. Students should suggest criteria, but the teacher can direct students and help them consider the appropriateness of their criteria. Some suggestions for criteria are: <ul style="list-style-type: none">● Acts in the best interests of people,● Solves problems,● Displays sound judgment,● Is decisive,● Considers all opinions,● Respectful of others' opinions,● Commands respect,● Considers short and long term impacts of their decisions Teachers may wish to suggest one or more of criteria to the class to scaffold their learning. To meet the diverse needs of learners consider limiting the number of criteria. Activity 3: Jigsaw: Research a Leader 3. In a group of four, students will decide which two people will research Louis Riel and which two will research John A. Macdonald. Following this decision, students can regroup to research the leader with others in the class who have chosen the same leader (no more than 4 people per grouping). Students are to gather the information in the documents Leadership Profile and Evidence of Leadership Retrieval Chart .

Note: articles and websites are provided in the references below. Allowing students to research freely, particularly on the Internet, may result in students finding articles which may be inappropriate to the task.

The teacher may choose to limit the background information by giving students a briefing sheet on the leader they are researching, i.e., [Louis Riel Briefing Sheet](#) or [Sir John A. Macdonald Briefing Sheet](#). Supplemental research may be required.

Also, teachers may want to assign leaders to groups rather than have students choose which leader they would like to research.

Activity 4: Information Sharing

4. Now that each student is an expert on a particular leader, they will return to their original partner group. Give students one more of the [Leadership Profile](#) sheets and the [Evidence of Leadership Retrieval Chart](#), for the leader he or she did not research. Each student will share information on his or her leader while the partner records the information in the [Evidence of Leadership Retrieval Charts](#). Thus each person will have all of the information on each chart.

Activity 5: Choose a Leader

5. Ask members of each partner group to consider the desirability of following a particular leader based upon a perspective in terms of the criteria established. Teachers may want to adapt a continuum that positions leaders in terms of great to weak. Perspectives might include French-speaking Métis, English-speaking Métis, First Nations, federal government, English speakers in Ontario, French speakers in Quebec, citizens of the United States, etc. Ask students to consider how and why perspectives may impact the choice of a leader.

Activity 6: Present Your Choice.

6. Students can present their decision based on the criteria from the assigned perspective to the class in a variety of ways such as a leadership campaign poster, speech, commercial, radio spot, TV spot, etc. Students must demonstrate an understanding of historical context and support their choice of a leader from the assigned perspective with evidence from their research.

Activity 7: Standing Up for Your Choice (optional):

7. Students can discuss the leader they would choose by positioning themselves on a continuum that has Riel at one end and Macdonald at the other. In this activity, students can choose to be anywhere along the continuum depending on which leader they support. Those who are fiercely loyal to a leader would position themselves near the end of the line. Those who see both as leaders would position themselves in the middle of the continuum. As students discuss the reasons for their choice of leader they are free to change positions depending on which

	leader they are leaning toward. They can change their position as often as they wish as long as they can justify their movements.
Resources	See Below
Formative Assessment Strategies	Student Self-Reflection Checklist for Leadership Presentation Group Work Self Reflection Rubric

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

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Riel and Macdonald: Great Leaders? Rubric



Level Criteria	Excellent	Proficient	Adequate	Limited
Describes historical context (7.2.4.1, 7.2.4.5, 7.S.2.1, 7.S.2.3, 7.S.2.4)	Describes historical situation in a comprehensive manner	Describes historical situation in a thorough manner	Describes historical situation in a cursory manner	Describes historical situation in a incomplete or confusing manner
Considers perspective (7.S.1.2, 7.S.7.6)	Consideration of perspective is insightful	Consideration of perspective is thoughtful	Consideration of perspective is simplistic	Consideration of perspective is trivial
Justifies choice (7.S.7.2)	Support for choice of leader is based on significant and compelling evidence	Support for choice of leader is based on relevant and convincing evidence	Support for choice of leader is based on predictable and plausible evidence	Support for choice of leader is based on unrelated and/or sketchy evidence
Communicates ideas (7.S.8.1)	Communicates key ideas and information in a captivating manner	Communicates key ideas and information in a engaging manner Interesting	Communicates key ideas and information in a interesting manner Straightforward	Communicates key ideas and information in a partially engaging manner ineffective

Louis Riel Briefing Sheet

Louis Riel was born in 1844 into a well respected Métis family in the Red River area. He very much valued his ancestry, especially through his father's First Nation heritage. At the age of 10, Riel began his education in a school run by the Christian Brothers. He stood out as a promising student and was sent to Montreal at the age of 14 to become a priest.

After a five week trip, Riel arrived in Montreal. Once Riel caught up academically to other students, he rose to the top of his class. Because he was a seriously gifted student, Riel was funded by a generous patron who paid for his education. He was a deeply faithful student who excelled in his schooling, but was also described as a reclusive, sombre student who was rarely known for cheerfulness.

Riel was overcome with grief when his father died in 1864, and his instructors saw a change in attitude. He ended up being asked to leave the seminary because of several rule violations and repeatedly missing classes. He was still permitted to attend classes as a day student. While working in a law office, he fell in love with Marie Julie Guernon, but was prevented from marrying her by her parents who refused to allow the marriage when they realized that Riel was Métis. Riel left school in 1865 and moved to the St. Paul area. While in St. Paul, Riel was informed by Métis traders of the situation in Red River.

By request of his mother, Riel returned to Red River in 1868 where he began to understand the problem and take up the Métis cause. He found religious, nationalistic and racial tensions were aggravated by the English-speaking Protestant settlers. Riel united both the Métis and the English-speaking people of mixed blood by stressing the common problems they both faced with the Rupert's Land negotiations ignoring the Métis land claims. Since the Métis had no titles to land, their adherence to the seigneurial system was ignored. He feared they would become landless.

In 1869, Riel established the Métis National Committee, in which Riel was the secretary and John Bruce was president. They disrupted the survey that was to take place to divide the land into English square plots. According to Riel, if the dominion made any attempt to assume authority of the Red River settlement, without consulting the Métis, the Métis National Committee would take action. Thus when McDougall, the Canadian minister of public works, tried to enter the Red River area on November 2nd, he was turned back close to the American boarder.

Riel later would be offered \$4million, weapons, and mercenaries to join forces with the United States. He refused. Riel believed the Métis were not rebelling against the Queen, but against the company who sold them, and against Canada who wanted to buy them. They were, however, loyal subjects of the Queen who had not yet agreed to the final transfer of land.

Riel was found guilty on the charge of high treason. He was hanged on December 18th, 1885.

"Thus lived and died a man whom we acknowledge today as the founder of the Province of Manitoba and defender of the rights of the Métis and of French Canadians."

~The Société historique de Saint-Boniface

References:

- <http://library2.usask.ca/northwest/background/riel.htm>
- <http://www.shsb.mb.ca/Riel/emontreal.htm>
- <http://www.metisnation.org/culture/Riel/home.html>
- <http://www.law.umkc.edu/faculty/projects/ftrials/riel/rielbio.html>
- http://en.wikipedia.org/wiki/Louis_Riel
- http://www.metisnation.org/culture/Riel/riel_3.html
- http://www3.telus.net/st_simons/nsnews011.html

Sir John A. Macdonald Briefing Sheet

John Alexander Macdonald was born in Glasgow, Scotland on January 11, 1815. He emigrated with his family to the Province of Canada five years later. When he was ten, he went to a boarding school in Kingston (Ontario). He worked with a lawyer when he was fifteen years old. Upon the death of that lawyer who was teaching him, he established his own legal practice. He was nineteen years old at the time.

Macdonald joined politics in 1843 at the age of 28 when he was appointed to the council of Kingston. From there, the following year he ran for a seat in the legislative assembly of Canada. He won. Thus began his career in politics. Although Macdonald suffered personal battles, he was thought to be a great leader; better than any of the opposition candidates. According to the Canada History website, "His [Sir John A. Macdonald] wisdom in politics and his passion for Canada served to drive him and his ambitions for the country at an astounding pace." As such, he won his first cabinet post in 1847.

During his time in politics, even when he was the leader of the opposition, MacDonald was often thought to be the most powerful minister. In 1864, due to growing opposition in his own party, Macdonald formed a coalition government. This government set the groundwork for the British North America Act, which confederated the provinces of Canada West (Ontario), Canada East (Quebec), New Brunswick, and Nova Scotia into the Dominion of Canada. In 1871, Macdonald convinced British Columbia to join Confederation. One of the incentives offered was a railway that would connect British Columbia to the rest of Canada. He knew that such a railroad would promote expansion of settlements in the west. He was correct in that assumption.

Macdonald is credited with bringing the provinces together to form the Dominion of Canada. As such he is considered to be the most important Father of Confederation by many people in his time.

When Macdonald died in 1891, thousands of people came to pay their respect to Canada's first prime minister. He had won his final election just weeks before his death. People were saddened at the loss of one of Canada's most respected leaders.

References:

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1SEC881397>

<http://www3.sympatico.ca/goweezer/canada/macdonald.htm>

<http://www.canadahistory.com/sections/Politics/pm/johnmacdonald.htm>

<http://calvinpark.limestone.on.ca/projects/canadiancommunities/profiles/macdonald.html>

http://en.wikipedia.org/wiki/John_A._Macdonald

Leadership Profile

Name of leader:

Important statistics (e.g., birth date, death, gender, place of birth, place of residence, education, family, social group):

Personal qualities (leadership qualities):

Other important information (actions taken by leader):

What were his contributions?	How did his contributions impact the people who followed him?	How were his contributions viewed/felt outside of his community?

Leader Ideology

Who was the leader looking out for?

Was the leader looking out for more than one group of people? If so, who?

What did he see as the major problems?

How did the leader propose to solve the problems of the people?

**Based on the above questions what was the leader's cause?

Evidence of Leadership Retrieval Chart

Leader:		
Leadership Quality (criteria)	Example	Non-example

Checklist for Leadership Presentation

	Yes	Not Yet	Here's how I can make it even better
I have explained the situation in Red River at the time			
I have explained the causes and effects of the Red River Resistance			
I have clearly identified the events from the perspective assigned to me			
I have supported my opinion with evidence based on the criteria			
I have given specific examples of that indicate the greatness of my leader			
I have clearly communicated my opinion in the format of my choice			
I have considered my audience in my presentation			

Student Self – Reflection

1. What did you find out that didn't occur to you at the beginning?
2. What in your own thinking has changed in regard to your position in the discussion?
3. What would you have told people if you agreed with another position?
4. Which leader comes closest to meeting your own personal idea of a great leader?
Why

Group Work Self Reflection

Name: _____ Class: _____ Date: _____

Title of Project: _____

	Excellent	Proficient	Good	Adequate	Limited
Individual role was completed	I completed my individual role efficiently and on time.	I worked efficiently but was unable to complete my role on time.	I could have worked more efficiently and was not complete on time.	I didn't work efficiently and required extra effort from my group to complete.	I was unsure of what my role was and didn't complete it.
I felt welcome and comfortable to contribute	I felt comfortable voicing my opinion and feel that I was listened to.	I felt comfortable voicing my opinion but I am not sure I was heard	I didn't feel comfortable voicing my opinion but I tried anyway.	I felt comfortable voicing my opinion but chose not to.	I didn't feel comfortable voicing my opinion so I kept quiet
I contributed ideas to the project appropriately	I contributed ideas that were on topic, useful and helped solve the task.	Most of my ideas were useful and on topic or lead to new ideas.	I contributed ideas but only some of them were useful or lead to new ideas.	I only contributed a few ideas but they were not really on topic or useful.	I did not contribute any ideas to the project
I was respectful of others ideas.	I listened quietly and responded when others finished, building on the idea. I encouraged others to share ideas.	I listened quietly and responded when others finished, building on the idea.	I listened quietly and responded but interrupted sometimes	I listened some of the time but missed parts of the discussion because I was talking to others.	I'm not sure how well I listened, I didn't really pay attention.
I contributed to the physical creation of the project.	I took initiative and completed several tasks at my very best. My work is evident on this project.	I completed several tasks at my very best. My work is evident on this project.	Completed the jobs given to me at an ok level. Good but not my best work.	I did almost as much as my partner but with little care or attention to details.	I did very little and only what others told me to do. Not my best work.

The ways I contributed to this assignment are:

My Goal for next time: