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Historic Places of the Red River

Grades 4 to 6 Social Studies Supplementary Curriculum Guide A Teacher's Resource for Field Trips Volume I

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The Red River is one of our great Canadian Heritage Rivers. It joins the elite of Canadian rivers because of its exceptional value in cultural heritage. In June 2007, it received official designation as a Canadian Heritage River.

The following supplementary curriculum guide provides teachers with information and opportunities to explore the great heritage along the Red River. This guide pairs social studies curriculum outcomes for grades four to six with activities and field trips related specifically to the heritage of the Red River. As you, the teacher, work your way through your social studies curriculum, you can refer to this guide for information and activities that focus on Red River heritage. The field trips will provide you

and your students with first-hand experiences of our rich heritage so close to home. If you are not close to the Red River, there still are many heritage sites in and around your community that can be used for inspiring and instructive field trips.

Manitoba has a wealth of designated historic site that tell the story of significant points in our history. This guide is designed to help you use historic places as a resource to teach the social studies curriculum. A visit to a historic site helps student imagine the people, places and events that occurred there. Pre and post-visit activities will deepen understanding and appreciation for the historic places along the Red River.



A. Ponzillius ~ Grade 4

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Seven Oaks Museum who took the time to take us on a virtual tour of the museum while it was closed for the season. Thanks too to Norm Gousseau for his many helpful suggestions and contacts and Ed Ledohowski for researching and sharing photographs.

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The children's artwork used to illustrate the guide has been provided by Rivers West and are some of the entries to the 2007 Word & Art Contest that celebrated the designation of the Red River as a Canadian Heritage River. These are just a few of the wonderful submissions received from students across Manitoba.

S. Dangerfield



A. Melnyk ~ Grade 6

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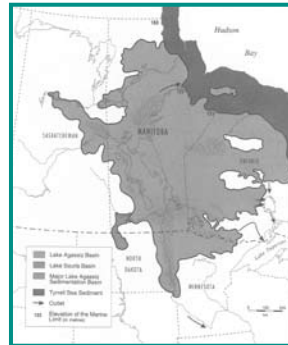
A. Bairos ~ Grade 5

1.0 Introduction

Birth of a River & the Province it Flows Through

The Red is a meandering river, about 800km long by length but 456km as the crow flies. The Red is a relatively young river, compared to other great rivers of the world, like the Nile or Ganges, which have witnessed the birth of civilization. The Red was established on the bed of glacial Lake Agassiz as it receded some 8,000 years ago. The sediment-covered lakebed became a great plain through which the young Red River cut its course. Over thousands of year, the flowing water eroded and deposited silt along its banks, creating a meandering channel.

As Lake Agassiz receded, the first people moved north, some following the river while searching for game. The river and its riverbottom



Map of Lake Agassiz:
Historic Resource Branch

forest provided water, food, shelter, firewood, medicine and building materials. As time passed, the river became a major transportation route. It provided a landmark and shelter for those walking and a quick means of travel for those in canoes. People camped along the river with its abundance of game, access to transportation and potable water on a parched prairie.

European explorers found their way to the interior of the continent using the river systems as highways and First Nation peoples as guides. An alternative route to the edge of the prairie, avoiding some of the bugs and bog of the boreal shield, flowed via the Roseau into the Red. Behind the explorers, traders followed the river systems into the interior looking for lush furs to ship back to Europe.

As the fur trade flourished, the Red became a bustling highway, north to Lake Winnipeg and south to frontier towns of the central states. Freighter canoes and York boats shipped the furs north while wooden Red River oxcarts creaked their way south along the river trails.



Buffalo Hunt, by Paul Kane: Archives of Manitoba



York boats on the Red: Archives of Manitoba

The Métis were born of two great nations during the fur trade – the First Nations and the Europeans. The Métis put roots down into the rich soil along the river as they divided their time between farming long, narrow river lots and bison hunting on the plain.

Soon settlers from eastern Canada and as far away as the Steppes of Eastern Europe were lured to the plains with promises of rich farmland. Paddlewheel riverboats brought a wave of new immigrants down the Red River from the United States where they had transferred from one of the first railways into the interior. They were housed in “immigration

sheds” beside the river at Fort Dufferin and Winnipeg, waiting for papers before striking out onto the plain on foot or by Red River oxcart.

As the grasslands were ploughed and trees were planted on the plain, people settled beside the flowing water – creek or river. Water was the one thing they could not live without in their struggle to survive in the wilderness of grass. Across the valley and up and down the Red River’s length, communities gathered beside the water.

At the confluence of the Assiniboine and Red a town grew, fast becoming the centre of the region. The confluence of the two rivers had long been a gathering place for the First Nations. For them it was a centre for trade and commerce, hunting and fishing, and a place to exchange knowledge and hold celebrations. But the great nations of the Assiniboin, Cree and Ojibwa had not settled permanent camps at this location because they knew the rhythms of the river and its spring floods. The earliest European settlers experienced the two greatest floods on record, the largest in 1826 and the second largest in 1852.



Only known sketch of 1826 flood: Glenbow Museum

Despite the history of flooding the town of Winnipeg thrived. Its name, first used in 1866, means *muddy waters*. The rivers were vital to the success of the new boomtown – they provided drinking water and sewage disposal, water for manufacturing and industry, transportation and even fish for food.

As the town grew struggles erupted over land and rights between the Métis and a growing number of the settlers from Ontario and Europe. The Province of Manitoba, with its capital at the confluence of the Red and Assiniboine, was born out of this struggle. Louis Riel and his provisional government of 1869 stood up to the Canadian government on the banks of the Red River. As a result of their stand, the Canadian government agreed to Manitoba entering Confederation in 1870 as a full province with many rights enshrined in the Manitoba Act that it would not have otherwise had.

Witness to History

Archeological evidence shows us that the confluence, some call The Forks, of the Red and Assiniboine rivers had been used by First Nations as a gathering place for more than 6,000 years. For thousands of years great nations travelled along the muddy river to meet for trade and celebrations at the joining of the two rivers in the centre of the continent. No doubt great historical moments occurred at these gatherings on the Red, but their stories have been lost in time.

While we have lost some of the oldest history along the Red River, there are other historic places preserved to tell us about our more recent history. They are a reminder of times past and great events that occurred along the Red.

The Red River witnessed the first farming in the west, along its banks at *the place of many fishes* – Kenosewun, that today we

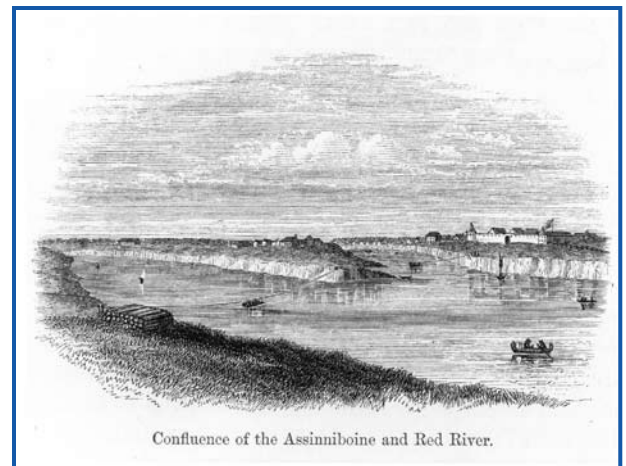
call Lockport.

Archeologists have found evidence that First Nations cultivated crops like corn on this site more than 600 years ago.



Woman hoeing corn: Historic Resources Branch

In the early 1700s, La Vérendrye, a French explorer and trader, paddled up the Red River bringing great changes. In 1738 he built the first fur trade post, Fort Rouge, on the banks of the Red, at what he called *La Fourche*, The Forks. La Vérendrye opened the west to what would eventually be a flood of Europeans. After the explorers came the fur trade industry, using the Red as a major transportation route and establishing forts along its length.



Confluence of the Assiniboine and Red River.

Confluence of the Red and Assiniboine: Archives of Manitoba

From the fur trade, grew a new nation – the Métis, children of First Nations women and European traders. The Métis settled along the Red, Assiniboine and Seine rivers in long river lots.

One of the first white women to arrive in the west was Marie-Anne Gaboury who was married to the fur trader Jean-Baptiste Lagimodière. Shortly after marrying in Quebec in 1806, they travelled west by canoe arriving

at Fort Gibraltar at the junction of the Red and Assiniboine rivers. They didn't stay long, but continued west, working the fur trade and raising a family.

In 1812 a group of poor Scottish and Irish farmers known as the Selkirk Settlers arrived to settle along the west bank of the Red, downstream from the Assiniboine. These were the first European farmers, brought here to supply the Hudson's Bay Company (HBC) with locally grown food. The Battle of Seven Oaks, in 1816, tells the story of the rivalry between two fur trade companies and the Selkirk Settlers and Métis that worked for them and lived along the Red.



Battle of Seven Oaks: Archives of Manitoba

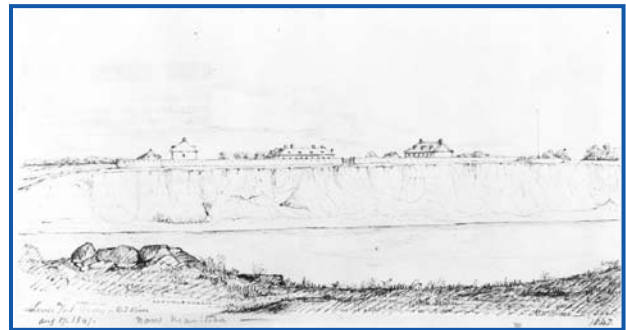
In 1817 Marie-Anne Gaboury and Jean-Baptiste Lagimodière returned to the Red River Settlement. Lord Selkirk gave Lagimodière a grant of land on the Seine River extending to the east bank of the Red River. The grant of land was reward for Lagimodière's assistance during the conflict between the Métis and Selkirk Settlers. Here, in a Red River frame house, Gaboury and Lagimodière raised their children one of whom was Julie, the mother of Louis Riel.

The first Catholic missionaries arrived in 1818 and established a parish on the east side of the river. Among them was Father Joseph Norbert Provencher. The missionaries were brought,

in part, to ease the tension between the HBC and North West Company after the battle of Seven Oaks.

When the Hudson's Bay and North West companies merged in 1821, the Red River Settlement saw a huge influx of unemployed fur traders, come to retire along the river, on land granted to them by the HBC.

In 1831, Governor George Simpson of the Hudson's Bay Company decided that the constant flooding of Fort Gary at the junction of the Red and Assiniboine was intolerable. He embarked on building a new stone fort on higher ground, lower down on the Red River. It would be called Lower Fort Garry. The new fort assumed a new role – transshipment and provisioning centre, an assembly point for the fur trade brigades that travelled the Red River – Portage La Loche – York Factory boat route.



Lower Fort Garry: Archives of Manitoba, Finley, George Collection #26

Reverend William Cockran, an Anglican missionary who arrived in the Red River Settlement in 1825, established two missions along the Red. The first was “the church at the rapids”, built in 1831 and later christened St. Andrews Church when it was rebuilt in stone. Cockran and his wife opened a missionary school for children living along the west side of the river. In 1837, Cockran established St. Peter, Dynevor Old Stone Church and agricultural settlement on the east side of the river. It was the first and only church constructed for the First Nations. Chief Peguis, leader of the Saulteaux Ojibwa people, was among the congregation.



St. Peter, Dynevor Old Stone Church: Archives of Manitoba, Stovel Collection #218

Four Grey Nuns arrived by canoe in 1844 and settled on the east bank of the Red River across from the junction with the Assiniboine River. They became the first order of women this far west. The Roman Catholic Grey Nuns brought education and healthcare to the community. Between 1846 and 1851, the Grey Nuns Convent was built within the grounds of the St. Boniface Mission on the east bank, near the junction of the two rivers.



Louis Riel, age 14: University of Manitoba

The same year that the Grey Nuns arrive in St. Boniface, the founder of Manitoba was born – Louis Riel. Louis’ mother was Julie Lagimodière, daughter of Gaboury and Lagimodière. Louis was the eldest of 11 children and grew up in a close-knit and devoutly religious family. Riel’s early years were spent on the family land along the Red River until the age of 14 when he left to study in Montreal. He would not return for 10 years.

As the settlement along the Red River grew, the architecture was changing from the Red River frame construction made of squared logs, to stone buildings built by renowned stonemasons such as Duncan McRae. Captain William Kennedy, a Métis Arctic explorer and entrepreneur, settled on the banks of the Red just north of St. Andrews Church, where he

built a great stone house in 1866. This was one of many limestone buildings on the river that still stands today.



Captain Kennedy: Archives of Manitoba, N7681

After the death of Louis Riel Senior, his son returned to the Red River Settlement in 1868. Louis found things had changed in his absence. It did not take long before Riel was involved in the complex politics of the day, as his father had been before him. In 1869, at the age of 26, Riel and the Métis formed the Provisional Government to negotiate terms with the Canadian government for the Red River Settlement and surrounding areas to become a province of Canada. In 1870, with negotiations for the new province of Manitoba complete, Riel left the settlement just ahead of the approaching Canadian militia that was rumored to be planning to kill him.

In 1870, Colonel Wolseley and his militia arrived, via the Red, to oversee the transfer of the new Province of Manitoba, from the Provisional Government, to Ottawa. The militia spent their first winter housed at Lower Fort Garry. Wolseley’s militiamen were among the thousands of Ontarians and Québécois who poured into the new province, hungry for land.



Louis Riel and Provisional Government

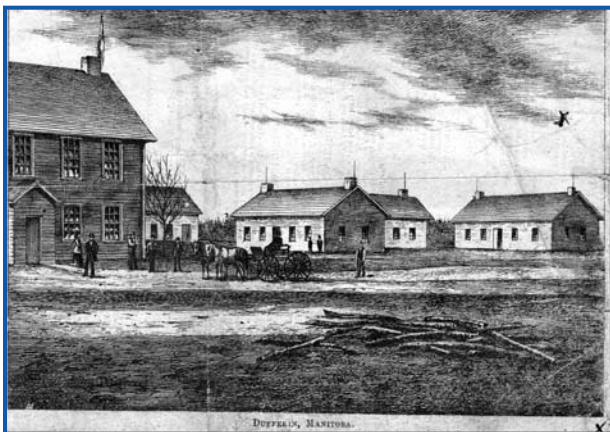
In 1871 on the banks of the Red at Lower Fort Garry, the first treaty between the Crown and the First Nations was signed. Treaty Number One, the first of the numbered treaties in Canada, was made between the Ojibwa and Swampy Cree First Nations and the Crown,

which was the Canadian government under the guidance of Queen Victoria and the British Parliament. This is a historic moment that echoes through time as First Nations still grapple with treaty rights.



Signing Treaty One, LFG: Archives of Manitoba, Events #243

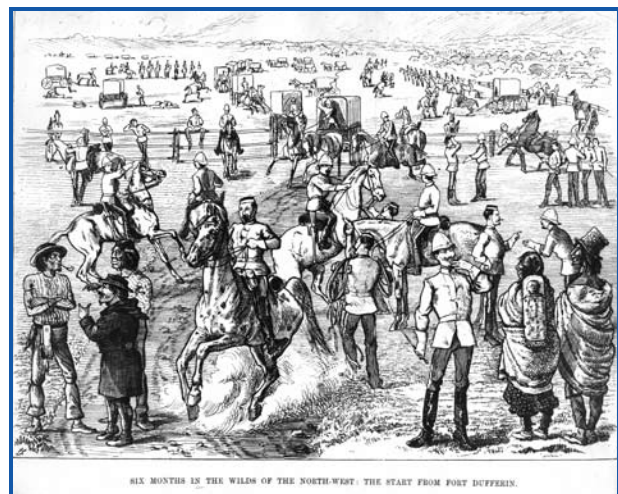
As the interior of the continent was carved up into farms and towns, the border between the United States and Canada was a bit uncertain. While agreements had been made in Ottawa and Washington as to where the boundary was, that was not always respected on the frontier. To end disputes and prevent new ones, the International Boundary Commission was established. Together a group from Canada and another from the United States would measure and mark the boundary across 1836 kilometres of uncharted land, from Lake of the Woods to the Rocky Mountains. In 1872 a group of British



Boundary Commission at Fort Dufferin: Archives of Manitoba, Fort Dufferin 2-1 1877

Royal Engineers and Astronomers along with a contingent of Canadian civilians stepped off a riverboat and onto the banks of the Red River, just north of the border. There they established their home base – Fort Dufferin. This was to be their headquarters and winter home from 1872 to 1874.

In the summer of 1874, while the Boundary Commission was out surveying the border, Fort Dufferin was put to another use. The Canadian government saw a need for men to maintain peace and law in the west so the North West Mounted Police were established. All six divisions of the NWMP mustered at Fort Dufferin in 1874. They camped on the banks of the Red and trained for two weeks. On July 8th, 22 officers, 287 men and 310 horses, with wagons and supplies, set out from Fort Dufferin on their famous “March West” following the trail blazed by the men of the Boundary Commission.



North West Mounted Police at Ft Dufferin: Archives of Manitoba, North West Mounted Police #2

By 1875 the Boundary Commission had finished their arduous work of marking the border from here to the Rockies and Fort Dufferin stood empty. It was not so much a fort, as a collection of barracks, dinning hall, officers' quarters and barns. The land and buildings belonged to the Government of Canada who put it to another use that year.

Thousands of people from eastern, western and central Europe were pouring into the new world. Those coming to the Canadian prairies took a train through the United States, then a paddlewheel steamer down the Red River and into Canada. The government had to process the new arrivals so it set up a series of immigration stations along the river. One such station was at the newly vacated Fort Dufferin. This was the first stop for more than 18 thousand pioneers on their way to find a homestead on the great plains of Canada.

One of the groups that stepped off the steamers and onto the banks of the Red at Fort Dufferin were the Mennonites from Russia. Six to 8,000 Mennonites had made a very long and difficult journey across Europe, the Atlantic Ocean and half of North America to reach the banks of the Red River. The first group to arrive was housed at Fort Dufferin for six weeks while their land was surveyed for the West Reserve. The *Manitoba Free Press* reported on July 15, 1875:

The International is expected to land 500 Mennonites today at the Dufferin barracks, which are now in charge of the Emigration Department. No emigrant sheds in the north-west surpass these barracks in accommodations.



Mennonite housebarn: Archives of Manitoba

As the Mennonites packed up from their temporary home beside the Red, they moved out to establish small villages in the West Reserve. There were two reserves established for the Mennonites by the Canadian Government, which was eager to have these

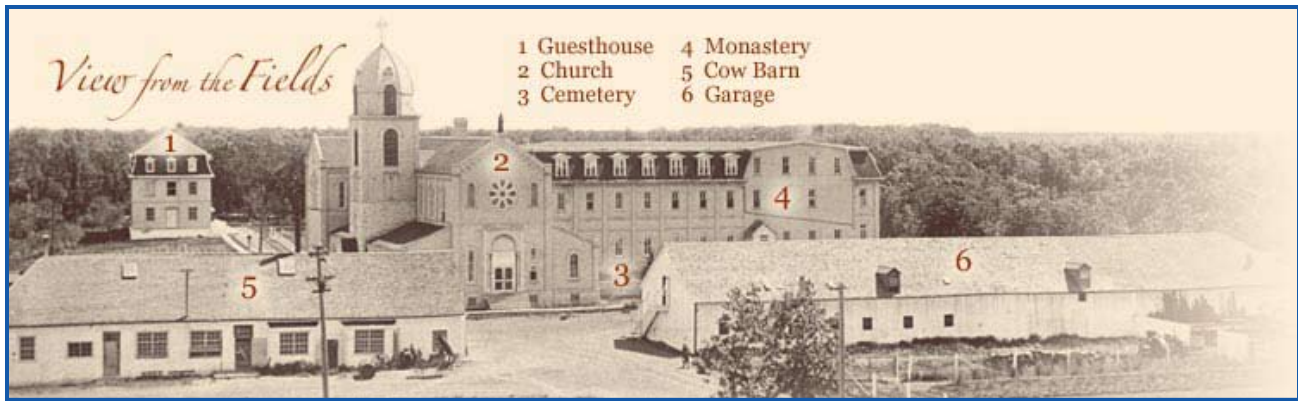
experienced farmers settle on the prairies. One was east of the Red and one west. The village of Neuberghal was founded in 1876, west of the Red. It is a typical street village designed according to traditions of the old country. Housebarns line the central road, with fields behind. Most of the traditional villages, like Neuberghal, were established along creeks that fed into the Red River.



Countess of Dufferin locomotive on barge: Archives of Manitoba, 147 CPR

Paddlewheel steamers brought immigrants down the Red River, dispersing them west and east of the river to settle the land. The first train arrived 1877 – not by rail, but by water. A paddlewheeler brought the Countess of Dufferin locomotive and several cars to St. Boniface via the Red River. The Countess would build the rail line west, opening the interior to more settlers.

In 1885, Louis Riel was executed in Regina by the Canadian government, for his part in leading the Métis, in what is now Saskatchewan, in their struggle for land and rights. Riel's body was returned to the home of his mother Julie, beside the Red River, where it lay in state for two days. It was in his mother's home, Riel House, where Louis' wife died less than a year later and Riel's young children were raised.



Trappist Monastery: Archives of Manitoba

Across the river and a little upstream from where Louis Riel lay in state, was the French community of St. Norbert. Father Ritchot, the spiritual leader of the community, invited an order of French monks to establish a monastery in his parish. The first five Trappist monks arrived in 1892. They established the Trappist Monastery, Notre-Dames des Prairies, on the banks of the La Salle River, about two kilometres upstream from the Red. Here the monks lived in solitude, poverty and prayer, yet self-sufficient with their own farm, apiary, bakery, cheese factory, forge, sawmill, greenhouse and cannery.

The prominent St. Boniface architect Joseph Azarie Sénécal designed many Roman Catholic buildings in Western Canada between 1892 and 1913. Sénécal designed the Convent of the Sisters of the Holy Names of Jesus and Mary, which was built in St. Pierre-Jolys in 1900. The



Convent, St. Pierre-Jolys: Archives of Manitoba

Sisters of the Holy Names of Jesus and Mary had arrived in 1874 at the request of Archbishop Taché to help the Grey Nuns teach and tend the growing population in the Red River Settlement. They first assumed responsibility of St. Mary's Academy but soon branched out to other communities, like St. Pierre-Jolys, that were established along tributaries of the Red.



Canadian Pacific Railway Station with immigrants: Archives of Manitoba

Shortly after the turn of the century an even grander building was constructed. As the rail line pushed west, it opened the doors to further settlement and development. By 1905 Winnipeg was the fastest growing city in North America and the gateway to the west. A stone's throw from the river, the grand Canadian Pacific Railway Station was built. With its great columns and ornate design, it was built to impress. It was through the CPR Station that the

second and third waves of immigrants arrived, no longer by river but by rail.

As the city at the junction of the Red and Assiniboine continued to grow it was called the Chicago of the North. Some thought it might become the capital of Canada.

The town was booming. The Exchange District was the hub of commerce.

Within 20 blocks west of the Red and north of Portage Avenue, banks, warehouses and Canada's first skyscrapers demonstrated

Winnipeg's prosperity. Many of the great buildings were designed by leading North American architects.

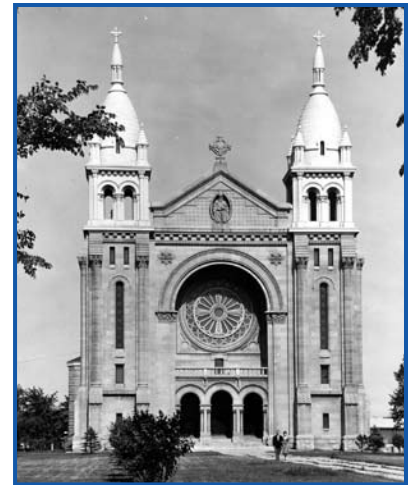
Such a grand town would need entertainment – the latest plays, ballets, operas and musicals. Corliss Powers Walker owned a number of theatres south of the border and one in Winnipeg. In 1907 he opened the Walker Theatre at Smith and Notre Dame in the Exchange District. It had been designed by a Montreal architect and had a huge vaulted ceiling, loges and two balconies. Some of the top entertainers from the continent graced the stage at the Walker, but so to did great political and social leaders – from Nellie McClung and the renowned Mock Parliament to the leaders of the Winnipeg Strike.

The growing affluence at the junction of the Red and Assiniboine rivers was seen in its changing architecture. The simple, practical Red River frame buildings were torn down and replaced with impressive stone structures



Exchange District, c. 1915 Electric Railway Chambers: Archives of Manitoba

designed by the best architects. In 1818 the first Catholic missionaries arrived in the settlement and built a small log chapel dedicated to Saint Boniface, a missionary monk from the 8th century.



St. Boniface Cathedral: Archives of Manitoba

Over time the log chapel was replaced six times, with the fifth a magnificent cathedral. The St. Boniface Cathedral was built between 1905 and 1908 and was the best example of French Romanesque architecture in Manitoba. In its cemetery are many prominent people from Manitoba's history, including Louis Riel. Beside the cathedral the Red River frame Grey Nuns Convent still stands, a witness to earlier times.

The Red River's role as the major transportation route in and out of the province was diminished with the coming of the railway, but not all together lost. The Red was the connection between southern manufacturing and central and northern Manitoba resources and communities via Lake Winnipeg. The least expensive way to transport goods to and from the north was by water – the Red River and Lake



Airplane View of St. Andrews Bridge and Lock, Winnipeg, Manitoba.—31.
St. Andrews Dam and Lock: Archives of Manitoba

Winnipeg. There was a major obstacle along this route that was sure death and loss of cargo to any that tried to pass – the rapids. On this stretch in the river there was a 4.5 metre drop over 16 kilometres that caused a torrent of impassable rapids. The St. Andrews Caméré Curtain Dam and Lock were built at the upper or north end of the rapids to raise the water level and allow boats to pass. It was completed in 1910 and opened by Prime Minister Sir Wilfrid Laurier.

We have lost our oldest history along the Red River, but are preserving more recent stories at our historic sites. It is important to visit and preserve our historic places so their stories are not lost in time. There is so much to experience at each – they bring our history to life, teach us lessons from the past and let us feel the depth of our roots in the muddy clay along the Red River.

The Red River stands as witness to our history and the historic places along its length. These special places tell us many stories of who we are, where we have been and what our future may hold.



D. Slivinski ~ Grade 4

1.1 Historic Places: Volume 1 and Volume 2

Volume 1, this guide, of the Historic Places of the Red River Social Studies Guide covers the time period up to 1870 and the birth of the province. Volume 2 will cover 1870 to 1910, an exciting time period in the province when our population exploded, great changes occurred and we built many impressive historic buildings.

The Historic Places included in Volume 1, prehistory to 1870, are:

- The Forks
- Kenosewun
- Seven Oaks Museum and the Battle of Seven Oaks
- Lagimodière Gaboury Park and Fort Gibraltar
- Lower Fort Garry
- St. Andrew's Anglican Church
- St. Peter, Dynevor Old Stone Church and Rectory
- Grey Nuns Convent
- Captain Kennedy House



K. Walsh ~ Grade 5

The Historic Places included in Volume 2, 1870 to 1910, are:

- Lower Fort Garry
- Fort Dufferin
- Neubergthal
- Riel House
- Trappist Monastery Ruins
- Convent of the Sisters of the Holy Names of Jesus and Mary
- Winnipeg Canadian Pacific Railway Station
- The Exchange District
- Walker Theatre
- St. Boniface Cathedral
- St. Andrews Caméré Curtain Dam

Lower Fort Garry is included in both guides because several important events occurred there prior to Manitoba becoming a province and after.



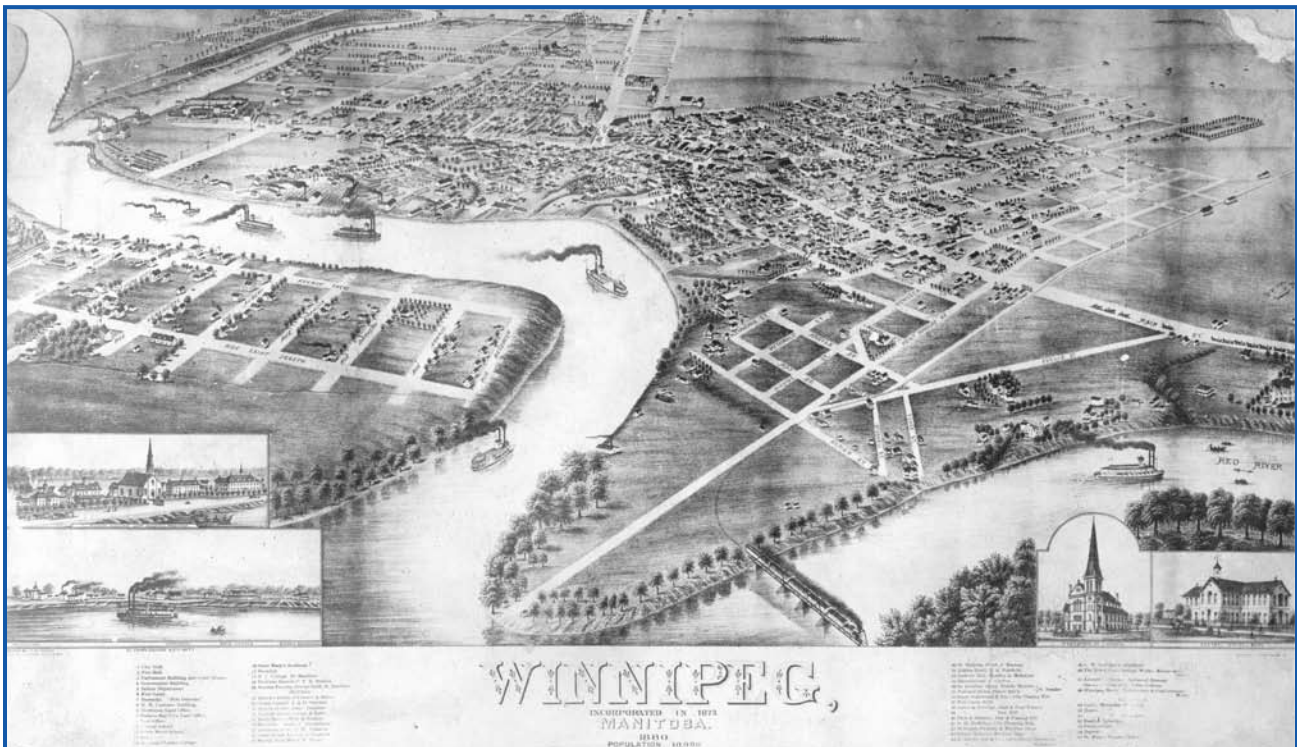
A. Nolden ~ Grade 1

2.0 Historic Places Field Trips

Manitoba has many significant historic places that we often are not aware of, the following field trips will increase our awareness of these sites, some familiar, others little known. Each field trip location includes two pre-trip activities, two activities to participate in at the site and two post-trip activities. Activities are based on curriculum outcomes. In addition, for each location you will find a brief overview of the site, where you can find additional resource

information as well as contact information to book a school program for your field trip. Blackline master copies for activity sheets are found in section four. Teacher's keys are found with the activity description.

Before you begin these activities, review 3.0 Before Your Field Trip: Additional Activities, where you will find a series of activities that help familiarize your students with the importance of historic places.



(Winnipeg c. 1885: Archives of Manitoba)

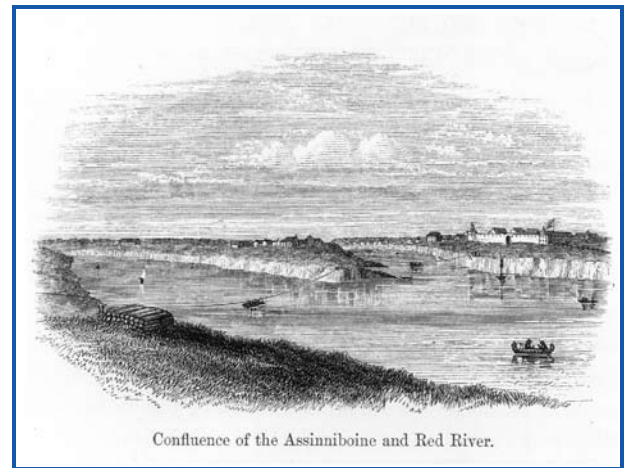
2.1 The Forks

The Red and Assiniboine rivers are part of a vast continental network of waterways. Their confluence, known as The Forks, has been a meeting place for six thousand years.

Long before Europeans came to this area, The Forks was a traditional stopping place for First Nations people. It was a place to camp, gather supplies and trade with others. Among artifacts recovered by archaeologists are cowry shells from the Gulf Coast region and tools made from stones originating from Manitoba, North Dakota, the Lake Superior region and even Texas. These trade networks stretched far and wide demonstrating the importance of the two rivers.

The first Europeans arrived in the area of The Forks in the 1730s, forever changing the traditional way of life for First Nations peoples. Around 1738, La Vérendrye, a French explorer and trader established Fort Rouge, the first of the fur trade posts here. There were many fur trading companies but the largest were the North West and Hudson Bay companies. Between 1760 and 1821, the North West Company and the Hudson's Bay Company competed fiercely for control of the fur trade. Both companies used the Forks as a supply base and transshipment centre. During this period they built Fort Gibraltar I and Fort Gibraltar II later called Fort Garry I, here. The two companies amalgamated in 1821 ending the bitter rivalry.

The amalgamation saw The Forks and the Red River Settlement, of which it was a part, increasingly become the centre of settlement and commerce. The last fort, known as Upper Fort Garry was built by the HBC near the Forks in 1835. Upper Fort Garry served as HBC headquarters from which the Company was managed and Rupert's Land governed. Throughout the fur trade period, contact



Confluence of the Red and Assiniboine: Archives of Manitoba

between traders, voyageurs and First Nations produced the inevitable result, country marriages and children. These children and their descendants became known as the Métis, a distinct cultural group that continues to be an important component of Manitoba's society.

At the end of the nineteenth century, beginning of the twentieth century, with technological changes, large group immigration to and a booming economy, the area known as The Forks changed. Other buildings were constructed including immigration and storage sheds for the people and goods arriving by steamboats. In 1888, the railway replaced the fur trade at The Forks. Part of the HBC lands at The Forks was sold to the Northern Pacific and Manitoba Railroad and became a major CN rail yard. It included buildings to service the trains (such as a roundhouse and the locomotive shop, now the Manitoba Children's Museum), industrial establishments and warehouses for storage and transshipment (e.g. Johnston Terminal, Forks Market buildings).

With the opening of Symington Yards in the 1960s, The Forks importance as a rail yard waned. In 1988, The Forks was made public land and resumed its role as a meeting place for people from near and far.

More about The Forks

To find out more about The Forks, check these resources.

- Historic Places: www.historicplaces.ca search under for “Johnston Terminal Building”
“Northern Pacific and Manitoba Railway Repair Shop” (Children’s Museum) referred to as B & B Building on p. 16

Searching the website for Canada’s Historic Places (www.historicplaces.ca/) can add a whole other dimension to students’ appreciation of this site. Searching the website is fun and easy. First you’ll need to go to the “Explore Historic Places” section and click on “Canadian Register of Historic Places”. Options that follow include “Search” or “Search the Register”, which are the best places to start. Drop-down menus for three options (“Province/Territory”, “Field of Interest” and “Type of Building”) will take you to any number of interesting places. For example, if you start with Province/Territory of “Manitoba”, then Field of Interest of “Education”, then Type of Building as “One-room School”, you will find a fascinating range of designated buildings throughout Manitoba. You can even search other provinces and territories and compare Manitoba’s one-room schools with buildings in far-away places.

- Parks Canada – The Forks National Historic Site: www.pc.gc.ca/lhn-nhs/mb/forks/index_e.asp
- The Forks: www.theforks.com - take the link to The Forks, then History
- Canadian Council for Geographic Education – Red River Dig at The Forks: www.ccge.org/ccge/english/Resources/rivers/tr_rivers_RrdigAtForks.asp and Red River Traders www.ccge.org/ccge/english/Resources/rivers/tr_rivers_Rrtraders.asp

- Exploration: The Fur Trade and Hudson’s Bay Company: www.canadiana.org/hbc/stories/intro_e.html
- City of Winnipeg: http://winnipeg.ca/ppd/historic/historic_conservlist.stm for information on the Johnston Terminal Building
- Histor!ca: www.histori.ca/default.do?page=.index, search “The Forks” for a variety of listings
- The Forks and the Battle of Seven Oaks in Manitoba History. Edited by Robert Coutts and Richard Stuart, Manitoba Historical Society, 1994. ISBN 0-921950-12-8.

2.1.1 Contact Information:

The Forks National Historic Site
401-25 Forks Market Road
Winnipeg, Manitoba R3C 4S8
(204) 983-6757 or 1-888-773-8888
Fax (204) 983-2221
E-mail: forksnhs.info@pc.gc.ca

As individuals you can join costumed Parks Canada interpreters as they recount the 6,000-year evolution of The Forks from a meeting place to a booming metropolis.

The Forks School Programs and Learning Experiences for Educators

- Heritage Hunts
For Early Years pupils, “I Spy – The Forks, A Heritage Hunt,” (Grade 2-5) and Middle Year Pupils, “ForksQuest, A Heritage Hunt”(Grade 5 – up), provide a structured, self-guided exploration of the site. Hunt for clues scattered throughout the site. Contact Parks Canada for information and a copy of the hunt guide and answer sheet.
- Guided Tours

Unpacking the Past – A fun, hands-on journey!

The history of The Forks will unfold as students unpack three different historic “suitcases” and piece together the stories of the First Nations, fur traders, and immigrants who journeyed to The Forks. (Program available in English or French) (Early Years Curriculum links – grade 1 to 4)

May – August, call for days and times
\$2.00 per student (2006 – call for current prices)

Beaver Tales and River Trails: a guided Interpretive Tour

Using reproduced artifacts, anecdotes, historical photos, and interactive activities, a costumed Parks Canada interpreter brings the 6,000-year history of The Forks to life in just one hour! (Middle Years Curriculum links – grades 5 to 8)

May – August, call for days and times
\$2.00 per student (2006 – call for current prices)

School bus parking – contact The Forks North Portage office

Limited school bus parking is available in Festival Lot behind the Scotiabank Stage. All buses must register at least one day in advance. Contact parking@tf-np.ca or call 204-942-6100.

Map of site – go to www.theforks.com/42

2.1.2 Curriculum Connections:

Grade 4

- 4-KL-024 Give examples of Aboriginal peoples’ traditional relationships with the land.
- 4-KL-025 Describe places of historic, cultural, or environmental significance in Manitoba

4-KG-039 Identify ways in which the people of Manitoba are connected to other people in the world

4-KI-010 Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba

4-KI-011 Give examples of Aboriginal contributions to the history of Manitoba

4-KI-012 Give examples of francophone contributions to the history of Manitoba

4-KL-027 Relate stories of interactions between the Selkirk settlers and Aboriginal peoples

4-KH-033 Relate stories of people and events that shaped Manitoba

4-KH-034 Give examples of the impact of European settlement on Aboriginal communities in Manitoba.

4-KH-035 Describe ways in which life in Manitoba has changed over time

Grade 5

5-KE-050 Describe various ways in which First Peoples communities interacted with each other.

5-KH-026 Give examples of the impact of interactions between First Peoples and European explorers, colonists, and missionaries.

5-KI-009 Describe daily life and challenges for various groups involved in the fur trade.

5-KL-021 Give examples of ways in which the fur trade operations were influenced by the land.

- 5-KH-030 Describe the influence of the fur trade on the historical development of Canada.
- 5-KH-031 Describe factors that lead to the development and expansion of the fur trade into the west and north of Canada.
- 5-KH-032 Relate stories of the people and events of the fur trade.
- 5-KP-049 Give examples of conflicting priorities between the demands of the fur trade and agricultural settlement.
- 5-KE-052 Describe how the fur trade was dependent on the men and women of the First Nations and Métis Nation.
- 5-KE-053 Compare and contrast the operations of the Hudson's Bay and the North West Companies and describe the competition between them.
- 5-KI-011 Describe how European views of First Peoples changed from 1763 to 1867.
- 5-KH-039 Describe the reasons for, main events of, and impact of the Selkirk Settlement of the Red River.



M. Roulin ~ Grade 5

Grade 6

- 6-KI-008 Identify various groups that immigrated to Canada in the late nineteenth and early twentieth centuries and give reasons for their emigration.
- 6-KI-009 Describe ways in which immigration was encouraged by and important to the Canadian government from 1867 to 1914.
- 6-KH-027 Identify individuals and events connected with Manitoba's entry into Confederation.
- 6-KH-028 Identify causes, events, individuals, and consequences of the 1885 Resistance.
- 6-KH-031 Identify events and issues related to the construction of the Canadian Pacific Railway.



Upper Fort Garry c. 1870s, looking north with Red River on right and Assiniboine River at bottom: Archives of Manitoba

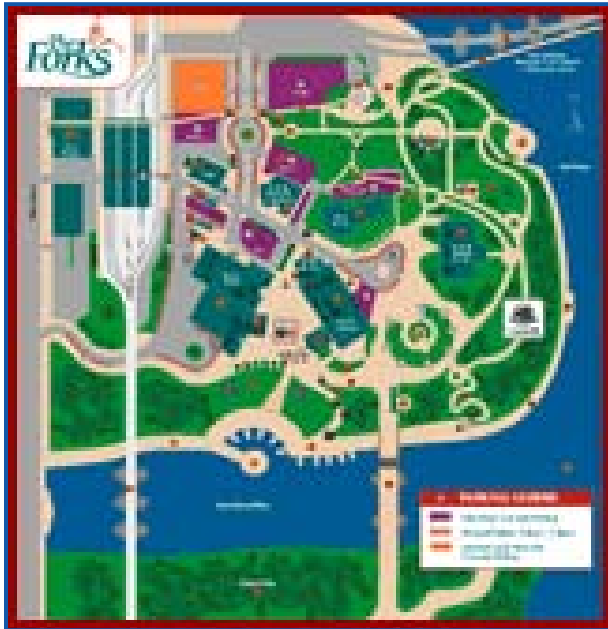
2.1.3 The Forks Activities

Grade 4

Grade 4: Pre-trip Activities

1. Mapping the Forks

Create a map of The Forks tracing the base map found at www.theforks.com/42. On your base map you should only include the river, railway lines, Main Street and the bridges. Be sure to include a title, legend and compass rose.



Once you have a base map trace the historic buildings that are there – Union Station, Forks Market, Johnston Terminal, Manitoba Children’s Museum that was once the Boiler and Brake Building.

Now do a computer search for old photographs of the buildings, print them and glue them on the map. For example, try the website below:

- City of Winnipeg http://winnipeg.ca/ppd/historic/historic_conservlist.stm for information on the Johnston Terminal Building
- Manitoba Historic Resources – Children’s Museum www.gov.mb.ca/chc/hrb/prov/p088.html

Write a paragraph about each of the buildings – when they were built, what they were built for and what they are used for today.

Keep the map to use on your field trip to The Forks.

2. Create a Timeline

The Forks has been used for many purposes over time. It has been a gathering place, the location of several fur trade forts, the hub of railway transportation – people and goods, an immigration centre and now a gathering place again.

Create a timeline of people at The Forks, starting with the First Nations people gathering there 6,000 years ago and ending with you visiting on a field trip. Mark dates of historic events like La Vérendrye’s arrival and the building of forts.

Grade 4: Field Trip Activities

1. I Spy – The Forks, A Heritage Hunt

Contact Parks Canada for more information on the “I Spy” Heritage Hunt. This activity is appropriate for grades 2 – 5.

2. Unpacking the Past – A fun, hands-on journey!

Contact Parks Canada to arrange for a guided tour called “Unpacking the Past.” Where the history of The Forks will unfold as students unpack three different historic “suitcases” and piece together the stories of the First Nations, fur traders, and immigrants who journeyed to The Forks. Program is available in English or French, and is appropriate for grades 1 to 4. See booking information for The Forks National Historic Site above.

3. Take a Fork’s Rubbing Home

This is a self-guiding activity for teachers. There are several locations at The Forks where students can take “rubblings” of plaques or

engravings. The rubbings can be used to make posters when students return to the classroom. Along with the rubbing they should include a write-up of what the rubbing is and what it tells us of the history.

Rubbings of gravestones are popular today. Many people are using them to keep a history of family members. This activity can be adapted to take rubbings of all types of things. At The Forks there are a number of engraved granite signs, such as the North West Company and Hudson's Bay Company crests at the overlook, on the way down to the Gambling Sticks. Several granite engraved signs are found throughout the site. The Gambling Sticks along the walkway is another possible rubbing site. You might encourage your students to try taking a rubbing of a variety of surfaces, such as the cobblestones, tiles in the buildings or a piece of the old railway bridge.

Students can work in pairs for this activity. Have them roll their completed rubbing and place in a cardboard tube (paper towel tube, etc) for transportation to and from the classroom.

Materials required:

- Light paper, or tracing paper available from art stores, they should be fairly large pieces
- Charcoal, crayons or colour pencils
- Masking tape to hold the paper in place when doing the rubbing
- Tubes for transportation

Grade 4: Post Trip Activities

1. Take a Fork's Rubbing Home – Part II

Once back in the classroom, mount your rubbing on a poster board but leave some room for a story about the rubbing. Research information about the rubbing you made. What story does the rubbing tell us? Who does it represent and what time period? Why did you find it at The Forks? Why did you choose that object to make a rubbing of?

When you have finished writing your story about the rubbing attach it to the poster.

Posters placed around the classroom will tell a range of stories about The Forks, its historic significance and timeline.



P. Sliwa ~ Grade 4

2. The Forks – A Wealth of History
(Copy Pages 2.1.3 Gr4)

The junction of the Red and Assiniboine rivers is a place full of stories from the past. The meeting of these two rivers has played an important role in the history of many people.

Why is the junction of the Red and Assiniboine rivers important to the many cultural groups that have visited or settled at The Forks?

The Forks – A Wealth of History		
<i>Group</i>	<i>Time Period</i>	<i>Why The Forks and its rivers were/are important</i>
First Nations		
Explorers		
Fur Trade		
Métis		
Immigrants		
People Today		



J. Aniceto ~ Grade 6

Grade 5

Grade 5: Pre-trip Activities

1. Finding The Forks (Copy Pages 2.1.3 Gr5)

Use the map of the Fur Trade Routes to complete the fur trader route to The Forks. Hint: the Hudson's Bay Company (HBC) came to The Forks via the north and Lake Winnipeg. The North West Company (NWC) took one of two routes from the Great Lakes – either via the Winnipeg River into Lake Winnipeg or via the Roseau River into the Red River.

On the map of Manitoba, mark the route of the HBC from York Factory to The Forks in red.

Mark the two routes of the NWC to The Forks via the Winnipeg River and Roseau River in blue.



Trade Route Map: Natural Resources Canada



2. The Fur Trade and the Opening of Canada

View video *The Fur Trade and the Opening of Canada* published by Epoch Multimedia Inc. Available from the Textbook Bureau SP2524.

3. Team Work

The First Nations, Europeans and Métis played different but equally important roles in the fur trade. The First Nations knew the landscape and travel routes, the people and different languages, how to survive and where to find food and medicine. The Europeans had the goods to trade and the markets back in Europe that were hungry for fur. The Métis knew both the First Nations and European cultures so could act as negotiators and cultural translators.

Research and write a story about which group, First Nation, European or Métis, you think was the most important to the fur trade and why. Provide four points about why that group was the most important to the fur trade.

Have one student, representing each of the three groups, present their story to the class. Discuss how all three groups had their own role to play and relied on the others for their role.

Grade 5: Field Trip Activity

1. Beaver Tales and River Trails

Contact Parks Canada to arrange for a guided tour called “Beaver Tales and River Trails: a guided Interpretive Tour”. Using reproduced artifacts, anecdotes, historical photos, and interactive activities, a costumed Parks Canada interpreter brings the 6,000-year history of The Forks to life in just one hour! Appropriate for grades 5 to 8. See booking information for The Forks National Historic Site above.

2. Heritage Hunts

Middle Year Pupils, “Forks Quest, A Heritage Hunt” for Grade 5 and up. This activity available from Parks Canada provides a structured, self-guided exploration of the site. See information on The Forks National Historic Site above.



C. Williamson ~ Grade 5

Grade 5: Post-Field Trip Activity

1. Role of the River (Copy Pages 2.1.3 Gr5)

Answer the following questions

Teacher's Key

Role of the River	
Why were the rivers important to the First Nations people?	Food, water, transportation routes, landmarks
What role did the rivers play in the fur trade?	Navigation for exploration, transportation routes or highways, faster and easier shipping of trade goods and furs than by any other means
Why was The Forks an important location to First Nations people?	Historic gathering area for celebrations, trade, negotiations; central meeting area in the centre of the continent that was accessible by two rivers – the major highways of the day
Why were fur trade forts built at The Forks?	Accessible by two rivers – the major highways
What are the names of the different fur trade forts that were built at The Forks?	Fort Rouge in 1738, Fort Gibraltar I, Fort Gibraltar II later called Fort Garry I, and Upper Fort Garry built in 1835

2. La Vérendrye's Story

Write a story about La Vérendrye arriving at The Forks in the 1730s. How was he travelling and with whom? What would it have looked like then? Who would have greeted him? Why did he name it *La Fourche*?



A. Torres ~ Grade 4

Grade 6

Grade 6: Pre-trip Activities

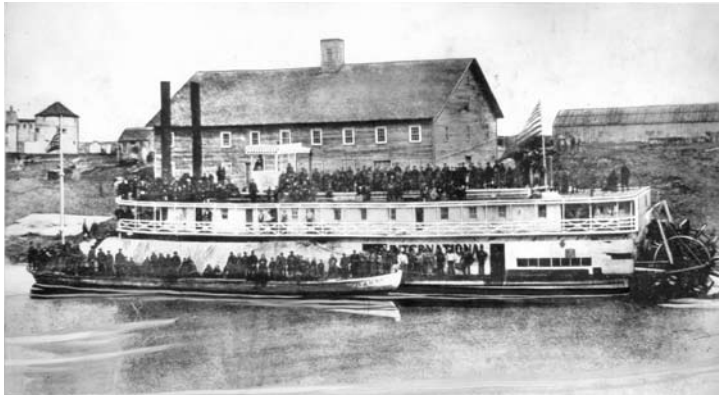
1. Immigrating to The Forks (Copy Pages 2.1.3 Gr6)

Students work individually or in groups to complete the first two columns of the following chart, then fill in the last column after the field trip.

Immigrating to The Forks		
<i>What I know...</i>	<i>What I would like to know...</i>	<i>What I learned...</i>
The people already at The Forks before the mass immigrations to Manitoba		
Why people immigrated to Manitoba		
Ways the Canadian Government encouraged immigration		
What groups immigrated to Manitoba between 1867 and 1914		
New immigrants came to The Forks because		

2. Arriving at The Forks
(Copy Pages 2.1.3 Gr6)

Look at the attached photograph taken across from The Forks. It is a group of Mennonite Immigrants arriving in Winnipeg on August 10 1874. Please complete the questions.



Archives of Manitoba, Stovel Collection #258

<p>Describe the people in the photograph and what they appear to be doing.</p>	<p>Describe the riverbank in the background of the picture.</p>
<p>What buildings or construction can you see?</p>	<p>What is the focal point or main point of interest in this photograph?</p>
<p>Invent a new title for the photograph.</p>	<p>What questions do you have about this photo?</p>
<p>What does this photograph tell you about life at this time?</p>	<p>What do you think the people on the boat are thinking about their new home?</p>

Grade 6: Field Trip Activities

1. Beaver Tales and River Trails

Contact Parks Canada to arrange for a guided tour called “Beaver Tales and River Trails: a guided Interpretive Tour”. Using reproduced artifacts, anecdotes, historical photos, and interactive activities; a costumed Parks Canada interpreter brings the 6,000-year history of The Forks to life in just one hour! Appropriate for grades 5 to 8. See booking information for The Forks National Historic Site above.

2. Heritage Hunts

“ForksQuest, A Heritage Hunt” for Grade 5 and up. This activity available from Parks Canada provides a structured, self-guided exploration of the site. See information on The Forks National Historic Site above.

Grade 6: Post-trip Activities

1. Immigrating to The Forks

Students work individually or in groups to complete the final columns of the Immigrating to The Forks chart after the field trip.

2. Immigration Brochure

Students create their own immigration brochure for the late 1800s, to recruit immigrants to the Red River Valley. The brochure should include pictures and a description of the area.



Immigration Posters: Archives of Manitoba and web search

3. Transportation Timeline

Create a timeline for the different forms of transportation that were used in and around The Forks. Use drawings or photographs to illustrate the timeline.



C. Ocsena ~ Grade 6

2.2 Kenosewun

People have been fishing at the rapids at Lockport for thousands of years. The Cree name for the site, 'Kenosewun' means 'place of many fishes'. However fishing wasn't the only activity that took place here. In the mid-1980s, on the east bank of the Red River by the Lockport Bridge, archaeologists made an amazing discovery – evidence that Aboriginal people were farming here over 600 years ago—centuries before the Selkirk Settlers planted a seed.

In the excavations conducted at this site, archaeologists found bison scapula hoes, charred kernels of corn, large underground storage pits and pottery very similar in style to that found among Aboriginal farming cultures of the upper Mississippi and Missouri river valleys. Horticulturalists from the south expanded into this area due to population pressures from even further south. The Kenosewun site represents the northernmost known site of pre-European horticulture in North America and the earliest known evidence of farming on the Canadian prairies.



Woman hoeing corn: Historic Resources Branch

At this location these early farmers would have been able to hunt, fish and gather local plants, nuts and berries thereby maximizing their potential food supply.

In the period known as the 'Little Ice Age' during the fifteenth century, temperatures cooled and the summer growing period shortened. Agriculture proved to no longer be a viable source of food and the people living here. They retreated south to continue their lifestyle. Hunters and gatherers returned to this area and resumed the hunting, fishing and gathering lifestyle.

Today, the Kenosewun Centre is in a provincial park where the museum and interpretive trail help tell the story of these early farmers.

More about Kenosewun

To find out more about the Kenosewun Centre in Lockport Provincial Park check the following resources.

- Manitoba Parks and Natural Areas – Lockport Provincial Heritage Park: www.gov.mb.ca/conservation/parks/popular_parks/lockport/index.html
- Manitoba Heritage Council Commemorative Plaques: www.gov.mb.ca/chc/hrb/plaques/plaq0377.html
- Rivers West - Routes on the Red – First People on the Red: www.routesonthered.ca/pdf/first_people.pdf
- Canadian Council for Geographic Education – Red River First Farmers: www.ccge.org/ccge/english/Resources/rivers/tr_rivers_RfirstFarmers.asp

2.2.1 Contact Information

Kenosewun is in Lockport Provincial Heritage Park that is open year round. It is located off PTH 44 on the shores of the Red River, the northeast side of the St. Andrews Lock and Dam. The visitor centre is open, and interpretive staff available, from mid-May to the first week in September. There is an interpretive trail around the grounds and an exhibit about the first farmers inside the visitor centre. There is no cost for park or visitor centre entry or school programs.



Kenosewun Centre: Manitoba Conservation

The Kenosewun Interpretive Centre and Museum houses important artifacts of First Nations peoples from centuries past. Curriculum-based programming is offered from mid-May to June in the subjects of local wildlife, cultural history, early farming techniques and early hunting practices. Teachers should also explore the interpretive trail called *Gifts of the Red*.

To book a school program in off season contact:

Ken Porteous
Head of Interpretation
Manitoba Parks and Natural Areas
Phone: (204) 945-4375
Email: Ken.Porteous@gov.mb.ca

To contact the interpretive staff at Kenosewun:
(204) 757-2902

2.2.2 Curriculum Connections:

Grade 4

- 4-KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.
- 4-KL-025 Describe places of historic, cultural, or environmental significance in Manitoba

Grade 5

- 5-KI-005 Describe characteristics of First Peoples cultures before contact with Europeans



C. Taylor ~ Grade 6

2.2.3 Kenosewun Activities

Grade 4

Grade 4: Pre-trip Activities

1. Place of Many Fishes (Copy Pages 2.2.3 Gr4)

Students work individually or in groups to complete the first two columns of the following chart, then fill in the last column after the field trip.

Place of Many Fishes		
<i>What I know...</i>	<i>What I would like to know...</i>	<i>What I learned...</i>
Fishing at Kenosewun – the place of many fishes		
Archaeologists have made amazing discoveries at Kenosewun		
Evidence of the first people farming at Kenosewun		
Kenosewun is an important historic place		

2. Life from the Land

Write a story or draw a picture of how the First Nations used the land and water around them to live before Europeans came. Include their food, water, shelter, medicines, tools and entertainment. What evidence might we still find today of how they lived 600 years ago?

Grade 4: Field Trip Activities

1. Kenosewun Centre

Book a school program with the interpreters at Kenosewun Centre. See contact information above.

2. Gifts of the Red (Copy Pages 2.2.3 Gr4)

Lead a self-guided exploration of the interpretive trail called *Gifts of the Red*. Check the interpretive signs for answers to these questions.

Teacher's Key

Gifts of the Red Scavenger Hunt	
What does flooding of the river spread on the soil, leaving it rich and fertile?	Nutrients & silt (sign 1)
What resources could the first people find at the rapids before the dam was built?	Bison crossing at the shallows, fish spawning and feeding, bedrocks/stone for making tools, fresh water, deer (sign 2)
What evidence did archaeologists find of the first farmers?	Charred corn kernels, hoes made of bison bones, pieces of clay pots and underground storage pits (sign 3)
Why did the first farmers choose this place?	Rich soil, lots of fish, easy access to water (sign 3)
What crops did the first farmers likely grow?	Corn, beans, squash, sunflowers (sign 3)
What are some of the foods aboriginal people have given us?	Corn, maple syrup, wild rice, sweet potatoes, cucumbers, pumpkins (sign 3)
What animal did the Sioux medicine man John Lame Deer say gave the people everything?	Buffalo or bison (sign 5)
What were bison droppings used for?	Fuel for fires (sign 5)
What animal is called the “buffalo of the water”?	Lake sturgeon (sign 6)
How did First Nations people use sturgeon?	Made arrowheads from the pointed bony plates along the sturgeon's back, made jars and bottles from the skin, used the oil as a base for paint (sign 6)
How can you help protect this special place and all its gifts?	Catch and release fishing, pickup litter, visit Interpretive Centre and learn more about this place (sign 10)

Grade 4: Post-trip Activities

1. Early Farming (Copy Pages 2.2.3 Gr4)

Compare farming techniques used by the first farmers at Kenosewun to those used by the European immigrants that arrived 500 years later.

Early Farming in Manitoba		
<i>Farming Methods</i>	<i>First Farmers at Kenosewun</i>	<i>European Farmers who came to Red River in 1800s</i>
Farm tools used		
Crops grown		
Livestock		
Storage of harvest		
Size of farm		

2. Place of Many Fishes – Part II

Students work individually or in groups to complete the final column of the Place of Many Fishes chart after the field trip.

Grade 5

Grade 5: Pre-trip Activities

1. From First Peoples to PowerPoint

Work in groups to research how First Nations used Kenosewun before the Europeans arrived. Develop a PowerPoint presentation for your class on your findings. Use these websites to find pictures for your presentation:

- Manitoba Parks and Natural Areas – Lockport Provincial Heritage Park www.gov.mb.ca/conservation/parks/popular_parks/lockport/index.html
- Manitoba Heritage Council Commemorative Plaques www.gov.mb.ca/chc/hrb/plaques/plaq0377.html
- Canadian Council for Geographic Education – Red River First Farmers www.ccge.org/ccge/english/Resources/rivers/tr_rivers_RRfirstFarmers.asp

Grade 5: Field Trip Activities

1. Kenosewun Centre

Book a school program with the interpreters at Kenosewun Centre. See contact information above. Include a tour of the Visitor Centre to see how the First Nations lived prior to European arrival.

2. Mapping an Earlier Time

Draw a map of the site, as it would have looked 600 years ago. Remember the dam would not be there, instead there was a series of rapids. Include a title, legend and compass rose. Include any information about the site you learned at the visitor centre, along the interpretive trail or from the interpreters, for example what was found in the archeological dig and where was it.

Materials required:

- Drawing paper and clipboard
- Colour pencils



C. Aldea ~ Grade 6

Grade 5: Post-trip Activities

1. Can You Dig It (Copy Pages 2.2.3 Gr6)

Can you Dig It	
Question	Your answer
What does an archeologists do?	
What is an “artifact”?	
Can anyone dig up artifacts from the past?	
What should you do if you find an artifact, like an arrowhead or piece of pottery?	
How do we protect artifacts found in archeological digs?	
What are two things the artifacts at Kenosewun have taught you?	1. 2.
What artifact might you leave behind for someone to find in 600 years?	

2.3 Seven Oaks Museum and the Battle of Seven Oaks

Seven Oaks, one of the oldest surviving log homes in Manitoba takes its name from the small stand of oak trees nearby. It is hard to believe that this place, a small, unassuming park along Winnipeg's Main Street, commemorates one of the fiercest, deadliest battles in the history of Manitoba.

In the spring of 1816, tension in the Red River Settlement was high. Lord Selkirk had established this small agricultural community just four years before; in order to develop a local food supply for the Hudson Bay Company. The North West Company fiercely opposed the settlement as did local Métis who were worried that the bison that they relied upon for food and clothing would be displaced. On June 19, 1816, Cuthbert Grant, a noted bison hunter led a North West Company brigade from the Assiniboine River. Near Seven Oaks, Robert Semple, Governor of the Red River Settlement and about 26 men confronted the brigade.



Battle of Seven Oaks: Archives of Manitoba

A heated argument ensued, a shot was fired and minutes later Governor Semple, and twenty of the settlers lay dead. The Métis suffered one casualty. This event marks the start of a bitter battle between the HBC and the NWC that

ended in 1821 with the amalgamation of the two companies.

John Inkster, a former HBC employee, farmer, businessman and community leader, later settled the land at Seven Oaks. Between 1851 and 1853, Inkster designed and built this two-storey log house for his family. This simplified Georgian style log house is a rare and excellent example of lap-joint construction. It is one of the oldest surviving residences in Manitoba and is situated facing the river, as it would have been when river lots were the form of land ownership along the Red and Assiniboine rivers. Members of the family occupied the home until 1912. Seven Oaks, now houses the Seven Oaks Museum where the stories of the Red River Settlement, including the Battle of Seven Oaks are told.

More about Seven Oaks

To find out more about Seven Oaks check the following resources.

- Historic Places: search under Seven Oaks

Searching the website for Canada's Historic Places (www.historicplaces.ca/) can add a whole other dimension to students' appreciation of this site. Searching the website is fun and easy. First you'll need to go to the "Explore Historic Places" section and click on "Canadian Register of Historic Places". Options that follow include "Search" or "Search the Register", which are the best places to start. Drop-down menus for three options ("Province/Territory", "Field of Interest" and "Type of Building") will take you to any number of interesting places. For example, if you start with Province/Territory of "Manitoba", then Field of Interest of "Education", then Type of Building as "One-room School", you will find a fascinating range of designated buildings throughout Manitoba. You can even search other provinces and territories and compare Manitoba's one-room schools with buildings in far-away places.

- Manitoba Historic Resources: www.gov.mb.ca/chc/hrb/plaques/plaq1068.html
- City of Winnipeg: www.winnipeg.ca/ppd/historic/pdf-consv/Main%201637-short.pdf
- Seven Oaks Museum: www.geocities.com/sevenoaksmuseum/
- Manitoba Historical Society: www.mhs.mb.ca/docs/pageant/04/sevenoaksmuseum.shtml
- Exploration: The Fur Trade and Hudson's Bay Company www.canadiana.org/hbc/stories/massacre1_e.html
- The Forks and the Battle of Seven Oaks in Manitoba History. Edited by Robert Coutts and Richard Stuart, Manitoba Historical Society, 1994. ISBN 0-921950-12-8.

2.3.1 Contact Information

Seven Oaks Museum is situated at 115 Rupertsland Boulevard, 1½ blocks east of Main Street. The museum is open from the May long weekend through to Labour Day. During that time it is open 7 days per week, 10:00 am to 5:00 pm. Phone to arrange for tours. Tours are by donation, no set fee.

Seven Oaks Museum
 Box 25176
 1650 Main Street
 Winnipeg, MB
 R2V 0K1
 (204) 339-7429



Seven Oaks Museum: Historic Resources Branch

There is no specific school program. Tour guides provide a general tour of the house, log cabin, post office and grounds where you will see a replica of a Red River cart, wagons and the dugout basement to see the impressive stonework done by John Inkster. There is also a large park and playground in front of the museum where students can have a picnic lunch.

2.3.2 Curriculum Connections

Grade 4

- 4-KL-027 Relate stories of interactions between the Selkirk settlers and Aboriginal peoples
- 4-KH-033 Relate stories of people and events that shaped Manitoba
- 4-KH-034 Describe ways in which life in Manitoba has changed over time

Grade 5

- K-KP-049 Give examples of conflicting priorities between the demands of the fur trade and agricultural settlement.
- K-KE-053 Compare and contrast the operations of the Hudson's Bay and the North West Companies and describe the competition between them.
- K-KH-039 Describe the reasons for, main events of, and impact of the Selkirk Settlement of the Red River.



1897 John Inkster Home 01: Manitoba Archives

2.3.3 Seven Oaks Activities

Grade 4

Grade 4: Pre-trip Activities

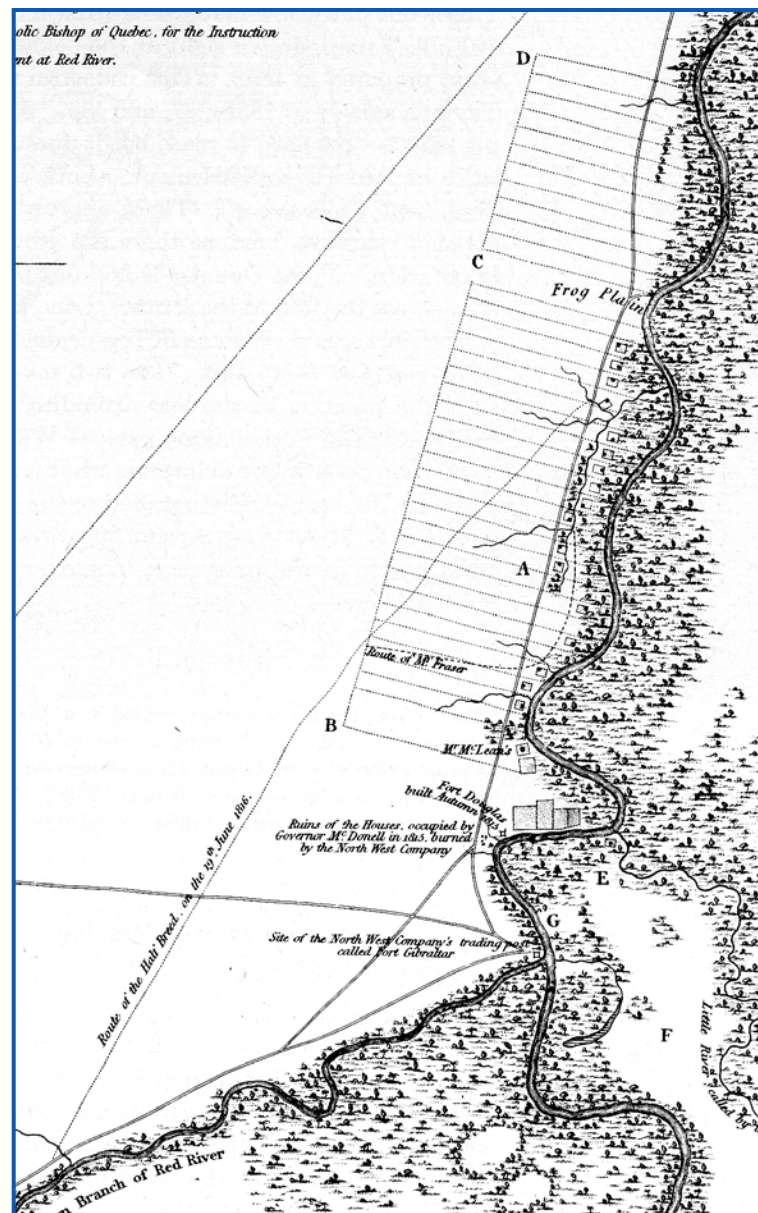
1. Mapping the Battle Ground

Students work in groups to research and map the Red River Settlement in 1816 along with the area the Battle of Seven Oaks took place. One possible map is found in Manitoba Archives – *Fidler's Plan Red River Settlement, 1816* (also

found in *The Forks and the Battle of Seven Oaks in Manitoba History*. Edited by Robert Coutts and Richard Stuart).

On the map you should include a title, legend, compass rose, the Red and Assiniboine rivers, Omand's Creek and other creeks flowing into the Red or Assiniboine rivers. Also include Fort Douglas, the Métis route of travel and the area known as Seven Oaks or *La Grenouillère* (Frog Plain) that was the site of the battle.

Teachers Key: map of area of Battle of Seven Oaks



Map: Historic Resources Branch

2. Who Were They?

Research and write a story about both (a) the Métis and (b) the Selkirk Settlers. Be sure to include when they arrived in the Red River Settlement, what they did there, who they worked for, who their ancestors were, how long they had been there before the Battle of Seven Oaks. Include a timeline for each group from the time they arrived to the date of the battle.

Grade 4: Field Trip Activities

1. Tour of Museum and Battle Ground

Arrange for a tour of the Seven Oaks Museum and grounds. Contact information for the museum is in section 2.3.1 above.

2. Seven Oaks Photo Collage

Students take photographs of the site and artifacts in the museum. If cameras (digital, phone, film, please discourage the use of disposable cameras) are not available this can be a sketching exercise. Students chose which aspects or artifacts they are most interested in, then take photographs of it or sketch it. Back in the classroom they will create a collage with the photographs or sketches. Along with the collage there should be a title and written explanation of why those things were chosen and what story they tell of the Battle of Seven Oaks.

Grade 4: Post-trip Activities

1. Seven Oaks Photo Collage Continued

Students complete their collages as above then present them to the class, relaying the story their collage tells of this historic place.

2. Journal Story of the Battle

Write in your journal the story of the Battle of Seven Oaks in your own words. Reflect on how you think this event shaped Manitoba and the impact it had over time. How could the battle have been prevented? What have we learned from this battle?

Grade 5

Grade 5: Pre-trip Activities

1. Roots of the Battle

Work in pairs to develop a timeline of the history for both the Hudson's Bay Company and North West Company from their beginnings up to 1816.

2. HBC vs NWCo

The Hudson's Bay Company and the North West Company were fierce competitors, like Canadian Tire and Wal-Mart, Tim Horton's and Starbucks, Nintendo and Playstation. The story of the Battle of Seven Oaks or Frog Plain is partly about the battle between the two companies and the people that worked for them. But it is more complicated than that. It involves rival companies, powerful international figures with political agendas, poor working people trying to make a living and ethnic tension.

Another part of the equation was the pemmican trade. Research and write a point form outline of:

- What is pemmican and why was it important to the fur trade
- What role each company had in the pemmican trade
- What was the pemmican embargo of 1814
- What other skirmishes happened between the companies and its employees leading up to the Battle of Seven Oaks

4. The Little People Report

Write two paragraphs about the Métis, who they were and when they settled along the Red River. Write two paragraphs about the Selkirk Settlers, who they were, why they came and when they settled along the Red River. Write two more paragraphs about conflicting priorities between those who worked in the fur trade and those who came to farm the land. Do an online search for pictures of both groups to be included in your report.

Grade 5: Field Trip Activities

1. Visiting the Battle Grounds

Arrange for a tour of the Seven Oaks Museum and grounds. Contact information for the museum is in section 2.3.1 above.

2. Lasting Impressions (Copy Pages 2.3.3 Gr5)

Complete the following during your visit to the Seven Oaks Museum. To fill in any gaps you can check the Museum website at www.geocities.com/sevenoaksmuseum/.

Teacher's Key

Lasting Impressions: Seven Oaks Museum	
Who built the house the museum is now located in and when?	John Inkster and his wife Mary Sinclair Built between 1851 and 1853
What event in 1852 delayed the completion of the house?	The flood of the Red River (the second largest flood on record)
Was the house here during the Battle of Seven Oaks in 1816?	No
What was John Inkster's background or country of origin?	Scottish from Orkney Islands (not one of the Selkirk Settlers but from the same place)
What was Mary Sinclair's background or country of origin?	Métis from Oxford House
What artifacts or historic objects do you find here?	Artifacts that represent life in the Red River Settlement: large collection of furniture made by Inkster, clothing such as buffalo coats and women's apparel, personal belongings, native beadwork, bow from buffalo hunt, Red River cart, post office supplies
What stories do the artifacts or historic objects tell you?	
This building is the oldest surviving _____ in Manitoba?	Residence, home
In addition to the house, what other parts are there to the building?	Store and post office
When did the house become a museum?	1958
Why is it important to preserve historic places like this house?	To help tell and understand stories of past To better understand who we are To try to prevent events like the Battle of Seven Oaks happening again
What does the plaque on the monument (Main & Rupertsland) for the Battle of Seven Oaks say?	

Grade 5: Post-trip Activities

1. The Great Court Case

Students hold a mock trial of Cuthbert Grant and his men to determine if they are guilty of murder or fought back in self-defense. Students use a number of resources for research of the story of the Battle of Seven Oaks and gather information on their field trip. This information is then used to develop the mock trial. This activity might be combined with another grade 5 class; one class playing the Métis and the other Selkirk Settlers.

Characters needed for the mock trial are:

The Judge (Teacher)

A jury of five students (12 if you have a large class or are combining classes)

Defense Lawyer for Cuthbert Grant and his men

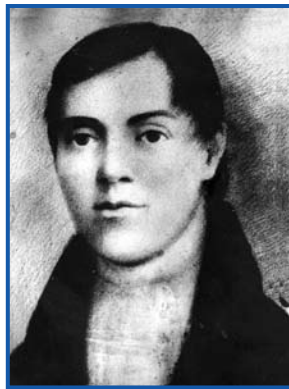
Prosecuting Lawyer who has charged Grant with murder

Cuthbert Grant

A few students to represent Grant's men

A few students to play Selkirk Settlers who witnessed the battle

A few students to play Métis witnesses to the battle



*Cuthbert Grant, c.1805:
Archives of Manitoba*

Break the class into two groups – Métis and Selkirk Settlers. Each group researches the story and prepares background notes about what occurred. No need to keep the jury out of this process because they would have had alliances to either side anyway.

Students from each group choose the lawyer for their side and help them prepare a case for the defense or prosecution. The students will also need to research Cuthbert Grant

and be familiar with his story. The appointed witnesses should be able to relay the story of the battle, as they believe it happened.

(Teacher's note: There are a number of research sources that are still passionate about the battle today, such as the Manitoba Métis Federation. You may want to make sure the students get a well-rounded viewpoint when doing their research, not to rely solely on one source.)

Each side will prepare arguments for or against the murder charge. The Defense Lawyer and his/her team will need to prepare an argument as to why it was self-defense and call witnesses to prove it. The Prosecuting Lawyer and his/her team will need to prepare a case for why it was murder and also call witnesses to prove it. Note that no one knows who fired the first shot.

The day of the trial the Judge presides. The first step is the prosecution starts with opening arguments – an overview of what their case will be. Then the defense presents their opening arguments. Then the prosecution begins by calling their witnesses. Following that the defense calls their witnesses. Once both sides have finished with witnesses they make summations – a closing argument about why their side is right. The judge then reminds the jury that they have to make their ruling “beyond a shadow of doubt” and dismisses them to deliberate on the verdict.

The students might want to dress in period costume for the trial. They might also want to prepare maps of the battleground or other evidence.

When the jury has rendered their verdict you might plan an appropriate celebration of the results. Remind the students that there are two sides to this story and grievances on both sides, regardless of the outcome of the trial. It was a battle that occurred surrounded by a history of tension between the two communities and both communities hold some responsibility for its outcome.

2. Another Way

Class discusses the Battle of Seven Oaks and how it might have gone differently if both groups had used constructive strategies to resolve their conflict. Ask students to provide examples of things the leaders might have done differently to end the situation peacefully.

What might the others have done to prevent the battle? When tensions are building in a community how do we know it, what are the symptoms? What can we as individuals do about it? Who is responsible for preventing conflict?



Battle of Seven Oaks: Archives of Manitoba



P. Szentag ~ Grade 4



E. Alban ~ Grade 6

2.4 Lagimodière Gaboury Park / Fort Gibraltar

By the west bank of the Seine River, where it meets the Red River, building remains dating to before the 1880s have been found by archaeologists. These are possibly the remnants of the homestead of Jean Baptiste Lagimodière and Marie-Anne Gaboury, considered the founding family of St. Boniface and the first French-Canadian family to have settled west of the Great Lakes. Jean Baptiste Lagimodière and Marie-Anne Gaboury were also the grandparents of Louis Riel, the founder of Manitoba. In 1980, both of them were designated persons of national historic significance by the Historic Sites and Monuments Board of Canada (HSMBC).

Marie-Anne Gaboury (1780-1875) was born in Trois-Riviere, Quebec. At the age of 24, she married Jean-Baptiste Lagimodière (1778 – 1855), a fur trader. Together, they travelled first to Fort Gibraltar at the Red and Assiniboine rivers, and then further westward pursuing their living in the fur trade. Marie-Anne would draw considerable attention as the first white women seen in these regions. The couple later returned to the Red River where troubles were brewing between the Hudson's Bay Company, the Selkirk Settlers, the North West Company and the Métis people. Caught in the conflict, Marie-Anne and her children left the Red River Settlement and took refuge with Chief Peguis. Jean-Baptiste travelled in secrecy to Montreal as courier for Lord Selkirk and sought help for him and his colonists. For this service, in 1817, Selkirk gave Lagimodière a generous land grant along the Red River.

Historical evidence indicates the grant included land not only on the east of the Seine River but also one hundred acres west of the Seine River on which the homestead and a sawmill were situated. Today, the west side of the confluence

of the Red and Seine rivers is a municipal park – the Lagimodière-Gaboury Historic Park, with interpretive trails, and the HSMBC monument that tell the story of this historically famous couple.



*Lagimodière-Gaboury Park entrance:
McGowan & Russell Landscape Architects*

More about Lagimodière Gaboury Park/ Fort Gibraltar

- Rivers West: www.routesonthered.ca/pdf/voyageurs_drive.pdf; and www.routesonthered.ca/pdf/Wpg_Murder_Mystery.pdf
- Fort Gibraltar: www.fortgibraltar.com/history.htm
- Save Our Seine: www.saveourseine.com/seineriver/history.html
- The Red River – Great Canadian Rivers. Com: www.greatcanadianrivers.com/rivers/redriver/history-home.html
- The Murals of Winnipeg: www.themuralsofwinnipeg.com/Mpages/index.php?action=getomural&muralid=257

2.4.1 Contact Information

There are no staff for the Lagimodière-Gaboury Historic Park as it is a municipal park. You are welcome to visit it during daylight hours and there is an interpretive trail and historic plaques to help you explore this historic site. The park can be accessed at

the corner of rue Notre Dame and Thibault. It includes walking and cycling trails, picnic areas with shelters, soccer pitches, interpretive panels and bronze plaques.

Fort Gibraltar is in Whittier Park, which is connected to Lagimodière-Gaboury Park. Fort Gibraltar has an interpretive centre open mid-May to the first of September. The interpretive centre has much to offer. Situated in a natural environment on the banks of the Red River, Fort Gibraltar will transport you back in time 200 years to the age of the Voyageurs and the fur trade. Many living characters will gladly guide you on an interpretive journey through the early 1800's. Today's fort houses: Maison du Bourgeois (closed to the public), blacksmith shop, canoe shed, pemmican cabin, engagé's cabin, trading post, lookout towers and a walkway.



Fort Gibraltar:

866 rue St. Joseph in St. Boniface, at the corner of rue St. Joseph and Messenger

Hours of operation:

May to September long weekends

Wednesday to Sunday
10:00 am to 6:00 pm

Admission: \$4 (2007)

School tour programs (2007):

May and June, on Wednesday, Thursday and Friday, 10:30am to 4pm

Maximum group size is 60 students, fee of \$3.00 per student, tours last from 1 to 1.5 hours.

Costumed historical interpreters give tours of the fort in character and explain the part Fort Gibraltar played in the days of the voyageur. They cover several historical themes such as the role of French Canadian voyageurs in the North West Company, Western exploration, the Selkirk settlement, 19th century transportation, and the importance of the Forks. Tours are completely bilingual and they cater to English, Immersion and DSFM schools.

Tours can be booked by calling the Festival du Voyageur main offices at 237-7692

Or contact:

Colin Mackie

Gérant des programmes du patrimoine/
Heritage Programs Manager
Festival du Voyageur inc.
233 boul. Provencher
Winnipeg Manitoba R2H 0G4
Tél. (204) 237-7692
cmackie@festivalvoyageur.mb.ca

2.4.2 Curriculum Connections

Grade 4

4-KI-012 Give examples of francophone contributions to the history of Manitoba

4-KH-033 Relate stories of people and events that shaped Manitoba

Grade 5:

5-KI-009 Describe daily life and challenges for various groups involved in the fur trade.

5-KH-032 Relate stories of the people and events of the fur trade

2.4.3 Activities

Grade 4

Grade 4: Pre-trip Activities

1. Go West Young Woman (Copy Pages 2.4.3 Gr4)

Marie-Anne Gaboury (1780-1875) was born in Trois-Riviere, Quebec. At the age of 24, she married Jean-Baptiste Lagimodière (1778 – 1855), a fur trader. While they had planned to stay in Quebec, things changed shortly after their marriage and the couple headed to the wild west so Jean-Baptiste could continue working in the fur trade. It was very unusual for Jean-Baptiste to bring his Quebec wife to the west – in fact Marie-Anne is believed to be the first white woman in the region. Imagine

how much her life changed, from her life in a Quebec town to a life of the fur trade, travelling canoe routes and across the wild prairies.

2. Reward for Loyalty

During the conflict between the Métis and Selkirk Settlers during the time of the Battle of Seven Oaks, Jean-Baptiste Lagimodière played an important role that was richly rewarded. He travelled in secret to Montreal as courier for Lord Selkirk and sought help for him and his colonists. For this service, in 1817, Selkirk gave Lagimodière a generous land grant along the Red River.

Write a report on Lagimodière’s journey and the difficulties he had to carry out his mission. How did Lagimodière and this event shape the history of Manitoba?

Go West Young Woman: Changes in the Way of Life for Marie-Anne Gaboury

<i>Topics</i>	<i>Trois-Riviere, Quebec</i>	<i>Working the Fur Trade</i>
Food		
Transportation		
Shelter		
Customs and Traditions		
Recreation		
Friends and Family		
School for Children		
Socializing		

Grade 4: Field Trip Activities

1. The New Fort Gibraltar

Arrange a field trip to Fort Gibraltar to participate in their school program. See contact information in section 2.4.1 above.

2. Visit the Homestead (Copy Pages 2.4.3 Gr4)

While there is no actual homestead to see, Lagimodière-Gaboury Park sits on the land that was granted to Jean-Baptiste Lagimodière after his hard work and loyalty to Lord Selkirk. It is a beautiful piece of property running along the Seine and Red rivers. There was once a

house, out buildings and a sawmill. Explore the interpretive trail and the story it tells about the history of the family and the birth of the Métis culture. It was on this site that Jean-Baptiste and Marie-Anne raised their children, including Julie the mother of Louis Riel. Louis himself might have been born here and most certainly spent time here as a child.

Complete the following chart while visiting Lagimodière-Gaboury Park. After exploring the interpretive trail, find a quiet place to sit and think about Louis Riel visiting his grandparents here and what he might have done here in the 1840s and 1850s.

Off to Visit Gramma and Grampa		
<i>Activity</i>	<i>What would a young Louis Riel have done at your age?</i>	<i>What would you do today?</i>
Help Grampa with the chores, what kind		
Help Gramma with the chores, what kind		
Find something entertaining to do		
Play games, sports		
Explore nature		
Favourite thing to do at the grandparents		

Grade 4: Post-trip Activities

1. Great People from History

Marie-Anne Gaboury and Jean-Baptiste Lagimodière were fur traders that started a legacy. They both accomplished much in their lifetime. They also raised a family and many of their children and grandchildren went on to make great accomplishments.

Work in groups to create a family tree starting with Marie-Anne Gaboury (1780-1875) and Jean-Baptiste Lagimodière (1778 – 1855) at the top and see how far you can get tracing the family tree from its roots. Include the dates the people lived and accomplishments they made.

Teacher’s Note: The St. Boniface Historical Society is a good source of information and has prepared a Marie-Anne Gaboury and Jean-Baptiste Lagimodière genealogy.

Grade 5

Grade 5: Pre-trip Activities

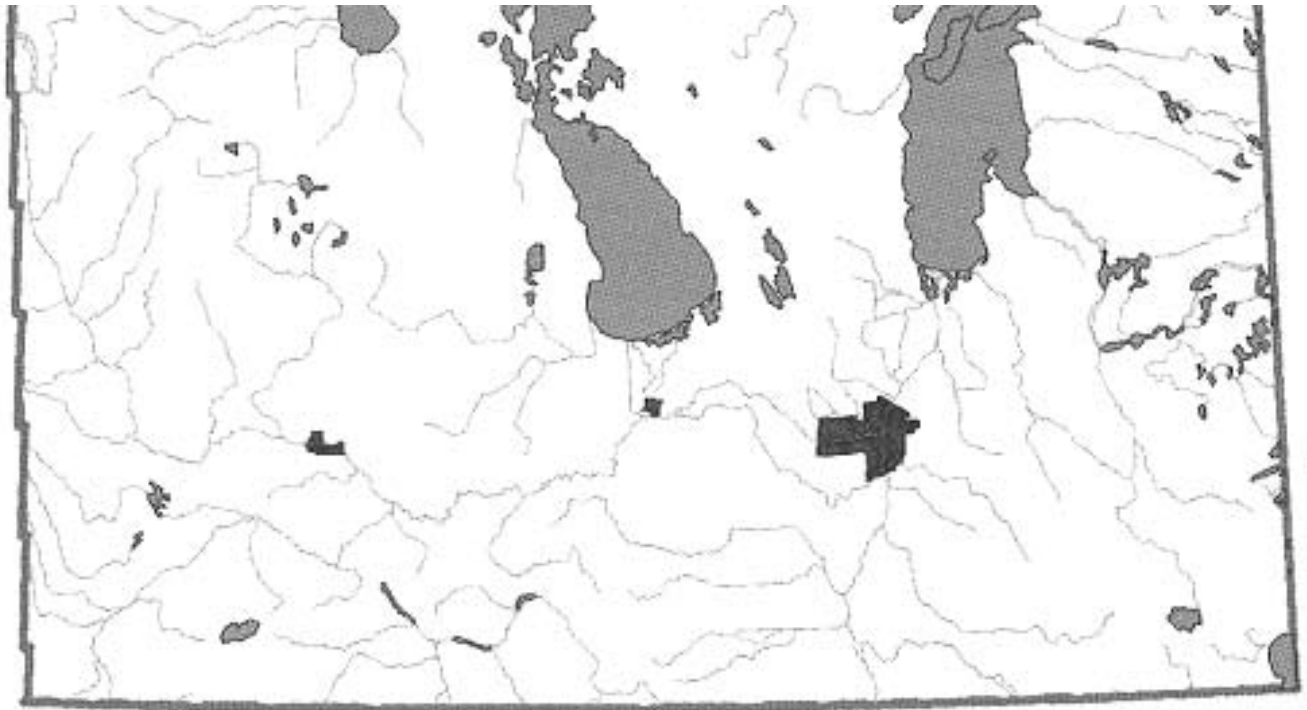
1. Marie-Anne and Jean-Baptiste (Copy Pages 2.4.3 Gr5)

Using a variety of resources research and write a short biography of either Marie-Anne Gaboury or Jean-Baptiste Lagimodière. Record their historical significance, elements in their daily life and follow their travels. The girls might want to choose Marie-Anne and the boys Jean-Baptiste.

Marie-Anne Gaboury or Jean-Baptiste Lagimodière	
Name: _____	
Date and Place of Birth: _____	
Date and Place of Death: _____	
Background	
Interests, motivations, hopes	
Accomplishments	
Travels (list or sketch a map)	
Difficulties and challenges encountered	
Other interesting points	
Why is she or he important to the history of Canada?	
Two sources consulted (Title, author, date)	1. 2.

2. Forts, Forts, Forts

Using a variety of sources find all the fur trading forts you can that existed along the Red River, from the U.S. border up to Lake Winnipeg. Map them on a map of southern Manitoba. Include the time period they were in operation and the company they belonged to.



E. Kyle ~ Grade 5

Grade 5: Field Trip Activities

1. A Trip to Fort Gibraltar – Artifact Analysis (Copy Pages 2.4.3 Gr5)

On your field trip to Fort Gibraltar take some time to look at the artifacts or historic objects (or reproductions), then chose two artifacts that you find interesting and complete the following.

A Trip to Fort Gibraltar – Artifact Analysis	
<i>Artifact 1:</i>	<i>Artifact 2:</i>
Describe the object:	Describe the object:
Make a sketch of the object:	Make a sketch of the object:
What was it used for?	What was it used for?
How old is it?	How old is it?
Where did it come from?	Where did it come from?
Other interesting details:	Other interesting details:
What does it tell me about life during this period?	What does it tell me about life during this period?

2. A Trip to Lagimodière-Gaboury Park (Copy Pages 2.4.3 Gr5)

Prearrange with the school bus to pick you up at Lagimodière-Gaboury Park, which is connected to Whittier Park where Fort Gibraltar is. Use the river trail to walk over to Lagimodière-Gaboury Park after your visit to Fort Gibraltar. You will be walking in the footsteps of many great people from Manitoba history including Lagimodière, Gaboury and Louis Riel.

As you walk along have the students imagine they are the children of Lagimodière and Gaboury and their friends. What type of clothes would they be wearing? What would they be carrying or have in their pockets? Where might they be coming from? What will they be doing when they get home? Have them sing a song that the children might have sung.

The children of Lagimodière and Gaboury were:

- Reine, born 1807
- Jean-Baptiste, born 1808
- Josette, born 1809
- Benjamin, born 1811
- Apolline (Pauline), born 1812
- Romain, born 1819
- Julie, born 1822
- Joseph, born 1825

Once at Lagimodière-Gaboury Park, look for the interpretive signs. Have the children answer the question sheet from information on the interpretive signs.

Teacher's Key

Lagimodière-Gaboury Homestead	
Who lived here before the Lagimodière-Gaboury family? How did they make a living?	First Nations and Métis people. Hunting, fishing, trapping, trading, bison hunting, farming, making provisions for the fur trade
What operated here at Pointe Maisonneuve from 1882 until 1884 when it burnt down?	A lumber mill
When did Jean-Baptiste and Marie-Anne leave Trois-Rivières in Quebec to come west?	Spring of 1806
When did Jean-Baptiste and Marie-Anne settle on their homestead here?	1812
Jean-Baptiste and Marie-Anne had a daughter named Julie and she had a famous son. What was his name?	Louis Riel

Grade 5: Post-trip Activities

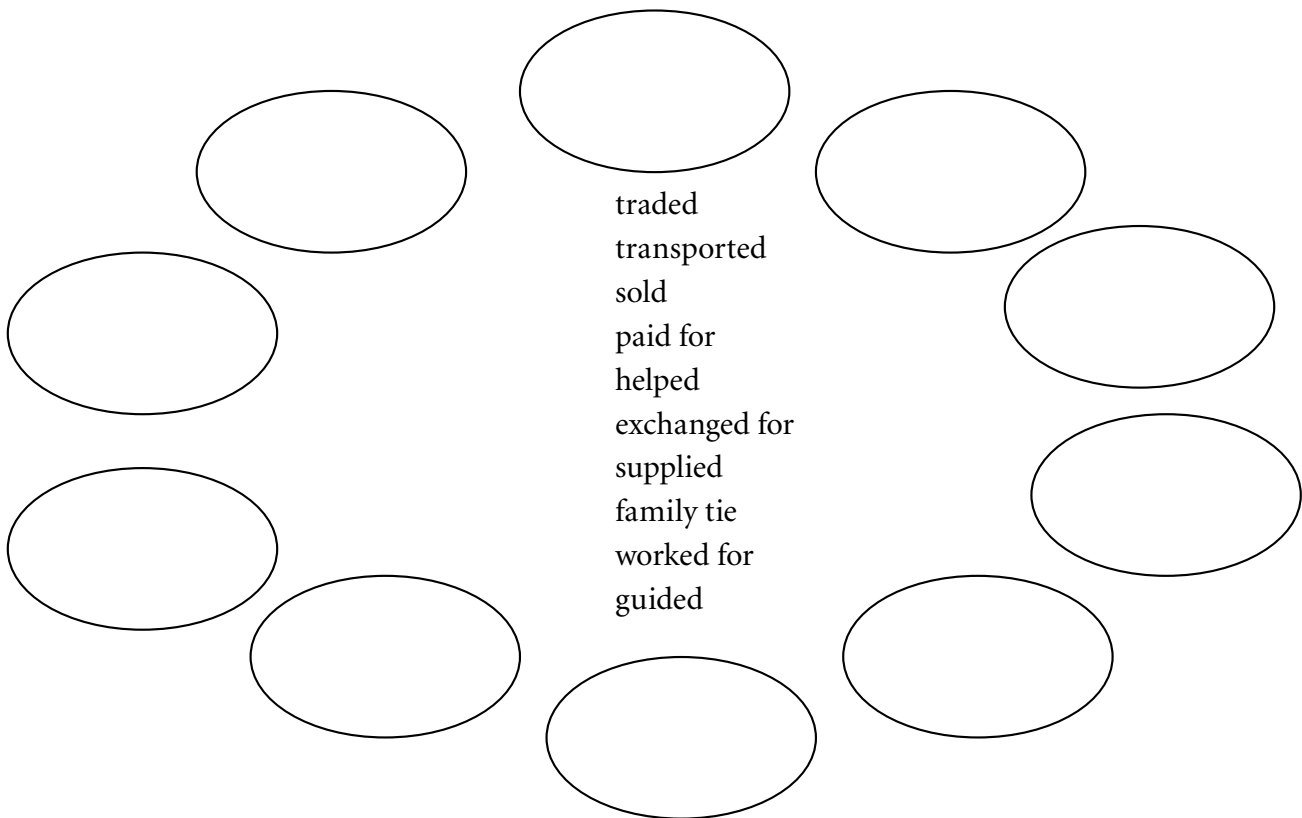
1. Women's Roles in the Fur Trade

Women, particularly First Nations and Métis women, played many important roles in the fur trade. Create a storyboard, comic strip or pictorial essay of what roles First Nations and Métis women played in the fur trade.

2. Fur Trade Economy (Copy Pages 2.4.3 Gr5)

Think about the relationships between the different groups of the fur trade. Use nine of the words from the list to describe the exchange of goods in the fur trade. Link the circles with lines and write one or more sets of words, from the centre, on the line that describes the economic relationship.

Circle words: First Nation & Métis trappers, First Nation & Métis hunters, First Nation & Métis women, First Nation & Métis guides, HBC merchants, NWCo merchants, voyageurs, furs, trade goods, explorers, food, medicine, canoes



2.5 Lower Fort Garry

In 1831, Governor George Simpson of the Hudson's Bay Company (HBC) wrote that he had *"...determined last fall on abandoning the Establishment [of Fort Garry at the Forks] altogether, and, instead of wasting time, labour and money in temporary repairs of tottering wooden buildings to set about erecting a good solid comfortable Establishment at once of stone and lime, in such a situation as to be entirely out of the reach of high water and would facilitate any extensive operations connected with craft and transport which may hereafter be entered into"*. Downriver from Fort Garry, it was named Lower Fort Garry (LFG).

The HBC began construction of LFG later that year near present-day Selkirk. The first buildings constructed of locally quarried limestone included the Big House, home to Simpson and his wife for a short while, the fur loft and warehouse. LFG was supposed to be the HBC administrative centre for much of its western Canadian fur trade. However by 1838, Upper Fort Garry had been rebuilt and key administrative, supply and retail roles returned to the hub of the Red River Settlement. LFG assumed a new role of transshipment and provisioning centre, an assembly point for the fur trade brigades that travelled the Red River - Portage La Loche - York Factory boat route.

Over the years, LFG had a number of other historically important roles. In 1870, some of the Red River Expeditionary Force sent from eastern Canada to quell the Red River Resistance wintered there. In 1871, LFG was where Treaty Number One, the first of the numbered treaties in Canada, was made between the Saulteaux (Ojibwa), Swampy Cree First Nations and the Crown. In the fall of 1873 to spring of 1874, it was the first base for the newly established North-West Mounted Police. For six years part of LFG was used as a temporary penitentiary until Stony Mountain was built in 1877, and for a time in the 1880s, part of it was the Manitoba Lunatic Asylum.

The demise of LFG began in the 1880s when the railway replaced water transportation. The HBC closed LFG in 1911. Many of the original stone buildings and the walls of LFG have survived, and archaeological remains of the industrial and agricultural areas outside the walls are evident.

More about Lower Fort Garry

To find out more about Lower Fort Garry, check these resources.

- Historic Places: do a general search there are several buildings listed plus the fort itself

Searching the website for Canada's Historic Places (www.historicplaces.ca/) can add a whole other dimension to students' appreciation of this site. Searching the website is fun and easy. First you'll need to go to the "Explore Historic



Lower Fort Garry 1847: Manitoba Archives, 245 Finley Collection # 27

Places” section and click on “Canadian Register of Historic Places”. Options that follow include “Search” or “Search the Register”, which are the best places to start. Drop-down menus for three options (“Province/Territory”, “Field of Interest” and “Type of Building”) will take you to any number of interesting places. For example, if you start with Province/Territory of “Manitoba”, then Field of Interest of “Education”, then Type of Building as “One-room School”, you will find a fascinating range of designated buildings throughout Manitoba. You can even search other provinces and territories and compare Manitoba’s one-room schools with buildings in far-away places.

- Parks Canada: www.pc.gc.ca/lhn-nhs/mb/fortgarry/index_e.asp
- Rivers West – Routes on the Red: www.routesonthered.ca/pdf/fur_trade_drive.pdf
- Histor!ca – the Canadian Encyclopedia: www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0002939

2.5.1 Contact Information

Lower Fort Garry National Historic Site of Canada

5925 Highway 9,
St. Andrews, Manitoba R1A 4A8
(204) 785-6050
Toll Free: 1-888-773-8888
TTY: 1-866-787-6221
Fax: (204) 482-5887
Email: LFGNHS.Info@pc.gc.ca

School programs

Discover the past first-hand, through one of our Manitoba curriculum-based programs and activities. An experienced interpreter will lead your group as they explore one of the finest collections of early stone buildings in western Canada. Younger students will be enchanted by games, interactive stories, and treasure hunts, while older students will receive an



Lower Fort Garry: Historic Resources Branch

introduction to some of the social and racial tensions brought about by the birth of the fur trade in Red River.

You can book by phone, fax, or e-mail. Request service in English, French, or a mixture of both official languages; and for ESL students: beginner, intermediate, or advanced.

The admission (2007) for elementary and secondary school students is \$2.95 per person, and each activity or program added on is \$1.00 per person. Therefore, a group wishing to book one program and one activity would expect to be charged a total of \$4.95 per person (\$2.95 + \$1.00 + \$1.00). One teacher or parent chaperone per 15 students is free.

Beaver on the Coin (Grades 3 - 4)

Working in groups and led by an interpreter, students go on a treasure hunt to locate symbols throughout Lower Fort Garry with the use of a map and a worksheet. The interpreter tells a story about each symbol, relating it to our province and country’s history. By the end of the treasure hunt, students will appreciate the symbols we see around us, and understand how symbols represent our past.

Availability from May 15 - June 30;
September 5 - September 30. Length – two hours in spring; 1.5 hours in fall

Each Played a Part (Grades 5 – 6)

Costumed interpreters will play “The Liar’s Game” with your students, as a unique way of introducing them to some fur trade legacies. Each character tries to give credit to his or her people for the invention of the item, and students have to figure out who is telling the truth. After the activity, students will have a chance to visit the fort with one of the Liar’s Game interpreters, who will introduce them to other innovations of the fur trade era.

Availability from May 15 - June 30, length – two hours



*Lower Fort Garry interpreters at work:
Historic Resources Branch*

Teachers Guide

The Lower Fort Garry website includes a number of teacher’s resources and activities you can download at www.pc.gc.ca/lhn-nhs/mb/fortgarry/edu/edu7_e.asp

2.5.2 Curriculum Connections

Grade 4

- 4-KL-025 Describe places of historic, cultural, or environmental significance in Manitoba
- 4-KH-033 Relate stories of people and events that shaped Manitoba
- 4-KH-035 Describe ways in which life in Manitoba Has changed over time

Grade 5

- 5-KI-009 Describe daily life and challenges for various groups involved in the fur trade.
- 5-KL-021 Give examples of ways in which the fur trade operations were influenced by the land
- 5-KH-030 Describe the influence of the fur trade on the historical development of Canada.
- 5-KH-031 Describe factors that led to the development and expansion of the fur trade into the west and north of Canada.
- 5-KH-032 Related stories of the people and events of the fur trade
- 5-KH-036 Give examples of the impact of interactions between First Peoples and European traders and settlers
- 5-KG-044 Identify global factors that influenced the fur trade in Canada.
- 5-KE-052 Describe how the fur trade was dependent on the men and women of the First Nations and Métis Nation.



K. Mckim ~ Grade 4

2.5.3 Lower Fort Garry Activities

Grade 4

Grade 4: Pre-trip Activities

1. LFG – Shaping Manitoba (Copy Pages 2.5.3 Gr4)

Using a variety of resources, research the events that occurred at Lower Fort Garry and how they have helped shape Manitoba. Use the W-5 chart to record your answers. Then choose one of the events to share with your classmates.

2. Space in Time

Based on the information you found in *LFG – Shaping Manitoba* above and other research, create a timeline for events at Lower Fort Garry. Include dates and a list of significant event.

Teacher’s Key: Lower Fort Garry Map

People and Events at Lower Fort Garry that Shaped Manitoba & Canada					
Who?	What?	Where?	When?	Why?	How?
Governor George Simpson					
	Lower Fort Garry				
	Red River Expeditionary Force (1870)				
	Signing Treaty Number One				
	North-West Mounted Police				



K. Neufeld ~ Grade 4

Grade 4: Field Trip Activities

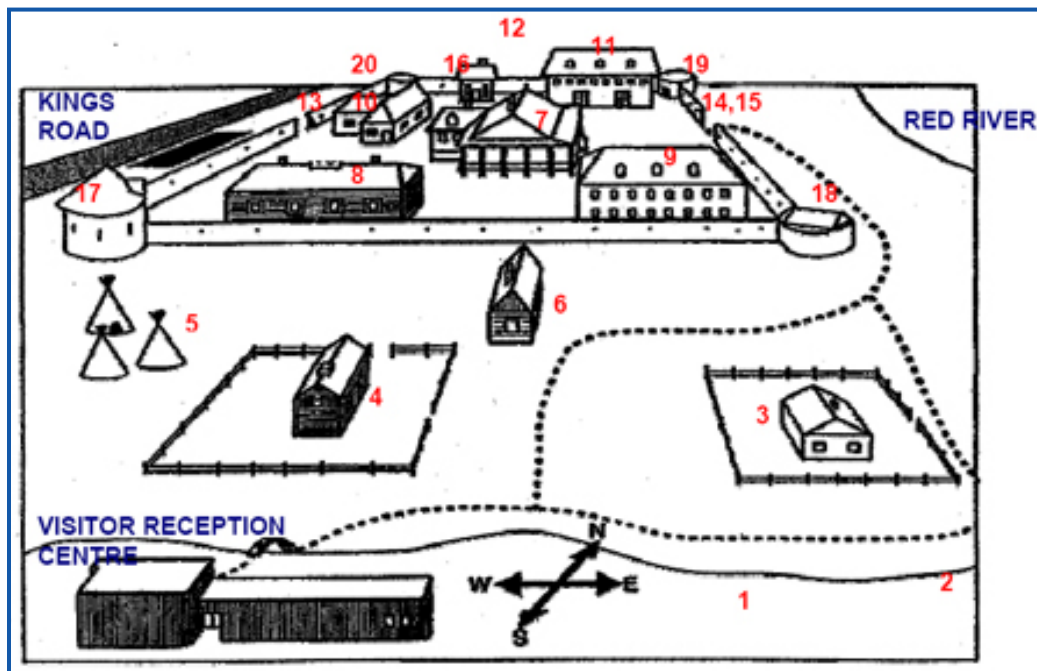
1. Beaver on the Coin

Book the Parks Canada “Beaver on the Coin” school program at Lower Fort Garry. See Parks Canada contact information above.

2. Describe The Fort (Copy Pages 2.5.3 Gr4)

Using the base map of Lower Fort Garry provided, label the buildings and structures at the fort. Then draw on your map the many different activities that took place at this historic place. Don't forget to include things along the river, like York boats being loaded and unloaded, hauling water for farming, and Aboriginal encampments.

- | | |
|--------------------------|-----------------------|
| 1. Industrial Complex | 10. Men's House |
| 2. Docking Area | 11. Warehouse |
| 3. Guest (Ross) Cottage | 12. Farm Complex |
| 4. Farm Manager's House | 13. West Gate |
| 5. Aboriginal Encampment | 14. Walls |
| 6. Blacksmith Shop | 15. East Gate |
| 7. Big House | 16. Doctor's Office |
| 8. Retail Store/Museum | 17. Southwest Bastion |
| 9. Furloft/Saleshop | 18. Southeast Bastion |
| | 19. Northeast Bastion |
| | 20. Northwest Bastion |



Map of LFG © Parks Canada

3. Coolest Artifact
(Copy Pages 2.5.3 Gr4)

On your field trip choose one artifact or historic object that you think is the most interesting and complete the following.

The Coolest Artifact at Lower Fort Garry	
<i>Artifact:</i>	
Describe the object	
Make a sketch of the object, use the back of this page if you need more room	
What was it used for?	
How old is it?	
Where did it come from?	
Other interesting details	
What does it tell me about life during this period?	

Grade 4: Post-trip Activities

1. Role of the River

Write a report on the role of the Red River in our lives and how it has changed over time. Be sure to include how the river was used when Lower Fort Garry was in operation and its importance for so many different parts of life – food, transportation, drinking water, growing crops, etc. Then compare how we use the Red River today. Illustrate your report with pictures

from your field trip, the Internet or your own drawings.

2. Changes at the Fort (Copy Pages 2.5.3 Gr4)

Consider how life has changed from what you saw on your field trip to the Fort. How would people have lived 150 years ago compared to today. Complete the chart below by describing the changes.

Changes at the Fort		
<i>Topic</i>	<i>Lower Fort Garry Then</i>	<i>Today</i>
Food		
Agriculture		
Clothing		
Transportation		
Recreation		
Education		
Technology		
Shelter		
Customs & Traditions		

Grade 5

Grade 5: Pre-trip Activities

1. Life at Lower Fort Garry

Working in groups, prepare a report about one of the groups that lived at or visited Lower Fort Garry. Some of the groups would be – First Nations or Métis women, First Nations or Métis men, trading post employees, the men that worked the York boat brigades, people who lived in the area surrounding the fort or people who came to trade or buy things at the fort. In your report describe their daily life, where they lived, their transportation, how they dressed, what their work involved and challenges they faced. Present your report to the class.

2. Influence of the River (Copy Pages 2.5.3 Gr5)

Look at the location of Lower Fort Garry on a map. You can see it was located beside the Red River. It was originally located at The Forks of the Red and Assiniboine rivers but was flooded so often that Governor Simpson moved it downstream to high ground where it would not be flooded every spring.

Assume you are Governor Simpson and you are trying to decide if you should move the fort or leave it at the junction of the two rivers. Think about the pros and cons of the two locations and list them.

Location of Lower Fort Garry – Influenced by the Land		
<i>Location</i>	<i>Pros</i>	<i>Cons</i>
Forks of Red & Assiniboine rivers		
Down stream of Forks on higher ground		
What decision would you have made:		

Grade 5: Field Trip Activities

1. Interview the Past (Copy Pages 2.5.3 Gr5)

While on your field trip to Lower Fort Garry choose one of the characters from the past to interview. Be sure to tell the character you are doing a newspaper article about them for

readers in the future. Back in the classroom you will use your interview to write a newspaper article about the fur trade. You might want to take a photograph of the person you interview, to include in your newspaper article. These are just some of the questions you might ask in the interview.

Interview the Past	
What is your name and age?	
Are you visiting or do you live at the fort? Where exactly do you live?	
What is your background – First Nations, Métis, Scottish, English, French, or other?	
What do you like to do for fun?	
What is your occupation and your daily duties?	
What is the hardest part of your job?	
What is your favourite part of your job?	
What role does Lower Fort Garry play in the fur trade?	
How is the fur trade dependent on First Nations and Métis men and women?	
Do you think the fur trade is good for Canada, why or why not?	
Do you have anything you would like to say to people in the future?	
Other questions...	

2. Each Played a Part

Contact Parks Canada to arrange for a guided tour called “Each Played a Part”. This is a two-hour program available in spring. See Parks Canada contact information in 2.5.1 above.

Grade 5: Post-trip Activities

1. Interview the Past – To the Presses!

Based on your interview of one of the characters at Lower Fort Garry write a newspaper article about the fur trade. You might want to include photographs of the person you interviewed and the site.

Together with your classmates, create a newspaper of the collection of stories from your visit to Lower Fort Garry. Give your newspaper a name and create a layout with cover stories and headlines as well as supplemental stories. Supplemental articles should include stories on why it is important to preserve historic places, the importance of the Red River to the fur trade, how the fur trade influenced the development of Canada. Include some advertisements in your newspaper for things like goods for sale, services, jobs, etc. from the fur trade era.

You may wish to send a copy of your newspaper to the people at Lower Fort Garry. They would be very pleased to receive it.

2.6 St. Andrew’s Church & Rectory

Reverend William Cockran, an Anglican Minister with the Church Missionary Society (CMS), arrived in the Red River Settlement in 1825. He had come to provide spiritual guidance to the residents of the settlement and to help spread the gospel to the local Aboriginal peoples. Between 1820 and 1887, the CMS through the establishment of 18 missions in Rupert’s Land had a significant effect upon the social and cultural development of the West. St. Andrew’s Anglican Church, the core of the mission established by Cockran in the lower Red River Settlement, became the centre of missionary activity in Rupert’s Land.

It was on the west bank of the Red River near the Grand Rapids in 1831 that Cockran built the first church, a small wooden structure, as part of his mission. Within a decade a larger church was needed. Construction of the new, larger church started in 1844. Built of limestone, quarried from the banks of the Red River, it took five years to complete. On December 19, 1849, Bishop David Anderson consecrated the structure, naming it St. Andrews after the patron saint of Scotland.



*St. Andrew’s Church, note Miss Davis school in background:
Archives of Manitoba*

This second church, designed by Cockran and built with the assistance of stonemason Duncan McRae, is the oldest surviving stone church and the earliest example of the Gothic Revival style architecture in Western Canada. This style of architecture is characterized by massive stone walls, small pointed windows, a steep roof and a full wooden steeple. It became the preferred style for churches in Manitoba built during the twentieth century.

Cockran also designed and built a large Georgian style rectory across the road from the church as his place of residence. The Rectory, Church and associated cemetery are all that remain of the mission, which at one point included a school, gristmill, barns, stables and a store. There was also an “orphan” asylum or “Indian home” built by Reverend Cockran after the completion of the existing rectory.

St. Andrews Mission played an important role through the provision of religious, educational and agricultural guidance to the natives and English speaking Métis population as well as to the Hudson’s Bay Company personnel and Red River settlers. In 1896, St. Andrew’s ceased to be a missionary church but continues to be the centre of an active parish in the St. Andrew’s community. The Church and Rectory are National Historic Sites, the Church is also a provincially designated historic site.

More about St. Andrew’s Church & Rectory

To find out more about St. Andrew’s Anglican Church & Rectory, check these resources.

- Historic Places: search under St. Andrew’s on the Red Anglican Church, St. Andrew’s Anglican Church, or Old St. Andrew’s on the Red

Searching the website for Canada’s Historic Places (www.historicplaces.ca/) can add a whole other dimension to students’ appreciation of this site. Searching the website is fun and easy. First you’ll need to go to the “Explore Historic

Places” section and click on “Canadian Register of Historic Places”. Options that follow include “Search” or “Search the Register”, which are the best places to start. Drop-down menus for three options (“Province/Territory”, “Field of Interest” and “Type of Building”) will take you to any number of interesting places. For example, if you start with Province/Territory of “Manitoba”, then Field of Interest of “Education”, then Type of Building as “One-room School”, you will find a fascinating range of designated buildings throughout Manitoba. You can even search other provinces and territories and compare Manitoba’s one-room schools with buildings in far-away places.

- Parks Canada: www.pc.gc.ca/voyage-travel/pv-vp/itm7-/page10_e.asp and www.pc.gc.ca/lhn-nhs/mb/standrews/visit/index_e.asp
- Historic Resources: www.gov.mb.ca/chc/hrb/prov/p053.html
- Rivers West – Routes on the Red: www.routesonthered.ca
- Dictionary of Canadian Biography Online, search for William Cockran: www.biographi.ca/EN/ShowBio.asp?BioId=38480&query=william%20AND%20Cockran
- The Virtual Museum of Métis History and Culture: www.metismuseum.ca
- The Road to the Rapids, by Robert Coutts. University of Calgary Press, 2000.

2.6.1 Contact Information

St. Andrew’s Church and Rectory National Historic Sites of Canada

For over one hundred and fifty years, St. Andrew’s Rectory and Church have been at the heart of the religious and social life of the lower Red River Settlement. Even today, St. Andrew’s is at the centre of a contemporary parish. Now, both church and rectory serve a double role - they are open to the public during the summer as National Historic Sites.



St. Andrew's Church: Historic Resources Branch

St. Andrew's Rectory National Historic Site of Canada

374, chemin River Road
 St. Andrews, Manitoba R1A 2Y1
 (204) 334-6405
Toll Free: 1-888-773-8888
TTY: 1-866-787-6221
Fax: 1-204-338-3790
Email: LFGNHS.Info@pc.gc.ca

Plan on spending about one hour at the site to enjoy both the rectory and the St. Andrew's Church. Talk with the heritage interpreters about the colourful personalities who have lived and worked at St. Andrew's. St. Andrew's Rectory is an excellent example of mid-19th century Red River architecture. Exhibits on the main floor of the rectory interpret Red River architecture, and the roles of the Church Missionary Society and the Church of England in the settlement of the Red River and Western Canada.

Hours of Operation (2007) Free Admission:
 Mid May to September long weekend
 Wednesday to Sunday, plus statutory holidays

How to Get There:

From Winnipeg drive north on Main Street

(Highway 9), turn right on River Road (# 238) and proceed to St. Andrews Road. Turn left and then park on the right side of the road, in the church parking lot. The rectory is across the street from the church.

2.6.2 Curriculum Connections

Grade 4:

- 4-KL-025 Describe places of historic, cultural, or environmental significance in Manitoba.
- 4-KL-027 Relate stories of interactions between the Selkirk Settlers and Aboriginal peoples.
- 4-KH-033 Relate stories of people and events that shaped Manitoba.
- 4-KH-034 Give examples of the impact of European settlement on Aboriginal communities in Manitoba.
- 4-KH-035 Describe ways in which life in Manitoba has changed over time.

Grade 5:

- 5-KH-036 Give examples of the impact of interactions between First Peoples and European traders and settlers.



St. Andrew's Rectory: Historic Resources Branch

2.6.3 St. Andrew's Anglican Church & Rectory Activities

Grade 4

Grade 4: Pre-trip Activities

1. Historic Church Along the Red River (Copy Pages 2.6.3 Gr4)

St. Andrew's Church and Rectory are located on the historic River Road, south of Lockport. Before your field trip to the see church and

rectory look it up on the Manitoba and Canadian government websites:

- Parks Canada: www.pc.gc.ca/voyage-travel/pv-vp/itm7-/page10_e.asp and www.pc.gc.ca/lhn-nhs/mb/standrews/visit/index_e.asp
- Historic Resources: www.gov.mb.ca/chc/hrb/prov/p053.html

Then complete the following before and after your field trip. Be sure to ask the interpreter the question you want to know when you visit on your field trip.

Historic Church Along the Red River		
What I know:		
What I want to know:		
I have learned:		

2. School Days

The first school along the historic River Road was at St. Andrew's Church back in the 1830s – more than 150 years ago. In those days the church was just known as “the church at the rapids”. It was just a little wooden church. The Reverend William Cockran and his wife Ann established the school at the church. The girls were taught things like cooking and sewing and the boys were taught farming techniques – how to plant, harvest, store grain, care of animals, etc. Most of their students were the local English speaking Métis children. Farming was not a good source of income at the time, most people still relied on the fur trade, hunting and fishing to make a living. People did a little farming but nothing like farming is today.

Write a story about going to school at the church in the 1830s. Include – how did you get there, what did you take for lunch, what would your homework have been, what did you do when you got to school, what school projects did you have and what did you like and dislike about school.

Teacher's Note: *The Road to the Rapids*, by Robert Coutts is an excellent source for information about St. Andrew's Church, the school, Reverend Cockran and the life and times along River Road.

Grade 4: Field Trip Activities

1. A Visit to the Church at the Rapids

While there is an interpreter stationed at the church part of the week in spring, there is no school program per say. They will provide a tour of the church on request – see contact information above. Be sure to allow some time for the students to ask the questions “What I want to know” of the interpreter. You can tour the church and the rectory on your field trip and there are several interpretive signs around the site and an exhibit in the rectory.

2. Grave Rubbings

Take the students on a tour of the graveyard behind the church. Be sure to discuss respectful behaviour before venturing into the site and check with students about any religious prohibitions about visiting a graveyard.

Once inside the grounds have students look for the oldest gravestones. Gather students around some of the oldest gravestones, being careful not to stand directly on the graves. See how much of the stones you can still read. What can you tell about the person from the headstone – who were they, how old were they, how they might have died, are family members near by? Are there several other graves that have the same date – possibility an influenza epidemic or other common affliction? Ask students to choose one of the gravestones to make a rubbing of. You might have them bring a small token to leave behind as a show of respect, e.g. flower, shell, soap carving, etc.

Alternative – do rubbings of the historic bronze plaques of the site, or look for fossils in the limestone and do rubbings of those.

Have them roll their completed rubbing and place in a cardboard tube (paper towel tube, etc) for transportation to and from the classroom.

Materials required:

- Light paper, or tracing paper available from art stores, they should be fairly large pieces
- Charcoal, crayons or colour pencils
- Masking tape to hold the paper in place when doing the rubbing
- Tubes for transportation
- Token of respect to leave at gravesite

Grade 4: Post-trip Activities

1. Historic Church Along the Red River – Take II

Complete the form you did before the field trip – what you learned. Students share what they wanted to know and what they learned with their classmates.

2. Preserving Historic Places Poster

Working in groups, share your ideas about why it is important to preserve or protect and save the St. Andrew's Church and Rectory and what is special about it. One student should record your ideas. Together make a poster about why it is important to preserve this historic site. Give your poster a title and include the ideas that the group members shared about why this place is special and why it should be preserved.

Display posters around the classroom.

3. Share Your Views

As a class, write a letter to the Minister of Culture and Heritage to tell him/her about your field trip and what you learned. Include ideas from your posters about why you think it is important to preserve historic places.

Minister of Culture Heritage & Tourism
Manitoba Legislative Building
450 Broadway Avenue
Winnipeg, MB
R3C 0V8

Alternative – write a letter to your local newspaper covering the same information.

Grade 5

Grade 5: Pre-trip Activities

1. Who Are the Métis? (Copy Pages 2.6.3 Gr5)

Using the Virtual Museum of Métis History and Culture website, www.metismuseum.ca, and other resources, answer the following questions.

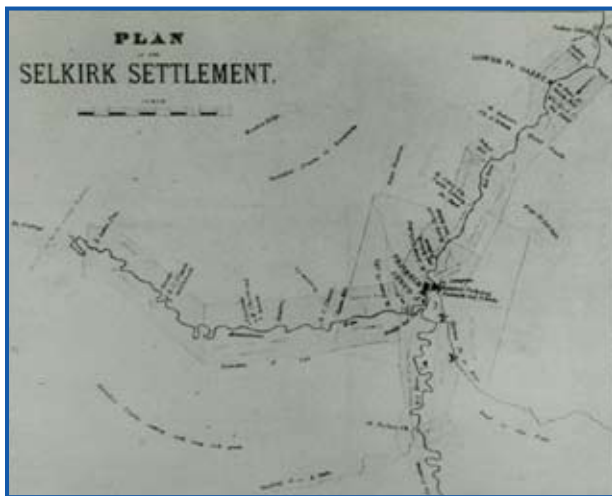
Teacher's Key

Who Are the Métis?	
Define Métis	Métis means a person who self-identifies as Métis, is of historic Métis Nation Ancestry, is distinct from other Aboriginal Peoples and is accepted by the Métis Nation. (Métis National Council, 2002)
What is the origin of the Métis people?	The Métis Nation grew out of the fur trade. European men, usually English, Scottish or French married First Nation women during the fur trade and the Métis were born of their union.
Where is the Métis homeland?	An area of land in west central North America used and occupied as the traditional territory of the Métis (Métis National Council, 2002)
What languages do the Métis often speak?	Michif is the traditional Métis language but because the Métis are a blend of several cultures they can often speak many languages – English, French, Assiniboin, Ojibwa, Cree, Bunji and other First Nation languages
What advantages would the Métis have had during the fur trade era?	Because the Métis were born of two cultures they often were familiar with both of the vastly different First Nation and European cultures. As such they played an important role as the go between for the two groups.

2. Métis of the Red River

The Hudson's Bay Company and the North West Company were big rivals in the fur trade, much like competing stores or soft drink companies are today. In 1821 the two companies merged, bringing an end to the heated rivalry. It also brought an end to many of the jobs in the fur trade industry. All across the north of Canada fur traders, be they Métis, French, English, Scottish, found themselves out of work. Some were given grants of land in the Red River Settlement on which to retire. Approximately 1,300 retired fur traders came to settle along the Red, Assiniboine and Seine rivers.

The Selkirk Settlers were also established along the rivers and were engaged in farming for the Hudson's Bay Company. Many of the differences between the Métis and Scottish settlers that occurred at the time of the Battle of Seven Oaks had dissipated, now people were concentrating on making a living as the fur trade was in decline and farming was difficult.



Plan of the Selkirk Settlement: unknown source

Research and write a report on the river lot system that was established along the rivers. What shape did they take? How large were they? Where was the house usually located? What other buildings did a family usually have on their river lot? What was the back portion of the

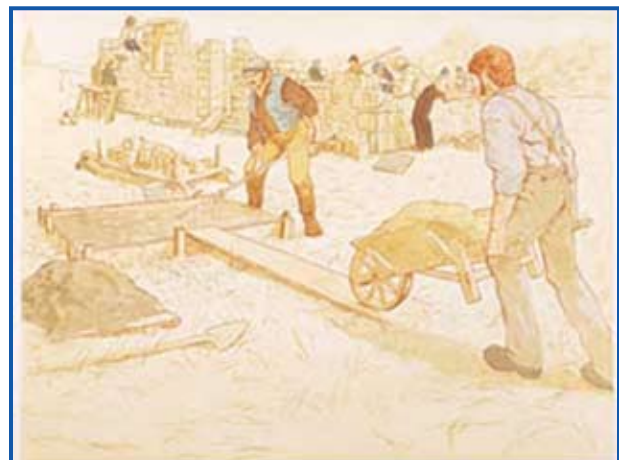
lot used for? Include in your report a picture from the Internet, or your own drawing of what a river lot with a homestead might have looked like if you were a bird flying high above it.

Grade 5: Field Trip Activities

1. Building St. Andrew's Church and Rectory

While there is an interpreter stationed at the site part of the week in spring, there is no school program per say. They will provide a tour of the church on request – see contact information above.

Building the church and rectory in the 1840s was very difficult. The limestone was cut from the riverbank further north, where the marsh is today, then hauled by oxen to this site in big slabs. Reverend Cockran designed the church and rectory but he had lots of help building it. Duncan McRae, a famous Scottish stonemason that lived in the area, supervised the project. But it was the local community, which were members of the church that did most of the hard work. They were the English speaking Métis that were forced to retire from the fur trade when the Hudson's Bay Company and North West Company merged, then settled along the Red River.



Parks Canada

It was grueling work building the church with the big blocks of limestone and no machinery. Once the limestone was hauled to the site it was cut into blocks – imagine how difficult that would be to do with a saw just using man power. They then dug a deep foundation trench by hand, hauled the blocks in place and lifted them with a pulley system. Lime was used as mortar for the stones and made in a limekiln built next to the site. Lime dust, like chalk, would have been everywhere, choking the workers. They cut the big timbers, used for the roof trusses, from the Birds Hill area and hauled them across the river and to the church site by oxen. Everything used to construct the church was made by hand.

Discuss this information with the students before they start their tour of the buildings. While on tour have them keep in mind how difficult it was to build such a beautiful building in those days. Students should look closely at the construction, touching it where they can, and think about how it could have been built with no machinery.

After the tour have them find a spot either inside or outside where they can look at the detail of the building, trying to visualize the Métis men constructing it. Students should then either draw a picture or write a description of the men building the church. They should draw some of the details of the building design, e.g. how the blocks join, the windows, etc.

Materials required:

- Paper or notebooks for drawing or writing
- Colour pencils or pens

2. River Road Observations

While on your field trip to St. Andrew's Church and Rectory, take River Road starting at the south end, by Lauders Golf Course. As you drive north watch for any evidence of the river lot system that remains along River Road. At Lot 165, on the river side, there is a picnic and fishing area where the bus can pull into a large parking area. You will find a number of interpretive signs there about the Red River, transportation on the river and the river lot system. Also have the children look across the river to see the houses on the other side – is there any evidence left of the long river lot system? This stop is a good place for the students to find out more about the Red River and the role it plays in our heritage.

Grade 5: Post-trip Activities

1. Impact of St. Andrew's Church and Rectory

Using a variety of sources and information gained from the field trip, students should think about and then share their ideas about how Reverend Cockran and his wife at St. Andrew's Church influenced the Métis people of the area. Keep in mind this was the first church and the first school in the area. Write a report on how the Church would have changed the Métis lifestyle. Things to consider are – education, socializing, worldview, religion, how they made a living, family relationships, clothing and language. Share your report with the class.

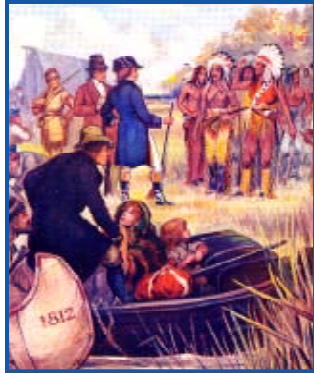
**2. Importance of St. Andrew’s Church and Rectory Historic Place
(Copy Pages 2.6.3 Gr5)**

Using the Historic Places or the Historic Resources (www.gov.mb.ca/chc/hrb/prov/p053.html) website search for St. Andrew’s Church and Rectory. Once you have found the listing, make notes on what the websites outline as the important features of the church and rectory. Beside it list what you think is important about the church and rectory.

Importance of St. Andrew’s Church and Rectory Historic Place	
<i>Important points listed in Historic Places and Historic Resources websites</i>	<i>What I think is important about the church and rectory</i>

2.7 St. Peter, Dynevor Old Stone Church

By the late 1820s, the Red River Settlement, established by Lord Selkirk almost two decades earlier, was expanding and becoming more stable. The effect on the Cree and Ojibwa bands living down river in the Netley Creek area was disastrous. With European settlement came disease, and animals that the First Nations relied upon for food, clothing and shelter were being over hunted and displaced. People were starving.



A romanticized version of the Selkirk Settlers arrival 1812, being greeted by Chief Peguis

Reverend William Cockran, an Anglican missionary who arrived in the Red River Settlement in 1825, was sympathetic to the plight of the local First Nations. Cockran encouraged them to give up their nomadic lifestyle and try agriculture rather than relying on hunting and gathering. Cockran strongly believed that Christianity and a settled existence went hand in hand. He established the first aboriginal agricultural settlement in the Netley Creek area in 1832. When crops failed because the land was too marshy, Chief Peguis, leader of the Ojibwa people and a supporter of the agricultural settlement brought his people further south to the mouth of Cook's Creek, near present day East Selkirk. Peguis, witnessing the prosperity of the Red River Settlement, was determined to make a better life for his people. By 1849, the population of the aboriginal settlement had grown to 460 and a total of 230 acres were being farmed.

While the residents tended the land, Reverend Cockran was concerned with their spiritual well being. In 1837, Cockran established the first St. Peter Church, making it the first and only church constructed for the First Nations within the 17 parishes of the Red River Settlement. This early wooden church was replaced in 1853 with the stone church that stands today. A rectory was built on the other (west) side of the Red River between 1862 and 1865. From 1896 until 1957, it was used as a Federal tuberculosis hospital for Aboriginal peoples, the only such facility devoted to province.



Rectory used as hospital: Manitoba Archives

St. Peter, Dynevor Old Stone Church and the Rectory are both provincially designated historic sites. The church is one of the oldest churches in Manitoba and the rectory, a Georgian style building, is one of only a few remaining stone houses from the Red River Settlement. But this site's main significance lies in the story it tells of the interaction between European settlers and the local First Nations, the impacts and consequences.

More about St. Peter, Dynevor Old Stone Church

To find out more about St. Peter, Dynevor Old Stone Church, check these resources.

- Historic Places: search under St. Peter, Dynevor Old Stone Church

Searching the website for Canada’s Historic Places (www.historicplaces.ca/) can add a whole other dimension to students’ appreciation of this site. Searching the website is fun and easy. First you’ll need to go to the “Explore Historic Places” section and click on “Canadian Register of Historic Places”. Options that follow include “Search” or “Search the Register”, which are the best places to start. Drop-down menus for three options (“Province/Territory”, “Field of Interest” and “Type of Building”) will take you to any number of interesting places. For example, if you start with Province/Territory of “Manitoba”, then Field of Interest of “Education”, then Type of Building as “One-room School”, you will find a fascinating range of designated buildings throughout Manitoba. You can even search other provinces and territories and compare Manitoba’s one-room schools with buildings in far-away places.

- Historic Resources: www.gov.mb.ca/chc/hrb/prov/p007.html and www.gov.mb.ca/chc/hrb/prov/p033.html
- Manitoba Historical Society: www.mhs.mb.ca/docs/transactions/3/stpetersdynevor.shtml and www.mhs.mb.ca/docs/mb_history/18/manitobaaboriginalagriculture.shtml
- Rivers West: www.routesonthered.ca/pdf/waters_fur_trade.pdf
- R. M. of St. Clements: www.rmofstclements.com/History_church.htm
- Dictionary of Canadian Biography Online, search for William Cockran: www.biographi.ca/EN/ShowBio.asp?BioId=38480&query=william%20AND%20Cockran
- The Road to the Rapids, by Robert Coutts. University of Calgary Press, 2000.
- Peguis, A Noble Friend, by Donna G. Sutherland, 2003. ISBN: 1-55099-137-X.

2.7.1 Contact Information

The location of the historic church is River Lot 212, 8 Stone Church Rd, in East Selkirk. The rectory is across the river on the west side.



St. Peter, Dynevor Old Stone Church:
Historic Resources Branch

Contact the Anglican Parish of St. Peter, Dynevor to arrange a tour:

Wend Serger
(204) 482-3319
St. Peter, Dynevor Old Stone Church
River Lot 212, Stone Church Road
R.M. of St. Clements

The rectory is located on the west side of the river:

St. Peter, Dynevor Anglican Church Rectory
1147 Breezy Point Road
R.M. of St. Andrews

2.7.2 Curriculum Connections

Grade 4

- 4-KL-025 Describe places of historic, cultural or environmental significance in Manitoba
- 4-KL-027 Relate stories of interactions between Selkirk Settlers and Aboriginal peoples
- 4-KH-033 Relate stories of people and events that shaped Manitoba

4-KH-034 Give examples of the impact of European settlement on Aboriginal communities in Manitoba

4-KH-035 Describe ways in which life in Manitoba has changed over time

Grade 5

5-KI-012 Describe how European views of First Peoples changed from 1763 to 1867

5-KH-039 Describe the reasons for, main events of, and impacts of the Selkirk Settlement of the Red River

2.7.3 St. Peter, Dynevor Old Stone Church Activities

Grade 4

Grade 4: Pre-trip Activities

1. What Makes it Special? (Copy Pages 2.7.3 Gr4)

What makes a building or historic place special? There are several reasons why a place might be given special status as a “historic place”. It could be because of the history (what took place there), architecture (how it was built), integrity (is the original building still in good shape) or environment (where it is located – is it special or unique). You can find out more about these four things at www.gov.mb.ca/chc/hrb/info/info004.html.

Using electronic and print media find out why St. Peter, Dynevor Old Stone Church and Rectory are special places. Find what is special about their history, architecture, integrity and environment.

What Makes St. Peter Special?		
Feature	St. Peter, Dynevor Old Stone Church	St. Peter, Dynevor Old Stone Church Rectory
History: Who were the original occupants and what did they do for a living? Did an event of historical importance occur in the building?		
Architecture: When and by whom was the building constructed? Did the designer use a style or tradition to create the design? What materials were used in the construction?		
Integrity: Have there been changes made to the building?		
Environment: Does the building look like any others in the community? Is the building a local landmark?		
Why do you think the building is special?		

Attach a picture of both the church and rectory.

2. Chief Peguis

Write a report on Chief Peguis. Include who he was, his date of birth and death, what tribe or band of First Nations was he a part of, what was his role in his community, where did he live, where was he buried, how he is associated with St. Peter, Dynevor Old Stone Church. Include a picture of Chief Peguis with your report.



St. Peter, Dynevor Old Stone Church graveyard: Historic Resources Branch

While at the church, visit the graveyard and try to find the oldest headstones. Complete the following questions.

Teacher's Note: Before your field trip talk to the students about the importance of being respectful in a graveyard and what is acceptable behaviour.

Grade 4: Field Trip Activities

1. Off to Church (Copy Pages 2.7.3 Gr4)

Take a field trip to St. Peter, Dynevor Old Stone Church. You might want to combine this field trip with the one to St. Andrews Church and Rectory. Arrange for a guided tour of St. Peter at the church contact information above.

St. Peter, Dynevor Anglican Church	
How many headstones can you count?	
What is the name and date on the oldest headstone you can find?	
Can you find Chief Peguis' headstone?	
Copy down what it says on Chief Peguis' headstone.	
Give the names and dates on four other headstones.	1. 2. 3. 4.

2. Mapping St. Peter (Copy Pages 2.7.3 Gr4)

While on your field trip to St. Peter, Dynevor Old Stone Church, look around you at the location of the church. Imagine what it would have looked like here 150 years ago. There would not have been any telephones or electricity, no paved roads, no cars or machinery and very few buildings. What would have been here are oxen and Red River carts, horses, a mud road or trail, a few small log buildings and the river.

Now find a quiet place to sit and draw a map of what this place would have looked like 150 years ago if you were a bird flying over and looking down. Include the river, church, graveyard, people and animals.

Grade 4: Post-trip Activities

1. Helping the Settlers

Chief Peguis and his community helped the Selkirk Settlers survive when they first came here. Using electronic and print sources find out the story of how Chief Peguis and his people helped the settlers. Write the story out in your own words.

2. Shaping Manitoba

When the Europeans came to this land it was very difficult for them. They knew little of the cold weather, how to farm this land and what wild foods they could find and eat. Chief Peguis and his community did much to help them survive their first years. In turn the Europeans had an influence on the First Nation peoples. Think about how the two cultures would have influenced each other and how that would shape Manitoba. Write a story or draw a picture of how the two cultures helped each other.

Grade 5

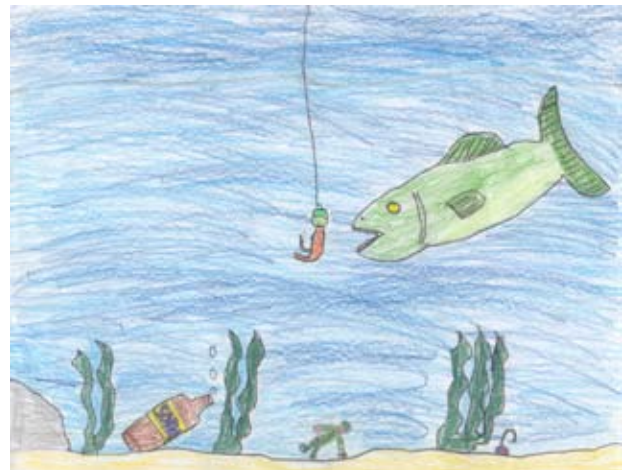
Grade 5: Pre-trip Activities

1. Chief Peguis: A Hero to All

Working in groups of three, prepare a PowerPoint presentation for the class on who Chief Peguis was and why he was a “Hero” to both his own people and the early European settlers. Present your presentation to the class, being sure that all three members of your group give part of the presentation.

2. Changing Lifestyles of First Nations (Copy Pages 2.7.3 Gr5)

Before the Europeans came to Canada many of the First Nation communities had a better standard of living than the average European, at the time. That means the First Nation people had better food, clothing, housing and health than those living in Europe. For the First people that lived here, their lives included a cycle that moved them from place to place depending on the season. They followed the resources of the land (fish, bison, elk, moose, berries, etc) and lived in a sustainable manner.



D. Carrette ~ Grade 6

The First Nations lifestyle changed once the Europeans moved onto their land. Complete the following chart.

Changing Lifestyles of First Nations		
<i>Lifestyle</i>	<i>Before Europeans Arrived</i>	<i>After Europeans Arrived and why it changed</i>
How they lived on the land		
Abundance of resources		
Where they lived		
How they feed themselves		
How they clothed themselves		
Health		
Spirituality and religion or faith		

Grade 5: Field Trip Activities

**1. Chief Peguis’ Church
(Copy Pages 2.7.3 Gr5)**

Take a field trip to St. Peter, Dynevor Anglican Church. Arrange for a guided tour of St. Peter at the church contact information above. You might want to combine this field trip with the one to S. Andrews Church and Rectory.

St. Peter, Dynevor Anglican Church is the first and only church that was constructed for the First Nations in the Red River Settlement. Reverend Cockran, who also worked at St. Andrew’s Church, built the first church here in 1836 with the help of the small First Nation

community led by Chief Peguis. Three years before Cockran and Chief Peguis and his band, had built a small log schoolhouse nearby. In 1854 the stone church that you see here today replaced the wooden church. Cockran and the community also built a number of small houses for people to live in because they had moved from the area around Netley Creek to take up farming here.

Explore the church and grounds. During your exploration imagine how different it would have been for Chief Peguis and his band to settle down and live in a permanent place, building wooden then stone structures to live in and worship. Write your observations down.

Chief Peguis' Church – Changes	
Observations about the church	
Observations about the graveyard	
Observations about the location	

**2. Chief Peguis Gravesite
(Copy Pages 2.7.3 Gr5)**

Chief Peguis and many of his band have been buried here at St. Peter, Dynevor Old Stone Church. Visit the graveyard and find Chief Peguis' grave. What does it tell you about the man? How well is it maintained, is it a hero's grave, what does it say about the contribution Chief Peguis made to Manitoba? Look at the graves around Chief Peguis, what do you notice about the names and dates on the headstones.

Chief Peguis Gravesite	
Copy out the inscription on Chief Peguis' headstone	
What does the gravesite tell you about the man?	
What do the surrounding gravesites tell you?	
Other observations	

Grade 5: Post-trip Activities

1. Changing Views

Write a report on how Europeans views of First Nations changed from their arrival to today. Present your report to the class.

2. Celebrating a Hero

Do an Internet search for stories and artwork about Chief Peguis that show him as a hero. Taking clips from the stories and the artwork and create a collage poster about Chief Peguis. Be sure to include your own thoughts about why he was a hero. Include some First Nations artwork. Give your poster a title. The poster could be used as a base for a Heritage Fair exhibit.



Chief Peguis:
Archives of Manitoba

Grade 6

Grade 6: Pre-trip Activities

1. Chief Peguis and his Band

Using a variety of sources research and write a report on Chief Peguis and his band. Be sure to include the who, what, when, where and why of their story. Your report should include information on where they lived and why they moved to the area around St. Peter, Dynevor Old Stone Church. What did Chief Peguis and his band do to help the first settlers that arrived here from Scotland? What kind of person do you think Chief Peguis was?

2. Living on the Land (Copy Pages 2.7.3 Gr6)

Using a map of southern Manitoba, look at the area that Chief Peguis and his community lived on around Netley Creek then explore the area they moved to around St. Peter, Dynevor Old Stone Church. What resources and lifestyle did the two areas support? Think about what type of land you need for hunting, trapping and fishing and what type of land you need for farming. With that in mind, if Chief Peguis and his people moved what were they giving up and what were they gaining?

Living on the Land		
Resources of the Land	Netley Creek Area	St. Peter, Dynevor Old Stone Church Area
Good habitat for hunting, trapping, fishing, gathering wild food		
Good land for farming		
Supports cyclical movement around the land to harvest different resources		
Impact on community if lived here		

Grade 6: Field Trip Activities

1. The Choice was Made (Copy Pages 2.7.3 Gr6)

Take a field trip to St. Peter, Dynevor Old Stone Church and Rectory. Arrange for a guided tour of St. Peter at the church contact information above.

Imagine what this area around St. Peter, Dynevor Old Stone Church looked like 150 years ago. How would things be different and how would they be the same.

The Choice was Made		
	<i>Then</i>	<i>Now</i>
Describe the land		
What resources are there to feed and cloth you?		
What is here to help you build and heat your home?		
How would you travel?		
Where would you get your water from?		
Is there land to farm?		

2. Chief Peguis – A Hero
(Copy Pages 2.7.3 Gr6)

Chief Peguis and many of his band have been buried here at St. Peter, Dynevor Old Stone Church. Visit the graveyard and find Chief Peguis' grave. What does it tell you about the man? How well is it maintained, is it a hero's grave, what does it say about the contribution Chief Peguis made to Manitoba? Look at the graves around Chief Peguis, what do you notice about the names and dates on the headstones.

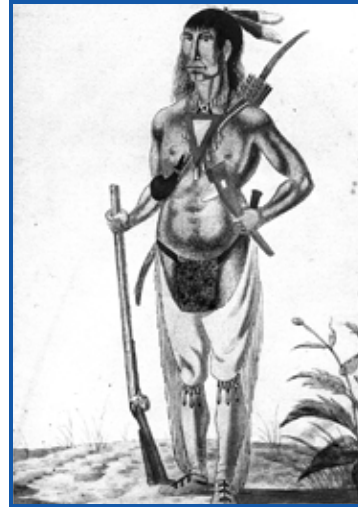
Chief Peguis Gravesite	
Copy out the inscription on Chief Peguis' headstone	
What does the gravesite tell you about the man?	
What do the surrounding gravesites tell you?	
Other observations	

Grade 6: Post-trip Activities

1. A Good Move?

Reflect on Chief Peguis and his band that moved to the area around St. Peter, Dynevor Old Stone Church. Do you think this was a good move for them? What did they give up when they moved? What did they gain? Not all of Chief Peguis' people followed him to the new location. What do you think happened to them? How do you think it affected the community to split it up?

Write a story about a child your age that moved with Chief Peguis. What did you like and dislike about the move?



*Chief Peguis:
Archives of Manitoba*

2. Treaties and Reserves

Work in groups to find out what treaties Chief Peguis and his community participated in. What reserves do they live on now? How

successful are the reserves? What is their major source of income? Create a poster that provides information on the communities, where they came from and where they are today.

Teacher's Note: *First Nations Community Profiles* is a good source of information on today's First Nations communities. It is available from Indian and Northern Affairs Canada.



T. Mondor ~ Grade 6

2.8 Grey Nuns Convent / Musée de St. Boniface

...it was 1:00 am, a warm night, June 21, 1844. The lead canoe pulled up at the St. Boniface shore. Three figures climbed stiffly up the riverbank and knelt to kiss the Episcopal ring of the tall prelate, Mgr Joseph-Norbert Provencer, first bishop in the Northwest. The Bishop knelt to greet the fourth nun, who had suffered a sprained ankle. It was the conclusion of an 1800-mile journey from their motherhouse in Montreal, a journey which had lasted 59 days and required 78 portages, carrying canoes, provisions and the injured sister. (Period Account)



Sisters arriving: St. Boniface Hospital

These four women were the first group of Grey Nuns to arrive in the Red River Settlement, in fact they were first female order to come this far west. At the request of the missionaries and the Métis Canadian community, they came to provide much needed services in the areas of education and healthcare.

Between 1846 and 1851, a convent was built for the Grey Nuns within the grounds of the St. Boniface Mission on the east banks of the Red River near the forks of the Red and Assiniboine rivers. Historically known as “la maison blanche”, the convent was designed by L’Abbé Louis François Laflèche and built of square oak logs, the convent is an outstanding example of Red River Frame construction, a technique that

was popular in the Red River prior to 1870.

The convent served as a mission house for the nuns, providing them with accommodation and facilities for their various works including treating the sick, caring for orphans and the elderly and teaching the children. It was the



Grey Nuns visiting people on the land: Archives of Manitoba

first institution of this kind in the west.

Through the years, the Grey Nuns also established convent schools in the Métis communities of Saint-Francois Xavier (1850), Saint-Norbert (1858) and Saint-Vital (1860) and opened a school for English students in Winnipeg (1869). In 1871, the nuns opened the first St. Boniface Hospital in a small building on the site of the present hospital.

The Grey Nuns Convent, the largest and oldest surviving wooden residence in Winnipeg and home to the first female religious order to move west has been recognized by all three levels of government. Still owned by the Grey Nuns, the convent is now leased to the City of Winnipeg and houses the Musée de St. Boniface Museum. The structure is Winnipeg’s oldest building.

More about Grey Nuns Convent

To find out more about Grey Nuns Convent, check these resources.

- Historic Places: (not listed at time of printing but in process)

Searching the website for Canada’s Historic Places (www.historicplaces.ca/) can add a whole

other dimension to students' appreciation of this site. Searching the website is fun and easy. First you'll need to go to the "Explore Historic Places" section and click on "Canadian Register of Historic Places". Options that follow include "Search" or "Search the Register", which are the best places to start. Drop-down menus for three options ("Province/Territory", "Field of Interest" and "Type of Building") will take you to any number of interesting places. For example, if you start with Province/Territory of "Manitoba", then Field of Interest of "Education", then Type of Building as "One-room School", you will find a fascinating range of designated buildings throughout Manitoba. You can even search other provinces and territories and compare Manitoba's one-room schools with buildings in far-away places.

- Historic Resources: www.gov.mb.ca/chc/hrb/prov/p056.html
- City of Winnipeg: www.winnipeg.ca/ppd/historic/pdf-consv/Tache%20494-short.pdf
- Catholic Encyclopedia: www.newadvent.org/cathen/07031a.htm
- St. Boniface Museum: www.msbm.mb.ca www.virtualmuseum.ca/Exhibitions/Gestes/anglais/r_a_msb.html (for view of some artifacts) www.virtualmuseum.ca/Exhibitions/Instruments/Anglais/msb_c_txt01_en.html
- Parks Canada: www.pc.gc.ca/apps/SchoolNet/cchistory/xrchdet_e.asp?site_id=0134 and www.pc.gc.ca/apps/cseh-twih/archives2_E.asp?id=24
- Manitoba Historical Society: www.mhs.mb.ca/docs/mb_history/11/greynuns.shtml
- University of Manitoba: www.umanitoba.ca/libraries/units/health/resources/womhist/greynuns.html
- Virtual Heritage Winnipeg: www.virtualheritagewinnipeg.com/vignettes/vignettes_133B.htm

- Rivers West: www.routesonthered.ca/index.cfm?pageID=4
- Histor!ca: www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=J1AR TJ0003455

2.8.1 Contact Information

Grey Nuns Convent / Musée de St. Boniface
 494 Taché Avenue
 Saint-Boniface, Manitoba
 (204) 237-4500
 (204) 986-7964 fax
 Email: info@msbm.mb.ca
www.msbm.mb.ca



St. Boniface Museum: Historic Resources Branch

Please contact the museum for information about hours of operations and fees, or to book a school program. General admission fees in 2007 are: Adults \$5, seniors/children \$3, children under 6 free, family \$12.

Guided Tours:

All programs are available in English or French. Groups of up to 50 people can be accommodated on a tour. Reservations are required a week in advance to ensure guides are available. You will receive a confirmation by fax; it must be signed and returned to complete the reservation. In case of a cancellation, please give the Museum 24 hours' advance notice, to avoid being billed.

The Museum

Length: 1¼ hours

On the main floor, visitors will find the Museum's permanent exhibits: the early inhabitants of the region, the fur trade and the Red River cart; the history of the Grey Nuns and how their convent was built; "Louis Riel: Son of Red River and Father of Manitoba"; traditional crafts such as spinning and blacksmithing; and, in the former chapel, "A Beacon on the Red: the Cathedrals of St. Boniface."

On the second floor, are the period rooms – the country kitchen, the drawing room, the dining room and the bedroom – illustrating everyday life at the beginning of the 20th century; the choir loft containing artefacts from the former City of St. Boniface; and the room for temporary exhibits.



*St. Boniface Museum interpreters:
Historic Resources Branch*

St. Boniface Cathedral and the Cemetery

Length: 1½ hours

The tour begins in the Museum, with a focus on the exhibit "A Beacon on the Red" which tells the story of the cathedrals in St. Boniface. Your guide will then lead you to the ruins of the cathedral that burned down in 1968. In walking around the cemetery, visitors will see the graves of early St. Boniface residents and those of Louis Riel and other famous people – let your imaginations bring them to life!

Here is a question: who built the "Langevin" cathedral and where is he buried? Answer: Joseph-Azarie Sénécal, architect and contractor in St. Boniface, whose grave is in the south-east corner of the cemetery, near the cathedral.

2.8.2 Curriculum Connections

Grade 4

- 4-KL-025 Describe places of historic, cultural, or environmental significance in Manitoba
- 4-KI-012 Give examples of francophone contributions to the history Manitoba
- 4-KH-033 Relate stories of people and events that shaped Manitoba
- 4-KH-034 Give examples of the impact of European settlement on Aboriginal communities in Manitoba.
- 4-KH-035 Describe ways in which life in Manitoba has changed over time

Grade 5

- 5-KI-009 Describe daily life and challenges for various groups involved in the fur trade.
- 5-KH-039 Describe the reasons for, main events of, and impact of the Selkirk Settlement of the Red River.

Grade 6

- 6-KH-027 Identify individuals and events connected with Manitoba's entry into Confederation.

2.8.3 Grey Nuns Convent Activities

Grade 4

Grade 4: Pre-trip Activities

1. Story of the Sisters (Copy Pages 2.8.3 Gr4)

Using one of the accounts of the Grey Nuns from the websites listed above. Read the story of the Grey Nuns and why they came to the Red River Settlement to your students, helping them with difficult words or concepts. Then ask your students to answer the following questions.



S. Gutierrez ~ Grade 6

Teacher's Key

Story of the Sisters: the Grey Nuns of the Red River Settlement	
Where were the Grey Nuns from?	Montreal
When did they come to the Red River Settlement?	To bring education and healthcare to those in need
How did they get here?	By canoe
Who asked them to come and why?	Bishop Provencher of St. Boniface, he wanted them to educate the young people and provide health care
What were the names of the four nuns?	Sisters Valade, Lagrave, Coutlee and Lafrance
Where did they build their first convent?	Across from The Forks, beside the Red River
What things did they do to help the people of the Red River Settlement?	Treated the sick, cared for orphans and the elderly, provided schooling for children
Where else did they build convents to help the people?	Saint-Francois Xavier (1850), Saint-Norbert (1858), Saint-Vital (1860)
They were pioneers of a different kind, they were the first _____	The first female religious order in Western Canada

2. The Sisters' Legacy

Using a variety of sources find out what important contributions and institutions (St. Boniface Hospital, St. Mary's Academy) the Grey Nuns have made to, or started in, Manitoba. Prepare a short presentation for the class on the Grey Nuns contributions.

Grade 4: Field Trip Activities

1. A Trip to the Convent

Book a tour of St. Boniface Museum using the contact information above. The museum was once the Grey Nuns Convent. The building is still owned by the Grey Nuns but is leased to the City of Winnipeg for the museum.

2. In the Footsteps of the Sisters

After your tour of the museum walk down to the river dock and walkway close to the Provencher Street Bridge. At the walkway read the historic account of the arrival of the first four sisters back in 1844:

...it was 1:00 am, a warm night, June 21, 1844. The lead canoe pulled up at the St. Boniface shore. Three figures climbed stiffly up the riverbank and knelt to kiss the Episcopal ring of the tall prelate, Mgr Joseph-Norbert Provencher, first bishop in the Northwest. The Bishop knelt to greet the fourth nun, who had suffered a sprained ankle. It was the conclusion of an 1800-mile journey from their motherhouse in Montreal, a journey which had lasted 59 days and required



(Sisters arriving: St. Boniface Hospital)

78 portages, carrying canoes, provisions and the injured sister. (Period Account)

Have the students look up and down the river and visualize what it would have been like to arrive here by canoe, after midnight, more than 160 years ago. Ask them to share their ideas of how the four nuns might have felt at the time.

Grade 4: Post-trip Activities

1. Create a Mural – Four Brave Sisters

Have the students create a collage-type mural for the classroom or hallway that demonstrates the many contributions the four women from Montreal left as a legacy for Manitoba. The mural can include drawings, photographs, and illustrations from the Internet, along with written descriptions of the accomplishments both past and present. Each student should contribute a comment or quote for the mural that expresses their thoughts about the four Grey Nuns.

2. Write a Letter

Reflect on how things have changed from the time the sisters first arrived on the banks of the Red River and all the things that have been accomplished by their hard work and hardship. Write a letter to one of the Grey Nuns that arrived here back in 1844 – Sister Valade, Sister Lagrave, Sister Coutlee or Sister Lafrance. Tell her how things have changed and thank her for her contribution to Manitoba.

Grade 5

Grade 5: Pre-trip Activities

1. Who are These Brave Women?

Using a variety of sources write a report on who the Grey Nuns of the Red River were. Be sure to include the who, what, when, where and why of their story.

2. Search for the Sisters

Work in groups, do a general computer search and a Google image search for photographs or illustrations of the Grey Nuns of the Red River Settlement. Save images that show the many different activities the nuns did in the community, from helping with the harvest to teaching the children to nursing the sick. Create a PowerPoint presentation that demonstrates the daily life of the Grey Nuns in the Red River Settlement. As a group provide the presentation to your class.

Grade 5: Field Trip Activities

1. Life at the Convent (Copy Pages 2.8.3 Gr5)

Book a school program with the St. Boniface Museum. On your tour of the museum think about how the life of the four sisters from Montreal changed when they came to the Red River Settlement. When they left Montreal it was a growing city with many services and conveniences they would not have here at the convent. On your tour make notes of some of the daily challenges the sisters would have had back in the mid-1800s. What conveniences do you have that they did not have.

Life at the Convent		
Challenges of daily life		
Conveniences I have that they did not		
Things they had that I would like to have		

2. The Best Red River Frame (Copy Pages 2.8.3 Gr5)

The Grey Nuns Convent, now the St. Boniface Museum, is built using something called Red River frame construction. It was a style of construction that originated in Europe and was quite popular in New France. The early fur traders and their descendants, the Métis found it perfect for the homes and buildings of the Red River Settlement and across the west. The logs of the building could expand and contract with the extremes of temperature, it was easy to build and you didn't need nails. It was also easy to take apart to make an addition or to make a new building. The convent is considered the best and largest remaining example of a Red River Frame building.

The wood was gathered from the forests along the rivers. It was cut into two different lengths. Long pieces were used for vertical beams, placed every 3.8 metre and each section contained a window or door. The spaces between the vertical logs were filled with squared logs stacked horizontally. Before fitting the logs in place, they were squared using broad axes and adzes – the round edges were taken off and they tried to make them a uniform size. In the upright logs they made a cut or grove (mortise) down the edges. On the horizontal logs they cut a piece or tongue (tenon) that could slide into the grove. If all went right, the horizontal logs slid into place and any gaps were filled with mud from the riverbank mixed with straw, horsetail hair or any other material

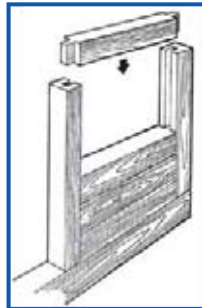


Illustration of Red River frame construction: Parks Canada

to help hold it together. The exterior walls were then covered with sawn vertical boards and the interior covered with a mud plaster held in place by split willow lathe.

While on your field trip to the museum have a close look at the model they have of how the pieces of a Red River frame building fit together. When the tour is finished go outside and look at the building. Now look up at the roof and see how it is shaped.

Take photographs or make sketches of the building and its construction. Be sure to get close ups of the detail of how the walls, the way the windows are made, the design of the roof and any other details you can see. Also be sure to get photographs or sketches of all four sides of the building. You will use these photographs and sketches back in the classroom after the field trip.

Grade 5: Post-trip Activities

1. News Flash – Few Remaining

Report on the state of the Red River frame building. Create a newspaper article on the state of the few remaining Red River frame buildings in the Red River area. Visit the Manitoba Historic Resources website and find the listing for the Grey Nuns Convent and any other Red River frame buildings in Manitoba. How many remain? What are the best examples? Use the photographs or sketches you took on your field trip to show how the building is made. Be sure to explain why this was such a practical way to build in the 1800s. Tell the readers why it is important to save and protect the few remaining Red River Frame buildings and why they are important to our heritage.

2. Four-Sided Class Collage

Sharing all the photographs and sketches made on the field trip to the St. Boniface Museum, create a large class collage of the building.

Students should work in one of four groups:

- west side or front of building
- east side of back of building
- north side facing the cathedral, or
- south side.

Each group creates a collage of their side of the building, showing the side as a whole with insets of the details found on that side and how it was constructed. Students can include written descriptions of the building to describe the photographs. Each group should be working with the same size of paper – such as a poster board. Or if you would like to keep the collages to scale adjust the size of the pages the groups are working with – the front and back are about twice the width of the sides.

Each group presents their side of the convent to the class – pointing out any special features they can identify. Post the collages in the classroom for all to examine. If you would like you can try joining the four sides together to form a model of the building. If you plan to make a model, use foam core board as the base.



D. Tran ~ Grade 6

Grade 6

Grade 6: Pre-trip Activities

1. Grey Nuns in the Red River Settlement

Using a variety of sources, write a report on the Grey Nuns and their role in the Red River Settlement, before and after Manitoba's entry into Confederation. Be sure to include the sisters' connection to the Métis community. Use photographs or drawing you can find of the Grey Nuns to illustrate your report.

2. A Friend of Louis Riel

The Grey Nuns believed in the importance of education. When Sister Valade was making a trip back to Montreal in 1858 for a meeting, she took the young Louis Riel with her. Louis was going to Montreal to study at the college. It was a long journey in those days. They left on June 1 and travelled first by ox cart to St Paul, in the United States, and from there by train then steamship to Montreal. It took them a couple of months to get there. Louis studied at the College of Montreal but spent his holidays at the Grey Nuns residence in Chateauguay.



Louis Riel,
age 14: University of
Manitoba

Create a map of Sister Valade and Louis Riel's journey to Montreal and include

Chateauguay where Louis spent his holidays. The map should include a title, scale, compass rose and label the provinces and towns.

Grade 6: Field Trip Activities

1. The Grey Nuns Convent

Book a school program with the St. Boniface Museum, contact information above. Take both the Museum Tour and the St. Boniface Cathedral and the Cemetery tour.

2. The Many Sides to Louis Riel (Copy Pages 2.8.3 Gr6)

Before your trip to the St. Boniface Museum complete the first two questions below. Remember to ask your guide questions if they do not cover him in the tour. After your field trip answer the third and fourth questions.

The Many Sides to Louis Riel	
1. What I know about Louis Riel	
2. What I would like to know about Louis Riel	
3. What I learned about Louis Riel	
4. What I think is important about Louis Riel	



P. Mikus ~ Grade 6

Grade 6: Post-trip Activities

1. Sisters to the Métis

The Grey Nuns did much to help the Métis of the Red River area. They came in 1844 at the request of the missionaries and the Métis Canadian community, to provide much needed services in the areas of education and healthcare. They established convent schools in the Métis communities of Saint-Francois Xavier (1850), Saint-Norbert (1858) and Saint-Vital (1860) after establishing the one in St. Boniface. They tended the sick, taught the children and took in the orphans and elderly Métis.

Imagine you are one of the Grey Nuns, Sister Marguerite, the first Grey Nun from the Red

River Settlement. You are writing a letter to another Grey Nun, Sister Theresa, who lives in Montreal and telling her of the news in your community. The year is 1869 and you know the Métis are not happy with the Canadian government and plans to open the west to settlers with no guarantee of rights to those already living here. Explain to the sister in Montreal the feelings the Métis have for the situation and how you feel about it.

2. Lasting Impact

The Grey Nuns, starting with the first four brave women that came in 1844 by canoe, have done much for Manitoba both before and after Confederation. Create a timeline that outlines all of their accomplishments.



N. OSullivan ~ Grade 6

2.9 Captain Kennedy House

In 1866, Maple Grove was ahead of its time. While most other homes in the Red River Settlement were styled after Georgian architecture, Maple Grove was built in the Gothic Revival Style, a good 16 years ahead of Red River standards. But then who would expect differently of a home built for Captain William Kennedy, entrepreneur, Arctic explorer, and early lobbyist for Canadian westward expansion.

William Kennedy was born at Cumberland House on April 26, 1814. He was the son of Chief Factor Alexander Kennedy of the Hudson's Bay Company and Aggathas (Mary) Bear, a Swampy Cree woman. As was often the practice with country born children of Hudson Bay Company officers, William was sent to Scotland at the age of 11 for schooling, returning in 1833 after the death of his father. He obtained the position of assistant clerk with the HBC in Montreal. At a time when it was difficult for most children of mixed heritage to advance within the Company, Kennedy was



Captain Kennedy: Archives of Manitoba

able to achieve the position of Chief Factor before leaving the Company in 1843. Kennedy went on to become a successful entrepreneur and mariner. Kennedy is noted for his attempts in 1851 and 1853 to locate the ill-fated Sir John Franklin expedition, his efforts to improve communications between East and West, the missions he established in the Lake of the Woods area and Lake Manitoba, and for his early efforts on behalf of Canadian annexation of the West.

In the early 1860s, Kennedy returned to the Red River Settlement with his English-born wife, Eleanor Cripps. Kennedy House, christened 'Maple Grove' was built for the family in 1866 by Duncan McRae, stonemason for the Hudson's Bay Company, using locally quarried stone. Although the building has been modified over time with several additions, the house remains an excellent example of fieldstone structures once common in the Red River Settlement. Today the house is a designated provincial heritage site.

More about Captain Kennedy House

To find out more about Captain Kennedy House, check these resources.

- Historic Places: search under Captain William Kennedy

Searching the website for Canada's Historic Places (www.historicplaces.ca/) can add a whole other dimension to students' appreciation of this site. Searching the website is fun and easy. First you'll need to go to the "Explore Historic Places" section and click on "Canadian Register of Historic Places". Options that follow include "Search" or "Search the Register", which are the best places to start. Drop-down menus for three options ("Province/Territory", "Field of Interest" and "Type of Building") will take you to any number of interesting places. For example, if you start with Province/Territory of "Manitoba", then Field of Interest of

“Education”, then Type of Building as “One-room School”, you will find a fascinating range of designated buildings throughout Manitoba. You can even search other provinces and territories and compare Manitoba’s one-room schools with buildings in far-away places.

- Manitoba Parks and Natural Areas: www.gov.mb.ca/conservation/parks/popular_parks/kennedy_house/info.html
- Historic Resources: www.gov.mb.ca/chc/hrb/prov/p016.html
- Rivers West: <http://www.routesonthered.ca/index.cfm?pageID=4>
- Manitoba Historical Society: www.mhs.mb.ca/docs/transactions/3/kennedy_w.shtml
- Histor!ca: www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ART0011086

2.9.1 Contact Information

Captain Kennedy House is part of the River Road Park. Onsite Interpreters can provide programs tailored to the school curriculum or teachers can use park facilities to lead their own classes. Interpreters are on staff from the end of May to the end of August. There is no charge for the programs, nor a park entry fee.



Captain Kennedy House, exterior and interior: Historic Resources Branch

Contact Manitoba Parks and Natural Areas to book an interpretive program:

Ken Porteous
 Head of Interpretation
 Manitoba Parks and Natural Areas
 (204) 945-4375
 Email: Ken.Porteous@gov.mb.ca



Or contact Captain Kennedy Museum and Tea House:

417 River Road
 St. Andrews, MB R1A 2Y1
 (204) 334-2498
 Email: vbrown@mts.net

2.9.2 Curriculum Connections

Grade 4

- 4- KI-011 Give examples of Aboriginal contributions to the history of Manitoba
- 4-KH-033 Relate stories of people and events that shaped Manitoba

Grade 5

- 5-KH-032 Relate stories of the people and events of the fur trade

2.9.3 Captain Kennedy House Activities

Grade 4

Grade 4: Pre-trip Activities

1. The Captain

(Copy Pages 2.9.3 Gr4)

Use a variety of sources to find out who Captain William Kennedy was and where he lived.

Captain William Kennedy	
Date of Birth and Death	
Who were his parents?	
Where did he grow up?	
What jobs did Captain Kennedy have?	
What different places did he live in?	
Where did he build his house in 1866?	
Why did he build his house here?	
What famous stonemason helped him build the house?	
What was the house made of?	

2. Métis Explorer and More
(Copy Pages 2.9.3 Gr4)

Captain William Kennedy was a Métis man. His mother was Aggathas (Mary) Bear, a Cree woman from the Saskatchewan River area. His father was Alexander Kennedy, a man from the Orkney Islands off Scotland. William’s parents met through the fur trade, they married in the style of the country and had nine children. The children of a First Nations person and

European person are called Métis. William and his brothers and sisters were very successful people – a doctor, schoolteacher, storekeeper, farmer and William was, among other things, an explorer.

Use a variety of sources to find out what William Kennedy’s accomplishments were and complete the chart.

Captain William Kennedy: Métis Explorer and More		
<i>Accomplishments and dates</i>	<i>Significance</i>	<i>Evidence of it today</i>

Grade 4: Field Trip Activities

1. Métis Artifact (Copy Pages 2.9.3 Gr4)

Arrange for a field trip and tour of Captain Kennedy House with Manitoba Parks, contact information above. While there, have students find one artifact or historic object inside or outside the house that represents Métis history. They should complete the following about that artifact.



M. Pelletier ~ Grade 4

Métis Artifact at Captain Kennedy House	
Artifact:	
Describe the object	
Make a sketch of the object	
What was it used for?	
How old is it?	
How does it represent Métis history or people?	
Where did it come from?	
Other interesting details	
What does it tell me about life during this period?	

2. Explore the Building

Captain Kennedy House was built with the help of Duncan McRae, a famous stonemason in the Red River Settlement. It would have been very hard to build a big stone house in 1866. All the work would have been done by hand with the help of horses, oxen and pulley systems to lift the stones. This old stone building is a very important part of our heritage.

Walk around the outside of the building and look and touch the stonework. Look closely at the stone and how they were joined, it would have taken a lot of work to get them to join together so nicely. See if you can find any fossils in the limestone rock. Imagine what it was like to cut the stone by hand and lift it with pulleys to build the walls. Now look up at the roof. The roof is not a simple four-sided roof; there are many different angles on it. Imagine building that roof 150 years ago – what would it have been like?

After you have explored the building find a quiet spot to sit and either draw a picture of building or write a story about what it would have been like to work on building it so long ago. If you draw a picture try to include as many details of the different parts as you can – walls, windows, roof, etc. If you write a story, think about the people building it on a hot summer day and what it would have been like.

Materials required:

- Notebook or sketch pad
- Pens or drawing pencils

Grade 4: Post-trip Activities

1. Why This House is Special

Working in groups, create a brochure for Captain Kennedy House. The purpose of the brochure is to tell other students why they should go visit this historic place.

To make the brochure take a piece of paper and turn it side ways (landscape), make two folds – first fold the right side in 1/3 of the way then fold the left side in 1/3 of the way. You should have six columns about 9cm wide each on which to put your pictures and information.

The brochure should include:

- A title
- A sketch or photograph of the house
- The address
- Why it is an important place to visit
- What they can see there
- Some of the artifacts you think are cool and why
- What is special about the building
- What they can do there
- What is your favourite thing about Captain Kennedy House

When you are finished your brochure make a copy of it and send it to Manitoba Parks and Natural Areas or Captain Kennedy House at the contact addresses above.

2. Along River Road

There are many historic buildings along River Road near where Captain Kennedy House is. Some of them are St. Andrew's Church and Rectory, Twin Oaks, Scott House and Lower Fort Garry. Why do you think there are so many important historic places along the Red River here?

Write two paragraphs about the historic places along River Road beside the Red River. The first paragraph should answer the question "why here". The second paragraph should answer "why are they important".

Grade 5

Grade 5: Pre-trip Activities

1. Born of the Fur Trade

Captain William Kennedy was a Métis man, born of the fur trade. His mother was Aggathas (Mary) Bear, a Cree woman from the Saskatchewan River area. His father was Alexander Kennedy, a man from the Orkney Islands off Scotland. William's parents met through the fur trade, they married in the style of the country and had nine children. The children of a First Nations person and European person are called Métis. William and his brothers and sisters were very successful people – a doctor, schoolteacher, storekeeper, farmer and William was, among other things, an explorer.

William Kennedy, like many children born of a Scottish father during the fur trade era, was sent to Europe to be educated. Using a variety of print and electronic sources, create a timeline of William Kennedy's life. Include dates, locations and what he was doing at the time. The timeline should start with his birth and end with his death. In between you should include where he lived, his marriage, birth of his children, what jobs he had and his accomplishments.

2. A Place of Significance (Copy Pages 2.9.3 Gr5)

Captain Kennedy House is a designated historic building. That means it is a special piece of our heritage. Using the Historic Places website, find Captain William Kennedy House. Read about why it is special, and then in your own words complete the chart. Bring this chart with you on your field trip to Captain Kennedy House.

Captain Kennedy House: A Place of Significance	
Describe this Historic Place	
Why we value its heritage	
Key elements of Captain Kennedy House	
Date constructed	
Builder	
What two theme categories does it represent?	
It was given special recognition by what jurisdiction (government)?	

Grade 5: Field Trip Activities

1. The Captain's House (Copy Pages 2.9.3 Gr5)

For your field trip, arrange a tour of Captain Kennedy House with Manitoba Parks, contact information above.

Captain William Kennedy was born into the fur trade. His parents met because of the fur trade and worked in the fur trade. William worked for the Hudson's Bay Company for

some time before moving on to other things. William's parents built a house on the banks of the Red River when they retired. When William married Eleanor Cripps in England and they moved back to Canada, they build a house beside his mother's home on the Red River. That house is Captain Kennedy House, a grand stone house.

While you tour the house with the guide look for and record evidence of the fur trade and other artifacts.

The Captain's House	
List artifacts or historic objects that are from the fur trade era	
Look for photographs of the family, list their names	
What other artifacts have you found?	
Find one artifact that belonged to Captain Kennedy and describe it	
Find one artifact that belonged to Eleanor Kennedy and describe it	

2. A Place of Significance – Take II
(Copy Pages 2.9.3 Gr5)

After your tour of the house go outside and walk around the building. Notice how it was constructed and the different features that make it special. Using the chart you completed about the significance of Captain Kennedy House before your field trip, try to identify all the special features you listed under “key elements”. In your own words complete the following after your tour and exploration of the building.

Captain Kennedy House: A Place of Significance – Take II	
Describe this Historic Place	
Why should we value its heritage?	
Draw the key elements or character-defining features of Captain Kennedy House (use additional pages if needed)	
What ideas or themes does it represent to you?	

Grade 5: Post-trip Activities

1. Day-in-the-Life – Captain Kennedy

Write a story about a day in the life of Captain Kennedy when he lived in his, now historic, house. Start with him getting out of bed in the morning, then what he would have done during the day and finish with him going to bed a night.



*William Kennedy:
Archives of
Manitoba*

Share your story with a classmate.

2. Day-in-the-Life – Eleanor Kennedy

Write a story about a day in the life of Eleanor Kennedy when she lived in this, now historic, house. Start with her getting out of bed in the morning, then what she would have done during the day and finish with her going to bed a night.



*Eleanor Kennedy:
Archives of
Manitoba*

Share your story with a classmate.



D. Raymundo ~ Grade 6

3.0 Before Your Field Trips: Additional Activities

3.1 Historic Places

Students, regardless of grade, can use the Historic Places website to search for historic places in Manitoba and across Canada. Searches can be done by province, topic such as fur trade, or building type such as churches. Encourage your students to use the site to find out about topics they are studying in both Manitoba and in other provinces. For example, what fur trade forts are located in Saskatchewan, how are they similar or different from the ones here. The Historic Places website can be found at www.historicplaces.ca.

Searching the website for Canada's Historic Places (www.historicplaces.ca/) can add a whole other dimension to students' appreciation of this site. Searching the website is fun and easy. First you'll need to go to the "Explore Historic Places" section and click on "Canadian Register of Historic Places". Options that follow include "Search" or "Search the Register", which are the best places to start. Drop-down menus for three options ("Province/Territory", "Field of Interest" and "Type of Building") will take you to any number of interesting places. For example, if you start with Province/Territory of "Manitoba", then Field of Interest of "Education", then Type of Building as "One-room School", you will find a fascinating range of designated buildings throughout Manitoba. You can even search other provinces and territories and compare Manitoba's one-room schools with buildings in far-away places.

1. Why Protect Historic Places

On the Historic Places website you will find a section called "Why Protect Historic Places". There are six reasons provided with explanations for each. Have your students chose one of the six headings and summarize it in their own words then present it to the class. This activity would be valuable at the beginning of the term as it will give them a good understanding of Historic Places before they begin to study and visit them.

2. How do We Protect Historic Places?

Using the Historic Places website, explore the section on "Standards and Guidelines". There you will find information on the principles, there are four of them. Read about the four principles and create a poster that describes them.



S. Gauthier ~ Grade 6

3. It's All in the Standards
(Copy Pages 3.1)

Using the Historic Places website, answer the following questions from the Standards section.

Teacher's Key

Historic Places: It is All in the Standards	
Standards are the fundamental principles of conservation applicable to all types of heritage resources, including what four types?	Archaeological sites, landscapes, buildings or engineering works
To conserve the heritage value of a historic place, you should not remove, replace, or substantially alter what?	Character-defining elements
To conserve heritage value you adopt an approach called what?	Minimal intervention
Each historic place is a physical record of what?	Its time, place and use
How should we maintain character-defining elements on an ongoing basis?	Repair character-defining elements by reinforcing their materials using recognized conservation methods.
How should we create any new additions?	Maintain the essential form and integrity of a historic place
How should we replace missing features when restoring a historic place?	Restore with new features whose forms, materials and detailing are based on sufficient physical, documentary and/or oral evidence about what the original was like



D. Tran ~ Grade 6



G. Gema-ol ~ Grade 6

3.2 A Trip Down River Road

For a full day outing with the student that combines physical exercise with a tour of historic sites we recommend a field trip along River Road, by bike. River Road has a wealth of historic places in a 13 km stretch, starting at the south end across from Lauders Golf Course and ending at Lower Fort Garry. In between you can stop at seven other sites, making the bike trip a leisurely ride between stops, complete with washrooms and picnic grounds.



Newly created interpretive signs are found at each of the nine stops. The signs tell the story of a Métis family walking from their home beside the Red River to the Stone Fort (Lower Fort Garry) in the year 1845. Along the way you experience the life and times of the family as they stop in to visit friend or watch the York boats race on the river. In addition to the family story, you will find signs that talk about the historic Red River – types of transportation, the river lot system, people who lived beside it and lots more.

The nine stops are:

- The entrance across for the golf course (Lot 39)
- The fishing and picnic site (Lot 165)
- Scott House (Lot 266) – a Provincial Heritage Site
- Twin Oaks (Lot 292) – a National Historic Site, but is a private residence
- St. Andrew's Church and Rectory – a National Historic Site
- Captain Kennedy House (Lot 411) – a Provincial Heritage Site
- The Quarry Marsh Site
- St. Andrews Lock and Dam picnic area (across from the original Skinners) – a National Historic Site
- Lower Fort Garry – a National Historic Site

There is a large turn off for buses at the first stop where you can be dropped off. You can arrange for the bus to pick you up at Lower Fort Garry where there is another large parking area that can accommodate buses. Most of the other sites can accommodate a bus including the halfway point at St. Andrew's Church and Rectory. The speed limit on River Road is only 50 km/hr and traffic is minimal.

The field trip along River Road will immerse your students in the history of the Manitoba that is richly provided along this stretch of the Red River.

3.3 More Activities (Copy Pages 3.1)

Try these websites for related activities:

- Exploration: The Fur Trade & Hudson’s Bay Company – Teachers Resources www.canadiana.org/hbc/education/intro_e.html

- Observing Historical Images:

Go to the Time Links website at <http://timelinks.merlin.mb.ca/imageref/imageref.htm> and do a search for “immigration” photographs. Chose one image that shows immigrants to Manitoba, print it and then answer the following questions. The Time Links website has many archival photographs on a variety of topics so this activity could be adopted to fur trade, immigration, transportation, etc.

Photo source, Date	
(insert photo here)	
Describe the people in the photograph and what they appear to be doing.	Describe the background of the picture.
What buildings or construction can you see?	What is the focal point or main point of interest in this photograph?
Invent a new title for the photograph.	What questions do you have about this photo?
What does this photograph tell you about life at this time?	What do you think the people are thinking about?

2. The Forks – A Wealth of History
(Copy Pages 2.1.3 Gr4)

The junction of the Red and Assiniboine rivers is a place full of stories from the past. The meeting of these two rivers has played an important role in the history of many people.

Why is the junction of the Red and Assiniboine rivers important to the many cultural groups that have visited or settled at The Forks?

The Forks – A Wealth of History		
<i>Group</i>	<i>Time Period</i>	<i>Why The Forks and its rivers were/are important</i>
First Nations		
Explorers		
Fur Trade		
Métis		
Immigrants		
People Today		

1. Finding The Forks
(Copy Pages 2.1.3 Gr5)

Use the map of the Fur Trade Routes to complete the fur trader route to The Forks.
 Hint: the Hudson’s Bay Company (HBC) came to The Forks via the north and Lake Winnipeg.
 The North West Company (NWC) took one of two routes from the Great Lakes – either via the Winnipeg River into Lake Winnipeg or via the Roseau River into the Red River.

Mark the route of the HBC from York Factory to The Forks in red.

Mark the two routes of the NWC to The Forks via the Winnipeg River and Roseau River in blue.



1. Role of the River
(Copy Pages 2.1.3 Gr5)

Answer the following questions

Role of the River	
Why were the rivers important to the First Nations people?	
What role did the rivers play in the fur trade?	
Why was The Forks an important location to First Nations people?	
Why were fur trade forts built at The Forks?	
What are the names of the different fur trade forts that were built at The Forks?	

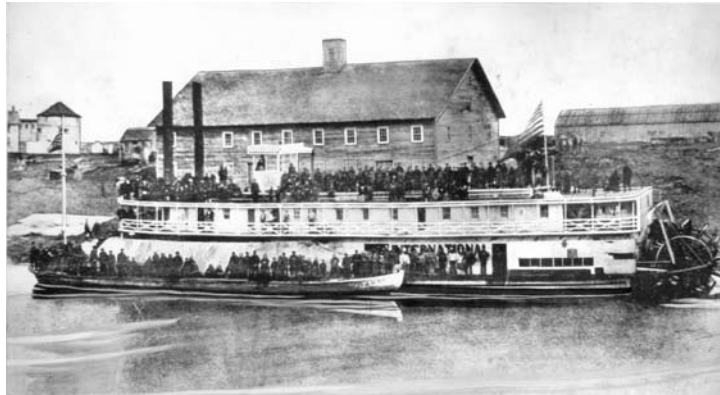
1. Immigrating to The Forks
(Copy Pages 2.1.3 Gr6)

Students work individually or in groups to complete the first two columns of the following chart, then fill in the last column after the field trip.

Immigrating to The Forks		
<i>What I know...</i>	<i>What I would like to know...</i>	<i>What I learned...</i>
The people already at The Forks before the mass immigrations to Manitoba		
Why people immigrated to Manitoba		
Ways the Canadian Government encouraged immigration		
What groups immigrated to Manitoba between 1867 and 1914		
New immigrants came to The Forks because		

2. Arriving at The Forks
(Copy Pages 2.1.3 Gr6)

Look at the attached photograph taken across from The Forks. It is a group of Mennonite Immigrants arriving in Winnipeg on August 10 1874. Please complete the questions.



Archives of Manitoba, Stovel Collection #258

<p>Describe the people in the photograph and what they appear to be doing.</p>	<p>Describe the riverbank in the background of the picture.</p>
<p>What buildings or construction can you see?</p>	<p>What is the focal point or main point of interest in this photograph?</p>
<p>Invent a new title for the photograph.</p>	<p>What questions do you have about this photo?</p>
<p>What does this photograph tell you about life at this time?</p>	<p>What do you think the people on the boat are thinking about their new home?</p>

1. Place of Many Fishes
(Copy Pages 2.2.3 Gr4)

Students work individually or in groups to complete the first two columns of the following chart, then fill in the last column after the field trip.

Place of Many Fishes		
<i>What I know...</i>	<i>What I would like to know...</i>	<i>What I learned...</i>
Fishing at Kenosewun – the place of many fishes		
Archaeologists have made amazing discoveries at Kenosewun		
Evidence of the first people farming at Kenosewun		
Kenosewun is an important historic place		

2. Gifts of the Red
(Copy Pages 2.2.3 Gr4)

Explore the interpretive trail called *Gifts of the Red*. Check the signs for answers to these questions.

Gifts of the Red Scavenger Hunt	
What does flooding of the river spread on the soil, leaving it rich and fertile?	
What resources could the first people find at the rapids before the dam was built?	
What evidence did archaeologists find of the first farmers?	
Why did the first farmers choose this place?	
What crops did the first farmers likely grow?	
What are some of the foods aboriginal people have given us?	
What animal did the Sioux medicine man John Lane Deer say gave the people everything?	
What were bison droppings used for?	
What animal is called the “buffalo of the water”?	
How did First Nations people use sturgeon?	
How can you help protect this special place and all its gifts?	

1. Early Farming
(Copy Pages 2.2.3 Gr4)

Compare farming techniques used by the first farmers at Kenosewun to those used by the European immigrants that arrived 500 years later.



Early Farming in Manitoba		
<i>Farming Methods</i>	<i>First Farmers at Kenosewun</i>	<i>European Farmers who came to Red River in 1800s</i>
Farm tools used		
Crops grown		
Livestock		
Storage of harvest		
Size of farm		

1. Can You Dig It
(Copy Pages 2.2.3 Gr6)

After your visit to Kenosewun can you answer the following questions?

Can you Dig It	
Question	Your answer
What does an archeologists do?	
What is an “artifact”?	
Can anyone dig up artifacts from the past?	
What should you do if you find an artifact, like an arrowhead or piece of pottery?	
How do we protect artifacts found in archeological digs?	
What are two things the artifacts at Kenosewun have taught you?	1. 2.
What artifact might you leave behind for someone to find in 600 years?	

2. Lasting Impressions
(Copy Pages 2.3.3 Gr5)

Complete the following during your visit to the Seven Oaks Museum. To fill in any gaps you can check the Museum website at www.geocities.com/sevenoaksmuseum/.

Lasting Impressions: Seven Oaks Museum	
Who built the house the museum is now located in and when?	
What event in 1852 delayed the completion of the house?	
Was the house here during the Battle of Seven Oaks in 1816?	
What was John Inkster's background or country of origin?	
What was Mary Sinclair's background or country of origin?	
What artifacts or historic objects do you find here?	
What stories do the artifacts or historic objects tell you?	
This building is the oldest surviving _____ in Manitoba?	
In addition to the house, what other parts are there to the building?	
When did the house become a museum?	
Why is it important to preserve historic places like this house?	
What does the plaque on the monument (Main & Rupertsland) for the Battle of Seven Oaks say?	

**1. Go West Young Woman
(Copy Pages 2.4.3 Gr4)**

Marie-Anne Gaboury (1780-1875) was born in Trois-Riviere, Quebec. At the age of 24, she married Jean-Baptiste Lagimodière (1778 – 1855), a fur trader. While they had planned to stay in Quebec, things changed shortly after their marriage and the couple headed to the wild west so Jean-Baptiste could continue working in the fur trade. It was very unusual for Jean-Baptiste to bring his Quebec wife to the west – in fact Marie-Anne is believed to be

the first white woman in the region. Imagine how much her life changed, from her life in a Quebec town to a life of the fur trade, travelling canoe routes and across the wild prairies to the mountains.



Go West Young Woman: Changes in the Way of Life for Marie-Anne Gaboury		
<i>Topics</i>	<i>Trois-Riviere, Quebec</i>	<i>Working the Fur Trade</i>
Food		
Transportation		
Shelter		
Customs and Traditions		
Recreation		
Friends and Family		
School for Children		
Socializing		

2. Visit the Homestead
(Copy Pages 2.4.3 Gr4)

Lagimodière-Gaboury Park sits on the land that was granted to Jean-Baptiste Lagimodière after his hard work and loyalty to Lord Selkirk. It is a beautiful place along the Seine and Red rivers. There was once a house, out buildings and a sawmill. Explore the trail and the story it tells about the family and the birth of the Métis culture. It was here that Jean-Baptiste and

Marie-Anne raised their children, including Julie the mother of Louis Riel. Louis himself might have been born here and most certainly spent time here as a child.

Complete the following chart while visiting Lagimodière-Gaboury Park. After exploring the trail, find a quiet place to sit and think about Louis Riel visiting his grandparents here and what he might have done here in the 1840s and 1850s.

Off to Visit Gramma and Grampa		
<i>Activity</i>	<i>What would a young Louis Riel have done at your age?</i>	<i>What would you do today?</i>
Help Grampa with the chores, what kind		
Help Gramma with the chores, what kind		
Find something entertaining to do		
Play games, sports		
Explore nature		
Favourite thing to do at the grandparents		

1. Marie-Anne and Jean-Baptiste
(Copy Pages 2.4.3 Gr5)

Using a variety of resources research and write a short biography of *either* Marie-Anne Gaboury or Jean-Baptiste Lagimodière. Record their historical impact, their daily life and follow their travels.

Marie-Anne Gaboury or Jean-Baptiste Lagimodière	
Name: _____	
Date and Place of Birth: _____	
Date and Place of Death: _____	
Background	
Interests, motivations, hopes	
Accomplishments	
Travels (list or sketch a map)	
Difficulties and challenges encountered	
Other interesting points	
Why is she or he important to the history of Canada?	
Two sources consulted (Title, author, date)	1. 2.

1. Fort Gibraltar – Artifact Analysis
(Copy Pages 2.4.3 Gr5)

On your field trip to Fort Gibraltar take some time to look at the artifacts or historic objects (or reproductions), then chose two artifacts that you find interesting and complete the following.

A Trip to Fort Gibraltar – Artifact Analysis	
<i>Artifact 1:</i>	<i>Artifact 2:</i>
Describe the object:	Describe the object:
Make a sketch of the object:	Make a sketch of the object:
What was it used for?	What was it used for?
How old is it?	How old is it?
Where did it come from?	Where did it come from?
Other interesting details:	Other interesting details:
What does it tell me about life during this period?	What does it tell me about life during this period?

**2. A Trip to Lagimodière-Gaboury Park
(Copy Pages 2.4.3 Gr5)**

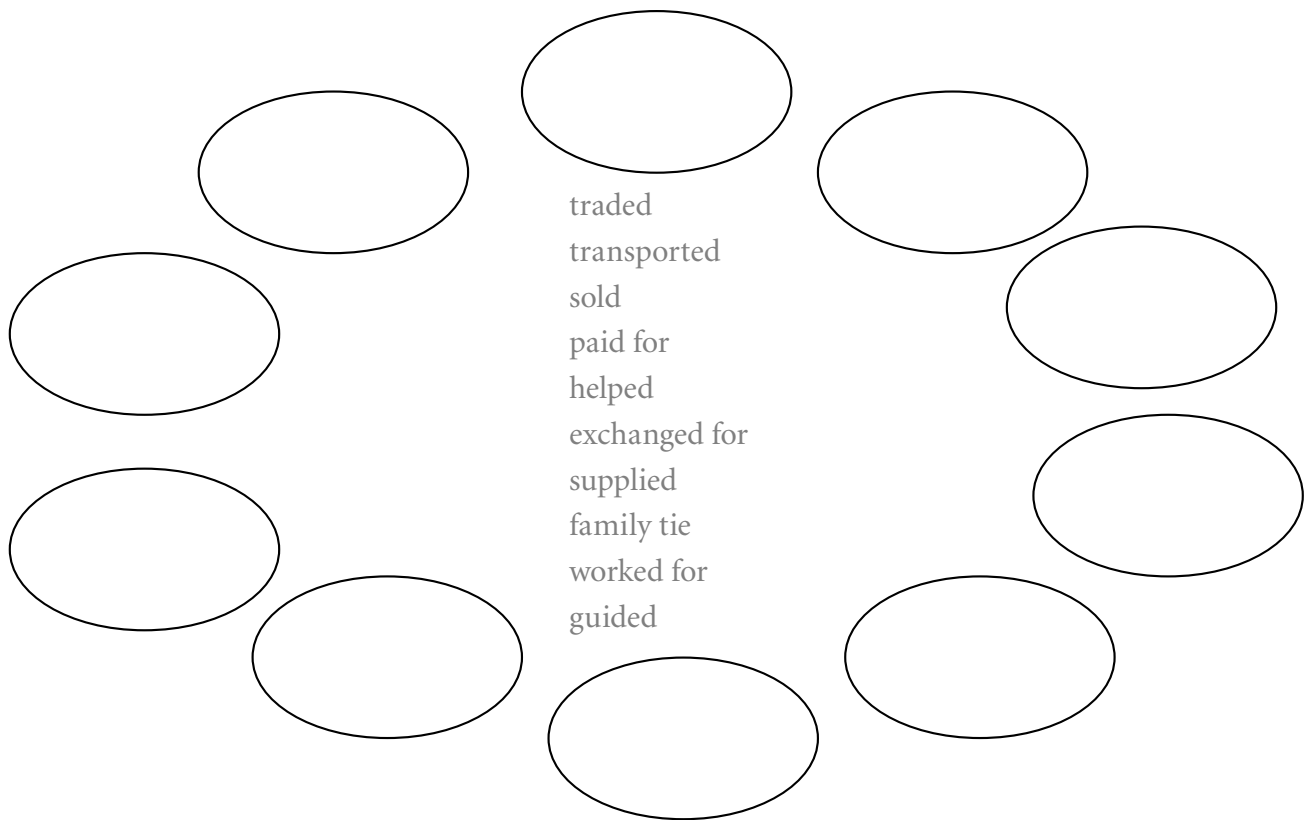
At Lagimodière-Gaboury Park, look for the interpretive signs and answer the question sheet from information on the signs.

Lagimodière-Gaboury Homestead	
Who lived here before the Lagimodière-Gaboury family? How did they make a living?	
What operated here at Pointe Maisonneuve from 1882 until 1884 when it burnt down?	
When did Jean-Baptiste and Marie-Anne leave Trois-Rivières in Quebec to come west?	
When did Jean-Baptiste and Marie-Anne settle on their homestead here?	
Jean-Baptiste and Marie-Anne had a daughter named Julie and she had a famous son. What was his name?	

2. Fur Trade Economy
(Copy Pages 2.4.3 Gr5)

Think about the relationships between the different groups of the fur trade. Use nine of the words from the list to describe the exchange of goods in the fur trade. Link the circles with lines and write one or more sets of words, from the centre, on the line that describes the economic relationship.

Circle words: First Nation & Métis trappers, First Nation & Métis hunters, First Nation & Métis women, First Nation & Métis guides, HBC merchants, NWCo merchants, voyageurs, furs, trade goods, explorers, food, medicine, canoes



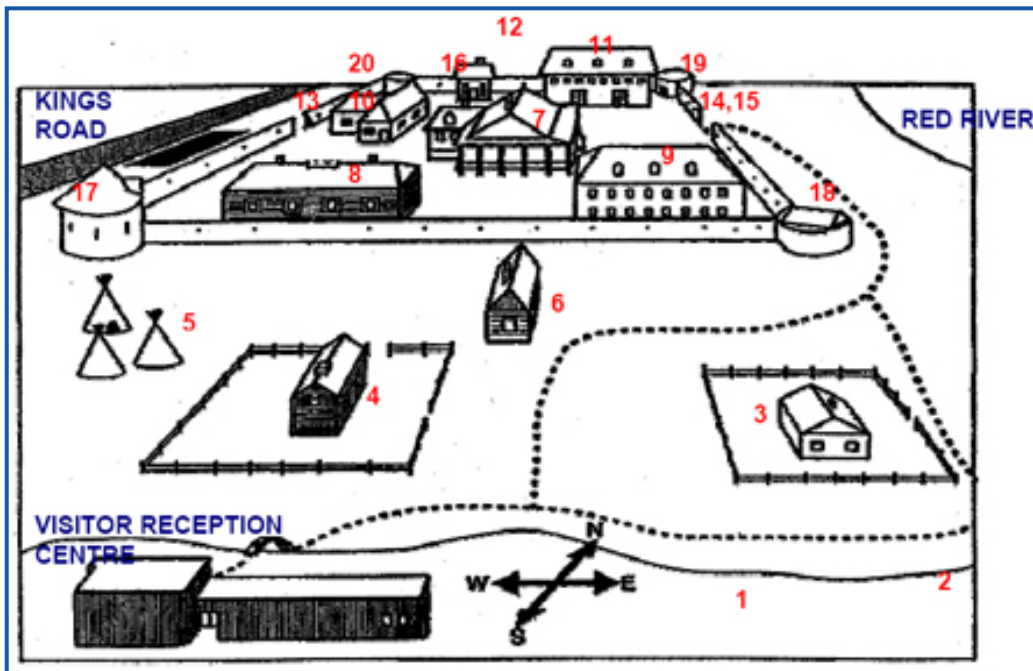
1. LFG – Shaping Manitoba
(Copy Pages 2.5.3 Gr4)

Using a variety of resources, research the events that occurred at Lower Fort Garry and how they have helped shape Manitoba. Use the W-5 chart to record your answers. Then choose one of the events to share with your classmates.

People and Events at Lower Fort Garry that Shaped Manitoba & Canada					
<i>Who?</i>	<i>What?</i>	<i>Where?</i>	<i>When?</i>	<i>Why?</i>	<i>How?</i>
Governor George Simpson					
	Lower Fort Garry				
	Red River Expeditionary Force (1870)				
	Signing Treaty Number One				
	North-West Mounted Police				

2. Describe The Fort
(Copy Pages 2.5.3 Gr4)

Using the base map of Lower Fort Garry provided, label the buildings and structures at the fort. Then draw around your map the many different activities that took place at this historic place. Don't forget to include things along the river, like York boats being loaded and unloaded, hauling water for farming, and Aboriginal encampments.



Map of LFG © Parks Canada

- | | |
|-----|-----|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

3. Coolest Artifact
(Copy Pages 2.5.3 Gr4)

On your field trip choose one artifact or historic object that you think is the most interesting and complete the following.

The Coolest Artifact at Lower Fort Garry	
<i>Artifact:</i>	
Describe the object	
Make a sketch of the object, use the back of this page if you need more room	
What was it used for?	
How old is it?	
Where did it come from?	
Other interesting details	
What does it tell me about life during this period?	

2. Changes at the Fort
(Copy Pages 2.5.3 Gr4)

Consider how life has changed from what you saw on your field trip to the Fort. How would people have lived 150 years ago compared to today. Complete the chart below by describing the changes.

Changes at the Fort		
<i>Topic</i>	<i>Lower Fort Garry Then</i>	<i>Today</i>
Food		
Agriculture		
Clothing		
Transportation		
Recreation		
Education		
Technology		
Shelter		
Customs & Traditions		

**2. Influence of the River
(Copy Pages 2.5.3 Gr5)**

Look at the location of Lower Fort Garry on a map. You can see it was located beside the Red River. It was originally located at The Forks of the Red and Assiniboine rivers but was flooded so often that Governor Simpson moved it downstream to high ground where it would not be flooded every spring.

Assume you are Governor Simpson and you are trying to decide if you should move the fort or leave it at the junction of the two rivers. Think about the pros and cons of the two locations and list them.

Location of Lower Fort Garry – Influenced by the Land		
<i>Location</i>	<i>Pros</i>	<i>Cons</i>
Forks of Red & Assiniboine rivers		
Down stream of Forks on higher ground		
What decision would you have made:		

1. Interview the Past
(Copy Pages 2.5.3 Gr5)

While on your field trip to Lower Fort Garry choose one of the characters from the past to interview. Be sure to tell the character you are doing a newspaper article about them for readers in the future. Back in the classroom you

will use your interview to write a newspaper article about the fur trade. You might want to take a photograph of the person you interview, to include in your newspaper article. These are just some of the questions you might ask in the interview.

Interview the Past	
What is your name and age?	
Are you visiting or do you live at the fort? Where exactly do you live?	
What is your background – First Nations, Métis, Scottish, English, French, or other?	
What do you like to do for fun?	
What is your occupation and your daily duties?	
What is the hardest part of your job?	
What is your favourite part of your job?	

Interview the Past

What role does Lower Fort Garry play in the fur trade?	
How is the fur trade dependent on First Nations and Métis men and women?	
Do you think the fur trade is good for Canada, why or why not?	
Do you have anything you would like to say to people in the future?	
Other questions...	

Attach photographs here:

**1. Historic Church Along the Red River
(Copy Pages 2.6.3 Gr4)**

St. Andrew’s Church and Rectory are located on the historic River Road, south of Lockport. Before your field trip to the see church and rectory look it up on the Manitoba and Canadian government websites:

- Parks Canada: www.pc.gc.ca/voyage-travel/pv-vp/itm7-/page10_e.asp and www.pc.gc.ca/lhn-nhs/mb/standrews/visit/index_e.asp
- Historic Resources: www.gov.mb.ca/chc/hrb/prov/p053.html

Then complete the following before and after your field trip. Be sure to ask the interpreter the question you want to know when you visit on your field trip.

Historic Church Along the Red River		
What I know:		
What I want to know:		
I have learned:		

1. Who Are the Métis?
(Copy Pages 2.6.3 Gr5)

Using the Virtual Museum of Métis History and Culture website, www.metismuseum.ca, and other resources, answer the following questions.

Who Are the Métis?	
Define Métis	
What is the origin of the Métis people?	
Where is the Métis homeland?	
What languages do the Métis often speak?	
What advantages would the Métis have had during the fur trade era?	

2. Importance of St. Andrew's Church and Rectory Historic Place
(Copy Pages 2.6.3 Gr5)

Using the Historic Places or the Historic Resources (www.gov.mb.ca/chc/hrb/prov/p053.html) website search for St. Andrew's Church and Rectory. Once you have found the listing, make notes on what the websites outline as the important features of the church and rectory. Beside it list what you think is important about the church and rectory.

Importance of St. Andrew's Church and Rectory Historic Place	
<i>Important points listed in Historic Places and Historic Resources websites</i>	<i>What I think is important about the church and rectory</i>

1. What Makes it Special?
(Copy Pages 2.7.3 Gr4)

What makes a building or historic place special? There are several reasons why a place might be given special status as a “historic place”. It could be because of the history (what took place there), architecture (how it was built), integrity (is the original building still in

good shape) or environment (where it is located – is it special or unique). You can find out more about these four things at www.gov.mb.ca/chc/hrb/info/info004.html.

Using electronic and print media find out why St. Peter, Dynevor Old Stone Church and Rectory are special places. Find what is special about their history, architecture, integrity and environment.

What Makes St. Peter Special?		
<i>Feature</i>	<i>St. Peter, Dynevor Old Stone Church</i>	<i>St. Peter, Dynevor Old Stone Church Rectory</i>
<p>History: Who were the original occupants and what did they do for a living? Did an event of historical importance occur in the building?</p>		
<p>Architecture: When and by whom was the building constructed? Did the designer use a style or tradition to create the design? What materials were used in the construction?</p>		
<p>Integrity: Have there been changes made to the building?</p>		

What Makes St. Peter Special?

<p>Environment: Does the building look like any others in the community? Is the building a local landmark?</p>		
<p>Why do you think the building is special?</p>		

Attach pictures here:

1. Off to Church
(Copy Pages 2.7.3 Gr4)

While on a field trip to St. Peter, Dynevor Old Stone Church, visit the graveyard and try to find the oldest headstones. Complete the following questions.

St. Peter, Dynevor Anglican Church	
How many headstones can you count?	
What is the name and date on the oldest headstone you can find?	
Can you find Chief Peguis' headstone?	
Copy down what it says on Chief Peguis' headstone.	
Give the names and dates on four other headstones.	1. 2. 3. 4.

2. Mapping St. Peter
(Copy Pages 2.7.3 Gr4)

While on your field trip to St. Peter, Dynevor Old Stone Church, look around you at the location of the church. Imagine what it would have looked like here 150 years ago. There would not have been any telephones or electricity, no paved roads, no cars or machinery and very few buildings. What would

have been here are oxen and Red River carts, horses, a mud road or trail, a few small log buildings and the river.

Now find a quiet place to sit and draw a map of what this place would have looked like 150 years ago if you were a bird flying over and looking down. Include the river, church, graveyard, people and animals.

2. Changing Lifestyles of First Nations (Copy Pages 2.7.3 Gr5)

Before the Europeans came to Canada many of the First Nation communities had a better standard of living than the average European, at the time. That means the First Nation people had better food, clothing, housing and health than those living in Europe. For the First people that lived here, their lives included a

cycle that moved them from place to place depending on the season. They followed the resources of the land (fish, bison, elk, moose, berries, etc) and lived in a sustainable manner that means it was good for the environment.

The First Nations lifestyle changed once the Europeans moved onto their land. Complete the following chart.

Changing Lifestyles of First Nations		
<i>Lifestyle</i>	<i>Before Europeans Arrived</i>	<i>After Europeans Arrived and why it changed</i>
How they lived on the land		
Abundance of resources		
Where they lived		
How they feed themselves		
How they clothed themselves		
Health		
Spirituality and religion or faith		

**1. Chief Peguis' Church
(Copy Pages 2.7.3 Gr5)**

St. Peter, Dynevor Anglican Church is the first and only church that was constructed for the First Nations in the Red River Settlement. Reverend Cockran, who also worked at St. Andrew's Church, built the first church here in 1836 with the help of the small First Nation community led by Chief Peguis. Three years before Cockran and Chief Peguis and his band, had built a small log schoolhouse nearby. In 1854 the stone church that you see here today

replaced the wooden church. Cockran and the community also built a number of small houses for people to live in because they had moved from the area around Netley Creek to take up farming here.

Explore the church and grounds. During your exploration imagine how different it would have been for Chief Peguis and his band to settle down and live in a permanent place, building wooden then stone structures to live in and worship. Write your observations down.

Chief Peguis' Church – Changes	
Observations about the church	
Observations about the graveyard	
Observations about the location	

2. Chief Peguis Gravesite
(Copy Pages 2.7.3 Gr5)

Chief Peguis and many of his band have been buried here at St. Peter, Dynevor Old Stone Church. Visit the graveyard and find Chief Peguis' grave. What does it tell you about the

man? How well is it maintained, is it a hero's grave, what does it say about the contribution Chief Peguis made to Manitoba? Look at the graves around Chief Peguis, what do you notice about the names and dates on the headstones.

Chief Peguis Gravesite	
Copy out the inscription on Chief Peguis' headstone	
What does the gravesite tell you about the man?	
What do the surrounding gravesites tell you?	
Other observations	

2. Living on the Land
(Copy Pages 2.7.3 Gr6)

Using a map of southern Manitoba, look at the area that Chief Peguis and his community lived on around Netley Creek then explore the area they moved to around St. Peter, Dynevor Old Stone Church. What resources and lifestyle

did the two areas support? Think about what type of land you need for hunting, trapping and fishing and what type of land you need for farming. With that in mind, if Chief Peguis and his people moved what were they giving up and what were they gaining?

Living on the Land		
<i>Resources of the Land</i>	<i>Netley Creek Area</i>	<i>St. Peter, Dynevor Old Stone Church Area</i>
Good habitat for hunting, trapping, fishing, gathering wild food		
Good land for farming		
Supports cyclical movement around the land to harvest different resources		
Impact on community if lived here		

1. The Choice was Made
(Copy Pages 2.7.3 Gr6)

Imagine what this area around St. Peter, Dynevor Old Stone Church looked like 150 years ago. How would things be different and how would they be the same.

The Choice was Made		
	<i>Then</i>	<i>Now</i>
Describe the land		
What resources are there to feed and cloth you?		
What is here to help you build and heat your home?		
How would you travel?		
Where would you get your water from?		
Is there land to farm?		

2. Chief Peguis – A Hero
(Copy Pages 2.7.3 Gr6)

Chief Peguis and many of his band have been buried here at St. Peter, Dynevor Old Stone Church. Visit the graveyard and find Chief Peguis’ grave. What does it tell you about the man? How well is it maintained, is it a hero’s grave, what does it say about the contribution Chief Peguis made to Manitoba? Look at the graves around Chief Peguis, what do you notice about the names and dates on the headstones.

Chief Peguis Gravesite	
Copy out the inscription on Chief Peguis’ headstone	
What does the gravesite tell you about the man?	
What do the surrounding gravesites tell you?	
Other observations	

1. Story of the Sisters
(Copy Pages 2.8.3 Gr4)

Using websites research the Grey Nuns. Read the story of the Grey Nuns and why they came to the Red River Settlement. Then answer the following questions.

Story of the Sisters: the Grey Nuns of the Red River Settlement	
Where were the Grey Nuns from?	
When did they come to the Red River Settlement?	
How did they get here?	
Who asked them to come and why?	
What were the names of the four nuns?	
Where did they build their first convent?	
What things did they do to help the people of the Red River Settlement?	
Where else did they build convents to help the people?	
They were pioneers of a different kind, they were the first _____	

1. Life at the Convent
(Copy Pages 2.8.3 Gr5)

On your tour of the St. Boniface Museum think about how the life of the four sisters from Montreal changed when they came to the Red River Settlement. When they left Montreal it was a growing city with many services and

conveniences they would not have here at the convent.

On your tour make notes of some of the daily challenges the sisters would have had back in the mid-1800s. What conveniences do you have that they did not have.

Life at the Convent		
Challenges of daily life		
Conveniences I have that they did not		
Things they had that I would like to have		

2. The Best Red River Frame (Copy Pages 2.8.3 Gr5)

The Grey Nuns Convent, now the St. Boniface Museum, is built using something called Red River frame construction. It was a style of construction that originated in Europe and was quite popular in New France. The early fur traders and their descendants, the Métis found it perfect for the homes and buildings of the Red River Settlement and across the west. The logs of the building could expand and contract with the extremes of temperature, it was easy to build and you didn't need nails. It was also easy to take apart to make an addition or to make a new building. The convent is considered the best and largest remaining example of a Red River Frame building.

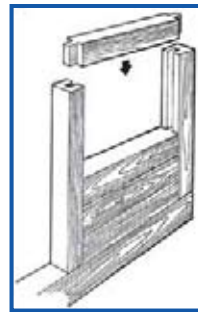
The wood was gathered from the forests along the rivers. It was cut into two different lengths. Long pieces were used for vertical beams, placed every 3.8 metre and each section contained a window or door. The spaces between the vertical squared logs stacked horizontally. Before fitting the logs in place, they were squared using broad axes and adzes – the round edges were taken off and they tried to make them a uniform size.



Illustration of Red River frame construction: Parks Canada

In the upright logs they made a cut or grove (mortise) down the edges. On the horizontal logs they cut a piece or tongue (tenon) that could slide into the grove. If all went right, the horizontal logs slid into place and any gaps were filled with mud from the riverbank mixed with straw, horsetail hair or any other material to help hold it together. The exterior walls were then covered with sawn vertical boards and the interior covered with a mud plaster held in place by split willow lathe.

While on your field trip to the museum have a close look at the model they have of how the pieces of a Red River frame building fit together. When the tour is finished go outside and look at the building. Now look up at the roof and see how it is shaped.



Take photographs or make sketches of the building and its construction. Be sure to get close ups of the detail of how the logs are joined, the way the windows are made, the design of the roof and any other details you can

see. Also be sure to get photographs or sketches of all four sides of the building. You will use these photographs and sketches back in the classroom after the field trip.

2. The Many Sides to Louis Riel
(Copy Pages 2.8.3 Gr6)

Before your trip to the St. Boniface Museum complete the first two questions below. Remember to ask your guide questions if they do not cover him in the tour. After your field trip answer the third and fourth questions.

The Many Sides to Louis Riel	
1. What I know about Louis Riel	
2. What I would like to know about Louis Riel	
3. What I learned about Louis Riel	
4. What I think is important about Louis Riel	

1. The Captain
(Copy Pages 2.9.3 Gr4)

Use a variety of sources to find out who Captain William Kennedy was and where he lived.

Captain William Kennedy	
Date of Birth and Death	
Who were his parents?	
Where did he grow up?	
What jobs did Captain Kennedy have?	
What different places did he live in?	
Where did he build his house in 1866?	
Why did he build his house here?	
What famous stonemason helped him build the house?	
What was the house made of?	

2. Métis Explorer and More
(Copy Pages 2.9.3 Gr4)

Captain William Kennedy was a Métis man. His mother was Aggathas (Mary) Bear, a Cree woman from the Saskatchewan River area. His father was Alexander Kennedy, a man from the Orkney Islands off Scotland. William’s parents met through the fur trade, they married in the style of the country and had nine children.

The children of a First Nations person and European person are called Métis. William and his brothers and sisters were very successful people – a doctor, schoolteacher, storekeeper, farmer and William was, among other things, an explorer.

Use a variety of sources to find out what William Kennedy’s accomplishments were and complete the chart.

Captain William Kennedy: Métis Explorer and More		
<i>Accomplishments and dates</i>	<i>Significance</i>	<i>Evidence of it today</i>

1. Métis Artifact
(Copy Pages 2.9.3 Gr4)

On your field trip and tour of Captain Kennedy House find one artifact or historic object inside or outside the house that represents Métis history. Then complete the following about that artifact.

Métis Artifact at Captain Kennedy House	
<i>Artifact:</i>	
Describe the object	
Make a sketch of the object	
What was it used for?	
How old is it?	
How does it represent Métis history or people?	
Where did it come from?	
Other interesting details	
What does it tell me about life during this period?	

2. A Place of Significance
(Copy Pages 2.9.3 Gr5)

Captain Kennedy House is a designated historic building. That means it is a special piece of our heritage. Using the Historic Places website, find Captain William Kennedy House. Read about why it is special, and then in your own words complete the chart. Bring this chart with you on your field trip to Captain Kennedy House.

Captain Kennedy House: A Place of Significance	
Describe this Historic Place	
Why we value its heritage	
Key elements of Captain Kennedy House	
Date constructed	
Builder	
What two theme categories does it represent?	
It was given special recognition by what jurisdiction (government)?	

1. The Captain's House
(Copy Pages 2.9.3 Gr5)

Captain William Kennedy was born into the fur trade. His parents met because of the fur trade and worked in the fur trade. William worked for the Hudson's Bay Company for some time before moving on to other jobs. William's parents built a house on the banks of the Red River when they retired. When

William married Eleanor Cripps in England and they moved back to Canada, they build a house beside his mother's home on the Red River. That house is Captain Kennedy House, a grand stone house.

While you tour the house with the guide look for and record evidence of the fur trade and other artifacts.

The Captain's House	
List artifacts or historic objects that are from the fur trade era	
Look for photographs of the family, list their names	
What other artifacts have you found?	
Find one artifact that belonged to Captain Kennedy and describe it	
Find one artifact that belonged to Eleanor Kennedy and describe it	

2. A Place of Significance – Take II
(Copy Pages 2.9.3 Gr5)

After your tour of Captain Kennedy House go outside and walk around the building. Notice how it was constructed and the different features that make it special. Using the chart

you completed about the significance of Captain Kennedy House before your field trip, try to identify all the special features you listed under “key elements”. In your own words complete the following after your tour and exploration of the building.

Captain Kennedy House: A Place of Significance – Take II	
Describe this Historic Place	
Why should we value its heritage?	
Draw the key elements or character-defining features of Captain Kennedy House (use additional pages if needed)	
What ideas or themes does it represent to you?	

3. It's All in the Standards
(Copy Pages 3.1)

Using the Historic Places website, answer the following questions from the Standards section.

Historic Places: It is All in the Standards	
Standards are the fundamental principles of conservation applicable to all types of heritage resources, including what four types?	Archaeological sites, landscapes, buildings or engineering works
To conserve the heritage value of a historic place, you should not remove, replace, or substantially alter what?	Character-defining elements
To conserve heritage value you adopt an approach called what?	Minimal intervention
Each historic place is a physical record of what?	Its time, place and use
How should we maintain character-defining elements on an ongoing basis?	Repair character-defining elements by reinforcing their materials using recognized conservation methods.
How should we create any new additions?	Maintain the essential form and integrity of a historic place
How should we replace missing features when restoring a historic place?	Restore with new features whose forms, materials and detailing are based on sufficient physical, documentary and/or oral evidence about what the original was like

3.3 More Activities (Copy Pages 3.1)

Observing Historical Images:

Go to the Time Links website at <http://timelinks.merlin.mb.ca/imageref/imageref.htm> and do a search for “immigration” photographs. Chose one image that shows immigrants to Manitoba, print it and then answer the following questions.

Photo source, Date	
(insert photo here)	
Describe the people in the photograph and what they appear to be doing.	Describe the background of the picture.
What buildings or construction can you see?	What is the focal point or main point of interest in this photograph?
Invent a new title for the photograph.	What questions do you have about this photo?
What does this photograph tell you about life at this time?	What do you think the people are thinking about?

5.0 Teacher's Resources

5.1 Websites

The following websites are a wealth of information on historic places and the Red River area. You can use it as a source of background information or provide the list to students to help them with their research.

Aboriginal Innovations in the Arts, Science and Technology: www.schoolnet.ca/aboriginal/handbook/index-e.html

Association for Manitoba Archives: www.mbarchives.mb.ca/exhibit/gallery.htm

CBC Archives: <http://archives.cbc.ca/index.asp?IDLan=1>

City of Winnipeg Planning, Property and Development: www.winnipeg.ca/ppd/historic/historic.stm

City of Winnipeg Archives & Records Control Centre: www.winnipeg.ca/clerks/docs/archives/archives.stm

Dictionary of Canadian Biography Online: www.biographi.ca

Early Canadiana Online: Exploration, the Fur Trade and Hudson's Bay Company: www.canadiana.org or for images go to www.canadiana.org/hbc/images/intro_e.html

Exchange District Business Improvement Zone: www.exchangedistrict.org/

Federal Heritage Buildings Review Office (FHBRO): www.parkscanada.gc.ca/progs/beefp-fhbro/index_e.asp

Glenbow Museum: www.glenbow.org/collections/search/

Google for image search: <http://images.google.ca/imghp?ie=UTF-8&oe=UTF-8&hl=en&tab=wi&q=>

Heritage Canada: www.heritagecanada.org

Heritage Winnipeg: www.heritagewinnipeg.com

Histor!ca: www.histori.ca/default.do?page=.index

Historic Places: www.historicplaces.ca

Historic Resources Branch: www.gov.mb.ca/chc/hrb/

Hudson's Bay Company History Page:
www.hbc.com/hbc/e_hi/default.htm (English)
www.hbc.com/hbc/f_hi/default.htm (français)

Library and Archives Canada: www.collectionscanada.ca/index-e.html

Manitoba Historical Society: www.mhs.mb.ca/

Manitoba Legislative Library: www.gov.mb.ca/chc/leglib_index.html

National Archives of Canada: www.archives.ca/08/08_e.html

National Trust for Historic Preservation: www.nationaltrust.org/

Our Heritage: www.ourheritage.net/index.html

Parks Canada: www.parkscanada.gc.ca/

Provincial Archives of Manitoba: www.gov.mb.ca/chc/archives/index.html

Rivers West: www.routesonthered.ca or www.riverswest.ca

The Canadian West (Library and Archives Canada): www.collectionscanada.ca/canadian-west/052911_e.html

The National Library of Canada: Pathfinders and Passageways: www.nlc-bnc.ca/explorers

The Red River: Great Canadian Rivers.Com: <http://www.greatcanadianrivers.com/rivers/redriver/history-home.html>

The Virtual Museum of Métis History and Culture: www.metismuseum.com/main.php

Time Links image library: <http://timelinks.merlin.mb.ca/imageref/imageref.htm>

University of Manitoba Libraries: www.umanitoba.ca/academic_support/libraries/online/index.html

Western Canada Pictorial Index: www.photoindex.org/



O. Wilde ~ Grade K

5.2 Print Sources

Architectural Heritage, by David Butterfield. Manitoba Culture, Heritage and Tourism, 1988.

First Nations Community Profiles: Manitoba Region. Indian and Northern Affairs Canada, published annually.

Identifying Architectural Styles in Manitoba (How-to Series 5), Manitoba Culture, Heritage and Tourism, 1991.

Peguis, A Noble Friend, by Donna G. Sutherland, 2003. ISBN 1-55099-137-X.

The Forks and the Battle of Seven Oaks in Manitoba History. Edited by Robert Coutts and Richard Stuart, Manitoba Historical Society, 1994. ISBN 0-921950-12-8.

The Red River Trails: Oxcart Routes Between St. Paul and The Selkirk Settlement 1820-1870, by Rhonda R Gilman, Carolyn Gilman and Deborah M. Stultz. Minnesota Historical Society, 1979.

The Road to the Rapids, by Robert Coutts. University of Calgary Press, 2000.



J. Opinga ~ Grade 4

5.3 Field Trip Contact Information

Captain Kennedy House:

Ken Porteous
Head of Interpretation
Manitoba Parks and Natural Areas
(204) 945-4375
Email: Ken.Porteous@gov.mb.ca

Or contact Captain Kennedy Museum and Tea House:

417 River Road
St. Andrews, MB R1A 2Y1
(204) 334-2498
Email: vbrown@mts.net

Fort Gibraltar:

Tours can be booked by calling the Festival du Voyageur main offices at 237-7692

Or contact:

Colin Mackie
Gérant des programmes du patrimoine
Heritage Programs Manager
Festival du Voyageur inc.
233 boul. Provencher
Winnipeg Manitoba R2H 0G4
(204) 237-7692
Email: cmackie@festivalvoyageur.mb.ca

Grey Nuns Convent and St. Boniface Museum:

Grey Nuns Convent / Musée de St. Boniface
494 Taché Avenue
Saint-Boniface, Manitoba
(204) 237-4500
Email: info@msbm.mb.ca

Kenosewun:

Ken Porteous
Head of Interpretation
Manitoba Parks and Natural Areas
(204) 945-4375
Email: Ken.Porteous@gov.mb.ca

To contact the interpretive staff at Kenosewun:
(204) 757-2902

Lower Fort Garry:

Lower Fort Garry
National Historic Site of Canada
5925 Highway 9
St. Andrews, Manitoba R1A 4A8
(204) 785-6050
Toll Free: 1-888-773-8888
TTY: 1-866-787-6221
Fax: (204) 482-5887
Email: LFGNHS.Info@pc.gc.ca

St. Andrew's Church and Rectory:

St. Andrew's Rectory
National Historic Site of Canada
374, chemin River Road
St. Andrews, Manitoba R1A 2Y1
(204) 334-6405
Toll Free: 1-888-773-8888
TTY: 1-866-787-6221
Fax: 1-204-338-3790
Email: LFGNHS.Info@pc.gc.ca

St. Peter, Dynevor Old Stone Church and Rectory:

Contact the Anglican Parish of St. Peter, Dynevor
Wendy Serger
St. Peter, Dynevor Old Stone Church
River Lot 212, Stone Church Road
(204) 481-1146

Seven Oaks Museum:

Seven Oaks Museum
Box 25176
1650 Main Street
Winnipeg, Manitoba R2V 0K1
(204) 339-7429

The Forks:

The Forks National Historic Site
401-25 Forks Market Road
Winnipeg, Manitoba R3C 4S8
(204) 983-6757
Toll Free: 1-888-773-8888
Fax: (204) 983-2221
E-mail: forksnhs.info@pc.gc.ca



P. Amador ~ Grade 6

6.0 Field Trip Matrix

Field Trip and Curriculum Outcomes Matrix			
<i>Location</i>	<i>Grade 4</i>	<i>Grade 5</i>	<i>Grade 6</i>
The Forks	4-KL-024, 4-KL-025, 4-KL-027, 4-KG-039, 4-KI-010, 4-KI-011, 4-KI-012, 4-KH-033, 4-KH-034, 4-KH-035	5-KE-050, 5-KH-026, 5-KI-009, 5-KL-021, 5-KH-030, 5-KH-031, 5-KH-032, 5-KP-049, 5-KE-052, 5-KE-053, 5-KI-011, 5-KH-039	6-KI-008, 6-KI-009, 6-KH-027, 6-KH-028, 6-KH-031
Kenosewun	4-KL-024 4-KL-025		
Seven Oaks	4-KL-027, 4-KH-033, 4-KH-034	5-KP-049, 5-KE-053, 5-KH-039	
Lagimodière-Gaboury Park & Fort Gibraltar	4-KI-012, 4-KH-033	5-KI-009, 5-KH-032	
Lower Fort Garry	4-KL-025, 4-KH-033, 4-KH-035	5-KI-009, 5-KL-021, 5-KH-030, 5-KH-031, 5-KH-032, 5-KH-036, 5-KG-044, 5-KE-052,	6-KI-007, 6-KH-027, 6-KH-029
St. Andrew's Church & Rectory	4-KL-025, 4-KL-027, 4-KH-033, 4-KH-034, 4-KH-035	5-KH-036	
St. Peter, Dynevor Old Stone Church	4-KL-025, 4-KL-027, 4-KH-033, 4-KH-034, 4-KH-035	5-KI-012 5-KH-039	
Grey Nuns Convent St. Boniface Museum	4-KL-025, 4-KI-012, 4-KH-033, 4-KH-034, 4-KH-035	5-KI-009, 5-KH-039	6-KH-027, 6-KH-028
Captain Kennedy House	4-KI-011, 4-KH-033	5-KH-032	