

# Preparing for New Settlers

On August 11, 1883, William Sanford Freeze watched the first train to the West arrive in Calgary. He was amazed at the thundering sound of the approaching train, and the squeal of the metallic wheels screeching to a halt. He had never seen such a large machine up close before. Great clouds of steam covered him and the rest of the people who were also there. It was a day never to forget!

William owned a grocery store. He knew the train would bring many changes. Until then, it took four weeks to get a letter from Calgary to Winnipeg by horse. It also took four weeks to order goods for his store, and just as long to get the goods delivered. All that was now about to change.



## Alberta's Story

The fur trade brought many changes to the area that became Alberta. Yet even greater changes were still to come. In this chapter, you will find out about people who settled here after the fur trade and how British ways of life became part of Alberta. You will also learn what the changes meant for the people already living here.



### Inquiring Minds

Here are some questions to guide your inquiry for this chapter:

- How did important events of this time shape Alberta?
- How did ways of life change for the people?

Look for answers in this chapter. If you want to find out more, explore some other sources as well.



How can I keep track of where I find my information?  
I will record

- book titles
- Internet sites
- names of people

# How Did Alberta's British Roots Grow?

## Imagine this!

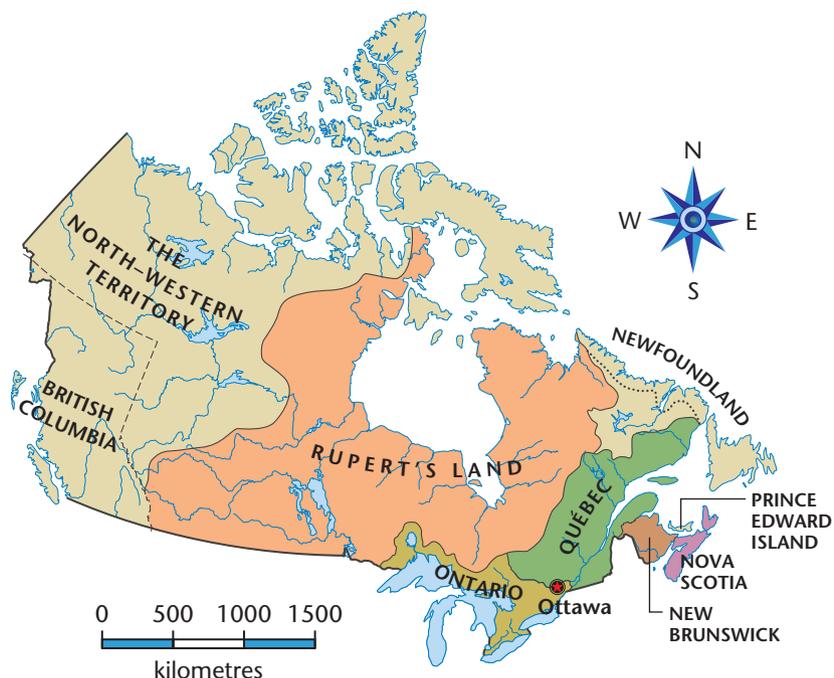
It is the 1860s, and the fur trade is ending. The First Nations live here, along with some Francophone, Métis, and British settlers. The Hudson's Bay Company owns much of the land. Then, in 1869, the Canadian government buys the land because it wants many more settlers to come to the West. Look at the map below to see how far the land stretches. ♦

## Thinking It Through

Do you think all the different groups of people you have learned about were happy with a British style of government? Why or why not?

As you can see from the map, Canada was very different. Until 1867, Canada was a group of British colonies. This meant the British government in England made most decisions. People from Britain had settled in parts of Canada, but they were still British and loyal to the King or Queen of England. Then in 1867, some of the colonies joined together to form the new country of Canada. It had its own government in Ottawa. It was similar to the British kind of government. The same kind of government was set up in the West as settlers began to arrive. Our government today still follows many British traditions.

Canada in 1870. Rupert's Land was owned by the Hudson's Bay Company and was sold to Canada in 1869. Can you find the area that would become Alberta on the map?



## Why Was the Land for Sale?

Why do you think the Hudson's Bay Company was willing to sell its land? The answer can be found in the changes to the fur trade.

Think about how people sometimes like to change the kinds of clothes they wear. Fashions that were once in style become unpopular. People were pretty much the same in the 1800s. Silk hats became the fashion. No one wanted beaver hats any more.

What would this change mean for the fur trade? What would it mean for the First Nations and Métis trappers, and for the people living in the trading posts? What other ways would people find to make a living in Alberta?

### Skill Smart

How would the end of the fur trade affect the First Nations and Métis trappers? Write a paragraph to share your thoughts.

### ALBERTA VOICES

#### *Green to Black*

They say there was an old lady long ago. She was sitting on the prairie in her teepee, and she said, "The next people after us will hardly see the green grass. All this land is going to be turned over, and it will be black." She meant the earth was going to be cultivated, and, you know, all there is around here is farming and ranching.

*Katie Bull Shield-Wells*  
*Kainai First Nation*

### THEN AND NOW



*Left:* Trading post at Stand Off, around 1880. *Right:* Standing guard at Fort Macleod, a post that has been restored today as a historic site. Why do you think some trading posts have been restored as historic sites?

## Why Was Settlement Difficult?

Canada's first prime minister, John A. Macdonald, believed that people had to settle on the land to make Canada a strong country. The first step, he thought, was to build a railway across the land, from the east coast to the west. Why do you suppose he thought the railway was so important? What difference would it have made to

- farmers and ranchers in western Canada?
- settlers in Francophone communities?
- people in eastern Canada who wanted to move west to start a new life?



Before the railways, people often travelled by river or by Red River cart. Some carts were pulled by oxen or donkeys, like the one shown here in Wetaskiwin, 1895.

## Why Was the Railway Important?

The railway would make it much easier for settlers to come to the West. Yet there were still difficulties. It was a huge challenge to build a railway across Canada. In addition, many people believed that the West was a violent place, without law and order. The huge herds of buffalo presented another problem. How could a railway be built and how could fields be planted with buffalo roaming the prairies? The Canadian government had to find a way to build settlements on lands where the First Nations lived. Let's take a closer look.



I'll make a list of these four difficulties. I will look for and record information as I read.

## Why Was It Difficult to Build the Railway?

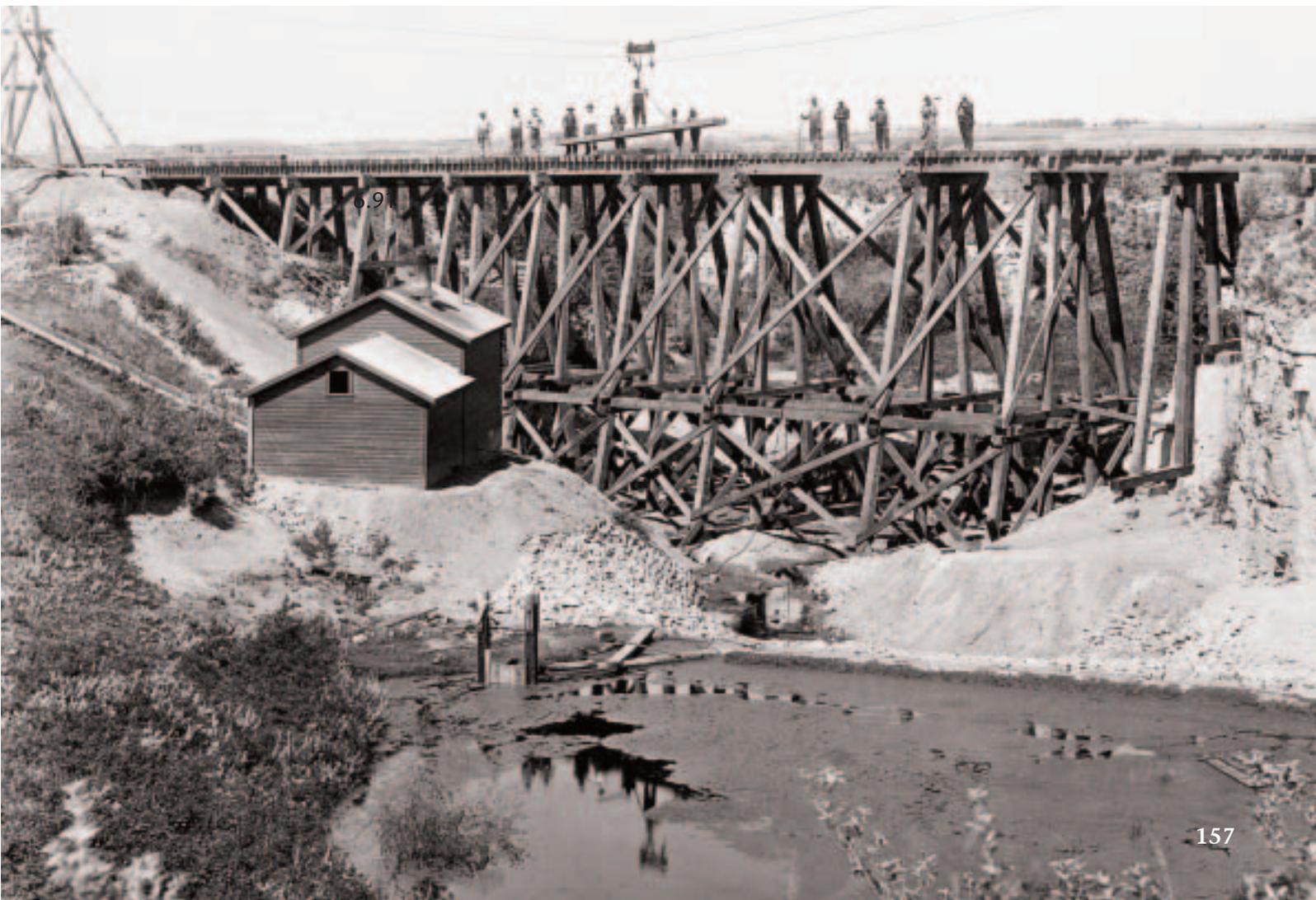
Imagine that your family is building a house. What would you need to build it? The government in the 1870s knew that settlers in the West needed all kinds of supplies for building their homes and farms. They knew a railway could transport these goods. It would also help farmers send their crops to market quickly. But no railway had ever been built through such difficult country.

Imagine what a task it was to build a railway. There were deep valleys where bridges needed to be built. There were swampy muskegs that the railway had to go around. There was the hard rock of the Canadian Shield and many kilometres of open prairie to cross.

### Thinking *It Through*

Look at the photograph below. What can you tell about the way bridges were built in the late 1800s? How would building a bridge look today?

Building a railway bridge over Beaver Dam Creek, near Castor



# Why Were Law and Order Needed?

Would you move to a place if you heard it was not safe? In the 1870s, southern Alberta was a dangerous place.

## Whisky Traders

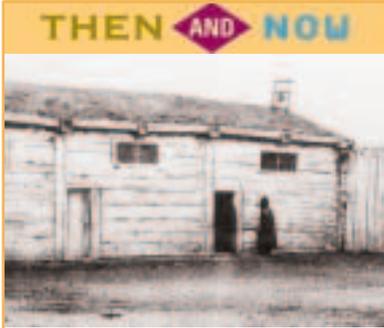
The problem began in about 1865, with whisky traders. They were men who came from Montana, an American state to the south. They came to trade furs, but they didn't trade with blankets, pots, or guns. Instead, they offered "whisky," a mixture of alcohol, pepper, and red ink. The whisky poisoned many people. Whisky traders often took advantage of the First Nations people who lived in the area.

## Wolfers and Disaster at Cypress Hills

Another problem at this time was caused by "wolfers." They were trappers who got furs by putting out poisoned buffalo meat to kill wolves and coyotes.

Then a group of wolfers did something no one could forgive. They were searching for some missing horses in the Cypress Hills. They came across a group of Nakoda who were camping peacefully nearby. Although the Nakoda had not taken the horses, the wolfers attacked them, killing 30 people.

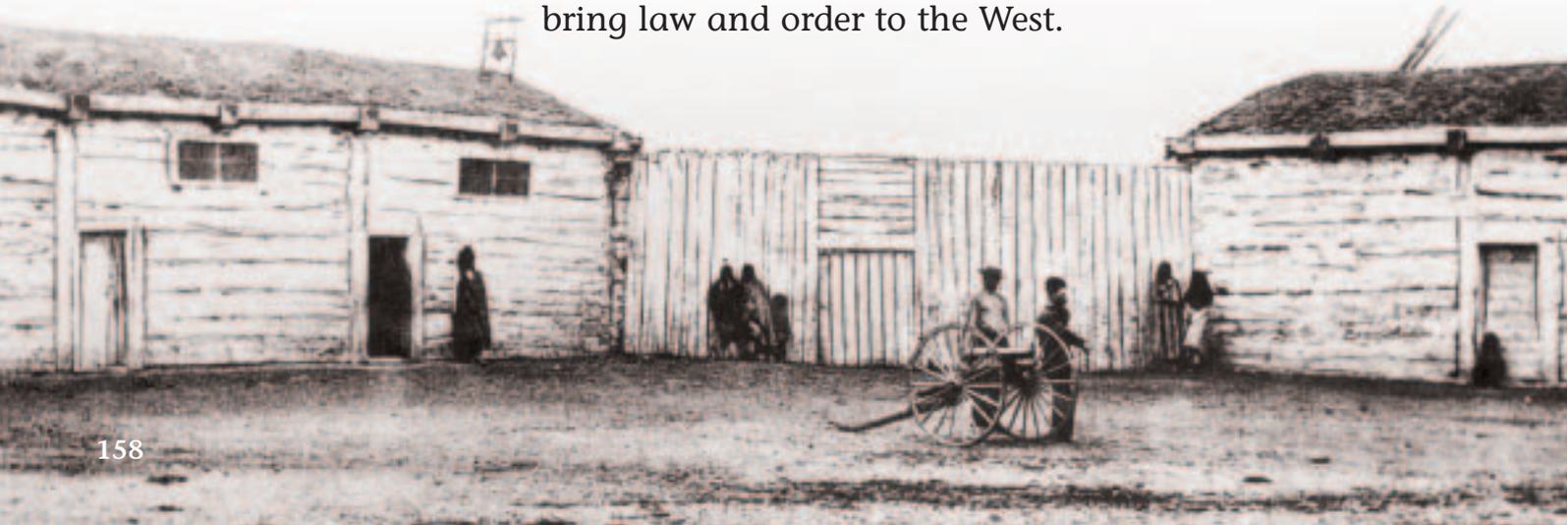
The government in Ottawa knew it was time to bring law and order to the West.



Fort Hamilton, just outside present-day Lethbridge, was an American fort. Since its main business was selling whisky, it became known as Fort Whoop-Up.



Fort Whoop-Up is now an interpretive centre, where people can go to learn about Alberta's early history.





The North West Mounted Police later became the Royal Canadian Mounted Police. You probably know them as the “Mounties.” Today, they are seen as a symbol of Canada around the world.

In 1873, the government set up a police force called the North West Mounted Police (NWMP). The first group of police trained in Manitoba. In July 1874, they began a long trek west. The company formed a line about 4 kilometres long. It included 275 armed men, 114 Red River carts with Métis drivers, field kitchens, mowing machines, plows, 339 horses, 142 oxen, and 93 beef cattle. Jerry Potts, a Métis guide, helped them find their way to Fort Whoop-Up.

The NWMP followed a British approach to law and order. Their red coats reminded everyone of their connection to Britain, whose soldiers also wore red uniforms. Their arrival began to change Alberta’s identity. The British influence was growing stronger.

Were the NWMP successful at getting rid of the whisky traders? Here’s what Chief Crowfoot of the Blackfoot First Nation had to say.

### Skill Smart

- Visit the library or a museum to find out how the North West Mounted Police came to Alberta. Try looking at historical photos.
- Create a chart on the computer to show your information. Add illustrations.

## ALBERTA VOICES

### Police Protection

If the police had not come to the country, where would we all be now? Bad men and whisky were killing us so fast that very few of us would have been left today. The police have protected us as the feathers of the bird protect it from the frosts of winter. I wish them all good, and trust that all our hearts will increase in goodness from this time forward.

*Chief Crowfoot, Blackfoot First Nation*

## Why Were the Buffalo a Problem for the Government?

Do you remember how huge the buffalo herds of Alberta were? How do you think these herds would have made it difficult to build a railway? What do you think the government would do about the buffalo? Here is one explanation. Once you have read this story, look for more accounts from other people at this time.

### ALBERTA VOICES

#### A Way of Life Ends

In the days of my ancestors, there was no shortage of buffalo. The buffalo, which we call “iini,” helped my people survive for thousands of years. There were so many buffalo that it took a couple of days for them to move through an area. The European people have a different perspective than my people. When they came, they wanted the buffalo out of the way. After the government took control, they wanted to build a train across the country. The goal was to kill off the buffalo to open the land for farming. I have seen photographs of European men shooting buffalo from horses, trains, and on foot. It became extremely difficult for my people to survive. When the buffalo were gone, so was our way of life.

*Sandra Crazy Bull, Kainai First Nation  
Glenbow Museum Interpreter, First Nations  
Programs*

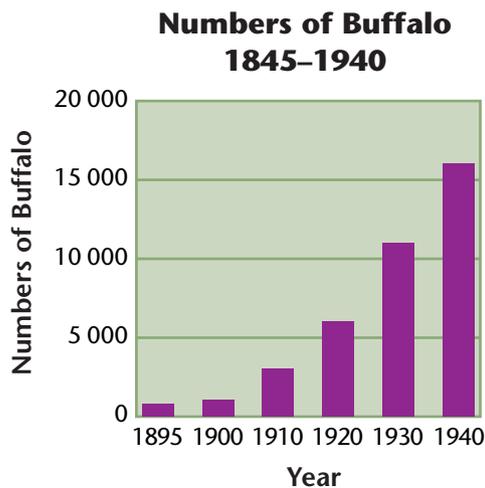


Sandra Crazy Bull, shown here in traditional dress worn for a special presentation

# Working with Graphs

People often use graphs to show change over time. You can read a graph to find out how things compare at different times, or how quickly a change happens.

We now have buffalo in North America. The few that were left in the 1880s were protected, and their population has grown. Today, many buffalo live on farms. The following figures tell about the rise in the number of buffalo in North America.



**Numbers of Buffalo  
1950–1999**

1950	22 000
1960	38 000
1970	50 000
1980	150 000
1989	250 000
1999	350 000

## Practise the Skill

Try using a computer to make your own bar graph with the figures for 1950–1999. Notice that the numbers grow all the way from 22 000 to 350 000. How will you solve the problem of showing these numbers?

Now answer these questions about the two buffalo graphs.

1. What change does the first graph show? How do you know?
2. List two pieces of information you can tell from the first graph.
3. What change is shown by the graph you made? How do you know?
4. List two pieces of information you can tell from the graph you made.
5. How many more buffalo were there in 1999 than in 1960? Solve with a calculator.

# How Did Life Change for the First Nations?



I want to learn more about what happened to the buffalo. I'll ask the librarian to help me find some sources that will give me different points of view.

What does Sandra Crazy Bull mean when she says, “When the buffalo were gone, so was our way of life”?

Between 1871 and 1875, North American hunters killed ten million buffalo. By the mid-1870s, no buffalo could be found north of the Red Deer River. Americans who counted the animals in 1886 found only six buffalo!

In Chapters 4 and 5, you saw how important the buffalo were to the way of life on the prairies. They provided food and many other items. They played a part in spiritual life. How would the people live after the buffalo were killed?



## **Skill Smart**

Skim through Chapters 4 and 5 to find the sections on the buffalo. Make jot notes about why the buffalo were so important. Record the section titles and page numbers for your information.

Buffalo hunters from Canada, the United States, and Europe killed buffalo for sport, and left them to rot. The piles of bones, like the ones shown here in about 1880, were so thick, they looked like snow on the prairie ground.

# Why Were Treaties Made?

The government saw that many First Nations people were starving. It thought the problem could be solved if First Nations people changed to a farming way of life. The government also knew that settlers needed land to start farms. It made a plan that would help reach both of these goals.

The government began talking to the First Nations about making treaties. A **treaty** is an agreement between two nations. The government wanted to take the land for settlers, but made promises to the First Nations in return. The First Nations would move onto areas of land called reserves. In return, the government promised to provide food, health care, farm equipment, and schools.

ALBERTA  
VOICES

## Treaty 7

*Each treaty was given a number. Here are two different views on Treaty 7. What do they tell you?*

### **Government Minister, 1877**

This Treaty... is certainly proof of the [fair] policy of the government of Canada towards the First Nations. [It also shows] the confidence of the First Nations in [our] promises and [fair] dealing....

### **Sandra Crazy Bull, 2006**

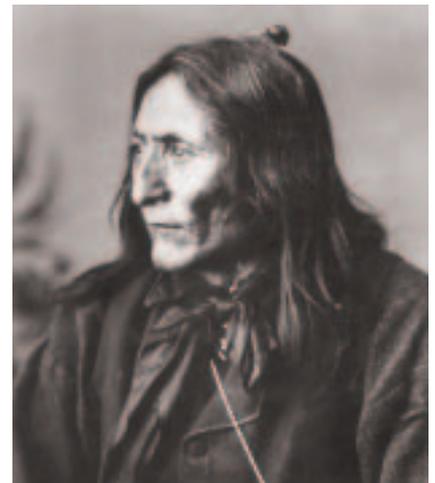
My people were presented with a document written in English. It was a foreign language to us at that time. Government officials spoke through interpreters. We were told that we would help newcomers adjust to life here. We would share the land and we would get health benefits, education, and other benefits. My people also believed this was a peace treaty, and we still refer to it as such. It changed our lives forever.

## words matter!

A **treaty** is an agreement between two nations. Every treaty is unique, depending on the situation. To the First Nations, treaties are solemn and sacred agreements that still apply today.

## Thinking It Through

Why can a treaty be a good way to solve a problem? Discuss your thoughts in a small group.



Chief Crowfoot, also known as Issapomahksika [is-a-bo-mah-xi-ka], was one of the Blackfoot leaders who signed Treaty 7.

## How Did Perspectives Differ?

Have you ever made an agreement with someone and then found out that there was a misunderstanding? Perhaps you saw the agreement from one point of view, and the second person saw it from another. As you read in Chapter 5, the point of view of a group of people is called a perspective. In what ways do you think the government and the First Nations might have had different perspectives?

To the First Nations, a treaty is a solemn and sacred promise that would last forever. Before, First Nations had made many treaties with each other. In their experience, treaties had helped both parties who signed them. To the British, they were legal documents, but they were not sacred.

The government believed it could own the land, and then divide it into lots that settlers could farm. Read the quote below to learn more about the perspective of the First Nations.



First Nations leaders who signed Treaty 8 received one of these silver medals to mark the occasion. What does it show?

### ALBERTA VOICES

## We Can't Give Land

Our people accepted Mikastoo (Red Crow) as a leader and looked to him for wise decisions. When asked if he would give up the land, Mikastoo held up a handful of earth. He said he could never give away that which belonged to Creator. He then plucked a tuft of grass and told the officials his people would willingly share that with the newcomers.

*Sandra Crazy Bull*

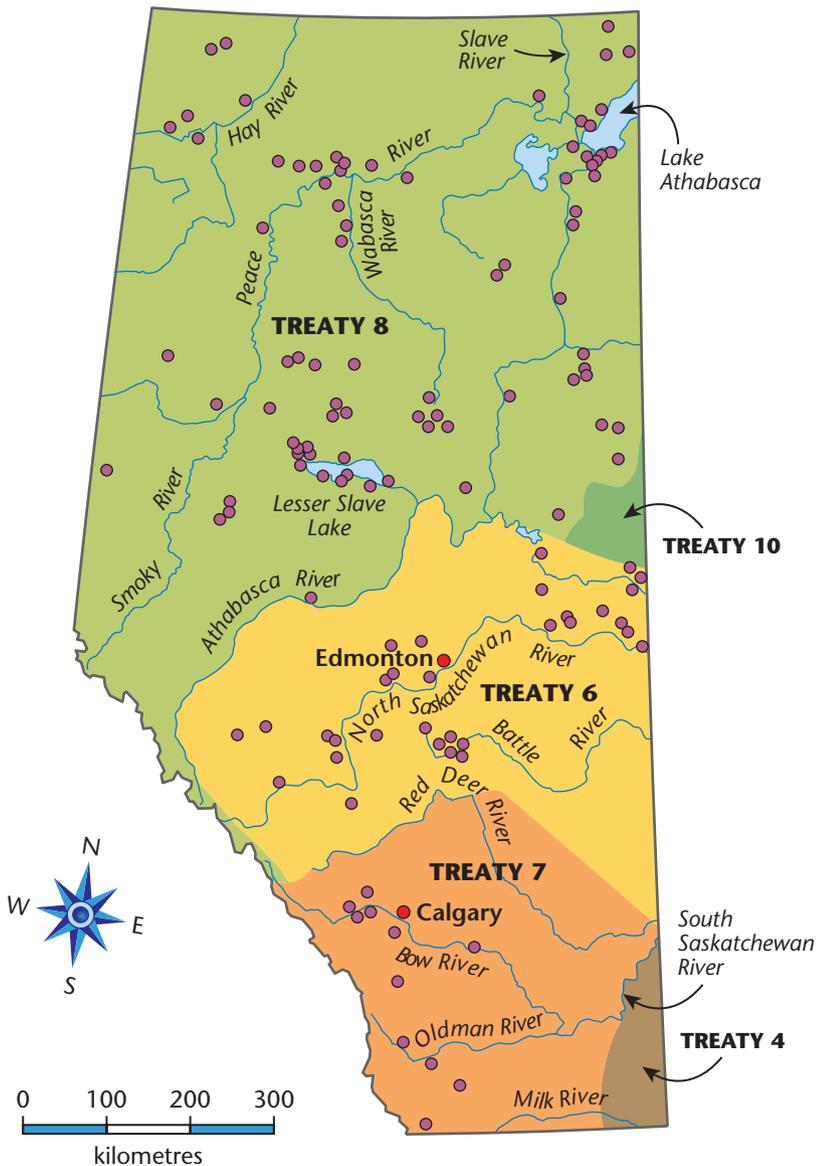


Treaty 8 negotiations  
at Lesser Slave Lake

## Who Signed the Treaties?

In the area that is Alberta today, three treaties were signed by different First Nations and the government. The map below shows the area covered by each treaty. It also shows the reserves where each nation settled. There are still First Nations in these locations today.

### Treaty Areas



#### Legend

- First Nations reserves created by treaties



I wonder if the Internet has more about Alberta treaties. If I find anything, I will record the site in my notebook.

### Treaty Timeline

- |             |  |
|-------------|--|
| <b>1876</b> | Treaty 6: Signed with the Plains Cree and Woodland Cree                    |
| <b>1877</b> | Treaty 7: Signed with the Siksika, Kainai, Piikani, Tsuu T'ina, and Nakoda |
| <b>1899</b> | Treaty 8: Signed with the Cree, Dunne-za, and Dene Suline                  |

### Skill Smart

What are some different perspectives on Treaties 6, 7, and 8?

- In a group, look on the Internet or in books or conduct interviews.
- Make an electronic chart to compare perspectives. How can you explain the similarities or differences?

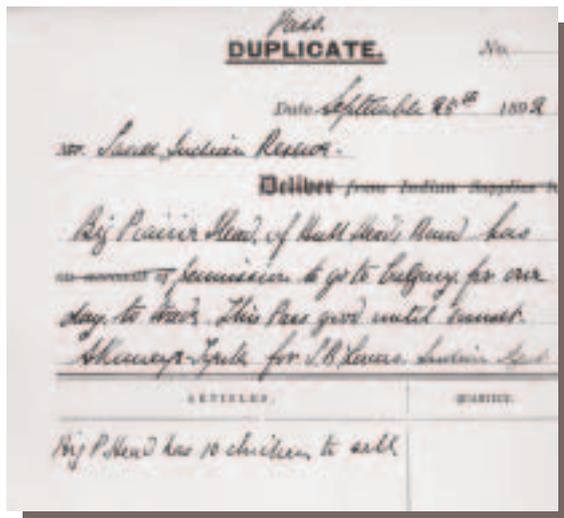
## What Happened After the Treaties?

Right after the Treaty we were put on reserves. An Indian Agent was appointed to each reserve. He dictated what life would be like on the reserve. On some reserves, people were not allowed to leave without a special permit.

The treaties pushed us onto a smaller part of our land. They separated us from our sacred lands. To participate in traditional practices, we had to go to the sacred places. But now we were not allowed to. There was a loss of culture, language, and identity. We know we are part of the land, part of the Creator's creation. This gives a sense of belonging. That was cut off.

So treaties cut the people off from the land they belonged to, and from their families and language. They cut the people off from their whole culture, from a whole way of life. We were disconnected from the ways of our people.

*Sandra Crazy Bull*



▲ This is a permit or pass that allowed a person to leave the reserve.

This photo shows Cree Chief Piapot [pie-a-pot] ► in 1885. He said, "In order to become sole masters of our land, they put us on small reservations as big as my hand and made us long promises, as long as my arm, but the next year the promises were shorter and got shorter every year until now they are the length of my finger, and they keep only half of that."



## How Did Life Change for the Métis?

While the First Nations were offered treaties, the Métis were offered **scrip**. Scrip was a coupon that people could exchange for land or money. The Métis could get 240 acres (about 100 hectares) of land or \$240. The system was not explained very well, so many Métis did not realize that by taking scrip, they were letting the government take over their lands for settlement.

There were people around at the time who knew how to make money out of buying and selling land. Some of them forged the signatures of Métis people, in order to take their scrip. Others persuaded the Métis to sell their scrip for much less than it was worth. The government had not taken enough care to make sure these kinds of things did not happen. Many Métis were left with no land and no money.



The government set up offices, some in tents like the one shown here, to issue scrip. This photograph was taken in Fort Dunvegan in 1899.



I'll go back to the notes I made at the start of this chapter. I should be able to see what steps the government took to solve some of the difficulties.

### words matter!

**Scrip** is a coupon that can be exchanged for land or money.

### Thinking It Through

Through scrip, the Métis were offered land lots that were very spread out. They could not live close to one another. How might being spread out across the land have affected Métis communities and culture?

## How Does Our Past Help Us Know Who We Are Today?

You have read about the coming of the railway, the killing of the buffalo, the treaties, and scrip. These events all cut Aboriginal peoples off from their land, their culture, and their ways of life. Today, many Aboriginal peoples are working to reconnect to their heritage. Look back to Chapter 4 to find at least two examples. Then read on.

This painting is called *Look Back to the Land That Once Was Yours*. The artist is George Littlechild, who was born at Hobbema First Nation. His work is inspired by his Cree traditions.



Mary Jane Sayazie, from Cold Lake, Alberta, says, "Let us maintain our Dene language and culture for the future of our children."

## Student Helps Preserve Aboriginal Language

Dorothy Pawlina, a student from the University of Alberta, is working with others on a project to preserve the Nakoda language. Nakoda is one of the many Aboriginal languages at risk of being lost forever. The project team has worked with Aboriginal groups to create

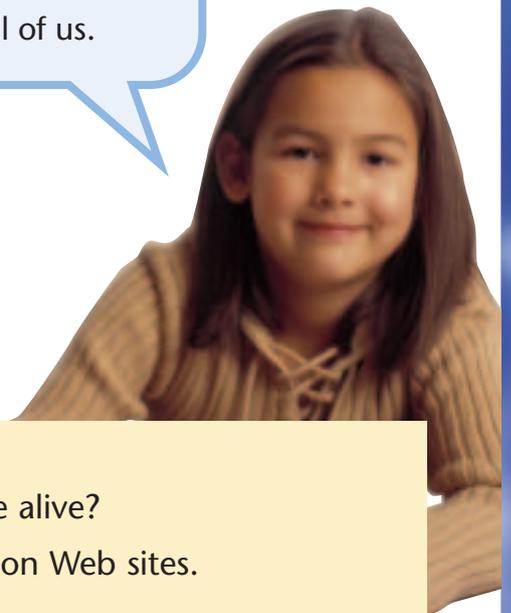
books and activities for children learning Nakoda.

Researchers are also trying to create a Nakoda dictionary. “For some people, losing a language is like losing a part of themselves, and it’s a really serious situation,” said Dorothy Pawlina.



Tom Jackson creates TV shows based on traditional Aboriginal characters. His shows appear on APTN—“the first national Aboriginal television network, with programming by, for, and about Aboriginal peoples, to share with all Canadians.”

My grandpa always says that knowing about our past helps us know who we are now. I think that’s true for all of us.



### Over to YOU!

1. How does each of these examples help keep a culture alive?
2. In a group, look at Alberta First Nations or Métis Nation Web sites. How do these sites help keep cultures alive?
3. How is your culture kept alive in Alberta? How does it enrich your life? How does it enrich Alberta?

# How Was the Railway Built?



In the library, I looked at a book that told me that hundreds of men died building the railway. I'll write down the name of this book and where I found it.

Across the prairies, crews lowered lake levels, flattened hills, and blasted through rock. On July 28, 1883, tracklayers recorded almost 10 km of finished railway in one day.

After the treaties were signed, the way was clear for the railway to be built. Yet there were still many challenges. The next time your family drives across a railway track, take a quick look in both directions. The tracks seem to go on forever into the distance. To the people who built the railway, it probably felt as though the work went on forever, too!

## ALBERTA VOICES

### Working on the Railway

In the daytime there was the usual labour, such as drilling holes in the rock to blast it with powder. The explosion sometimes threw the heavy stones a hundred yards into the foaming river. We would dodge behind trees and get into sheltered places until the shot was fired, then come out again and take away the broken rock. We would hammer the larger blocks to pieces and shovel the smaller ones into the carts.

*Morley Roberts, British writer*



# What Changes Did the Railway Bring?



So many people were needed to build the railway that workers were brought from China. Some of these workers were treated very badly, although the railway could not have been built without them. They had no information about the country they were coming to. They didn't have the right clothes for the weather, and they were paid only half of what other workers received. This photo was taken in 1886.

Even before the railway was completed, new people came to Alberta. Many of the workers came from China. Others came from different parts of Canada or from Europe. Once the railway was built, it brought many more settlers to the West. Everyone knew that more changes would follow.

## ALBERTA VOICES

### Lady Agnes' Ride

*In 1886, Lady Agnes Macdonald, the Prime Minister's wife, took a train ride through the Rocky Mountains. She didn't ride in the train, however. Instead, she had herself tied on a chair to the cowcatcher on the front of the train. This is what she wrote about her ride:*



There is glory of brightness and beauty everywhere, and I laugh aloud... just because it is all so delightful.

## Kicking Horse Pass

When the British were surveying Alberta, James Hector set out to look for mountain passes. One of his horses kicked him and knocked him out. His guides thought he was dead and began to dig his grave. Luckily, he recovered. That's how Kicking Horse Pass got its name!

## My Steam Train Ride

What do you think it would have been like to ride on a steam train from long ago? I found out when I visited the Alberta Central Railway Museum, which is near Wetaskiwin. I took a ride on a 1926 passenger train there. The train wheels sound like thunder when they roll across the tracks! It is a fun trip, but bumpy.

I'm glad I didn't have to sleep and eat on the train for days, like the settlers did. On the other hand, I wish I could have seen all the land they travelled across.



The station was my favourite place to visit. The museum is a mini-version of the 1907 Wetaskiwin CPR depot.

There is a waiting room, baggage room, and telegraph office. The telegraph sends messages by making lots of long and short clicking noises. I even got to use it! I learned that trains brought many new people to the province. Trains were also used to ship Alberta's wheat to other parts of Canada.



# How Did Ranching Begin?

Settlers were coming out West, but how could they make a living? The land in southern Alberta was too dry for farming, but the grasslands were good for cattle. There were streams where the cattle could drink, and coulees where the animals could find shelter from bad weather. Now that the railway was built, the time was right to begin ranching.

At that time, farms in Britain were not doing well. Many young men from British farming families came to Alberta to try ranching. Others came from France to start ranching at Trochu. Some ranchers also came from the United States to start a new life in Canada.



My great-grandpa told me about living on a ranch when he was a child. I will write down the story. It is part of Alberta's history.

## ALBERTA VOICES

### Ranch Country

I haven't yet found a better country for a ranch: splendid hay, half as nice as nowhere else, an indefinite space for the animals.

*Armand Trochu, writing about Three Hills, June 15, 1903. Armand Trochu came from France. He helped to found Ste. Anne's Ranch, which later became the town of Trochu.*



Giorgio Pocaterra was an Italian adventurer who wanted an exciting life in a new country. He came to Alberta, and in 1905 started the Buffalo Head Ranch, shown here. The ranch is still operating today.

## Cattle Roundup

In the roundup of 1885, there were 500 horses. Thousands and thousands of cattle were gathered. What a sight they were! When I close my eyes I can still see them plunging into the rivers, swimming with the current, and scrambling out on the opposite bank. I can hear the cries of the riders and the bawling of the calves again. Crossing the river with such a herd was a scene I'll never forget!

*Fredrick Ings, cattle breeder*

# Why Did More British Settlers Come?

Early ranchers in Alberta started to do well. The Canadian government wanted to encourage more people to settle in Alberta, especially British immigrants and Canadians with British roots.

To attract British ranchers, the government made it very easy for them to get huge areas of land for ranching. In this way, the government hoped to fill the province with English-speaking people who would be loyal to the King or Queen.

## Working in Alberta

Many young people came from Britain. Some immigrants were interested in ranching, but some wanted to find other ways to make a living. Many had a good education. They contributed to the province by helping to run schools and hospitals.

Cattle roundup, Mosquito Creek, 1890



## How Did a New British Community Begin?

In the early 1900s, a minister named Isaac Barr started a new British settlement. He worked with another minister named Exton Lloyd. They advertised for settlers in England. More than 2000 people answered, saying that they wanted to come to Alberta. They came to settle in a British colony that later became the city of Lloydminster. Find Lloydminster on a map. What do you notice about its location?

The many British immigrants who came to Alberta at this time brought British ways to our province. These ways are an important part of Alberta's heritage.



### A Combined Name

Lloydminster's name combined Exton Lloyd's last name and the word "minster," which means "mother church."



I can see now why we have so many British names in Alberta, like Strathmore, Barrhead, and Coronation.

Lloydminster is divided between Alberta and Saskatchewan. Until 1930, Lloydminster had two of everything—fire department, local government, and other services. In that year, the two halves of the town combined.

# Set Your Skills in Motion

## Create a Bar Graph

Like the bison population, the bear population changed in Alberta. In the 1800s, there were about 6000 grizzly bears. Use the numbers below to show the change over time on a bar graph.

1988	575	1996	765
1990	547	1998	807
1992	669	2000	841
1994	700		

- How many more grizzly bears were there in 2000 than in 1988? Use a calculator to solve.
- Why has the population changed? What is the current population? Are grizzly bears protected? What regions do they live in? Look in books or on the Internet.
- Tell others what responsible citizens can do today to protect the grizzly bear population.

## Research an Important Event

Choose one of the following events and find out how that event shaped the place where you live:

- Did the railway go through your community or through an area close by? How did it change life in the community?
- What role did your community have in the buffalo trade?
- What treaty covers the area where you live? What did the territory look like before the treaties?

You might try making a PowerPoint presentation.



## Make a Venn Diagram

In what ways were the buffalo important to the First Nations and Métis peoples? How were they important to other hunters? Make a Venn diagram to compare similar and different uses of the buffalo. Try doing your diagram on the computer.



# Look What You Have Learned!

Many important events happened in Alberta during this time. The government wanted to bring settlers to the West. The way was cleared for the railway and settlers when the buffalo were killed. Treaties and scrip allowed the government to use land for settlers. The government also started the North West Mounted Police to keep law and order. Many of the settlers came from Britain, so Alberta's British roots grew. Whole ways of life changed for Aboriginal peoples as a result of the treaties and scrip.

Review the inquiry questions for this chapter:

- How did important events of this time shape Alberta?
- How did ways of life change for the people?

Write a report to share what you have learned. Think about how the railway and government affected the Aboriginal peoples. What are some British ways of life that became part of the province's identity? Look in books to search for more information. Keep track of where you find your information.

## Take Time to Reflect

Before you go on to the next chapter, think about what you learned in this one.

- How do graphs help show changes over time?
- How can you keep track of the information you find?
- How do you think what you learned will help you in the future?



Choose something from this chapter to save for your Alberta Treasure Chest.

