

ROYAL CANADIAN MOUNTED POLICE

UNIT OVERVIEW

The true history of the Royal Canadian Mounted Police comes to life in this factual unit about Canada's legendary police force. Students follow the force from its infancy in the Canadian West through the growing pains of the Yukon goldrush to the present day. The unit is divided into three parts combining optional lessons and a pictorial history with the main body of the unit. Finally, a unit that will allow students to understand the real story behind Canada's men and women of the red serge.

PART I - THE HISTORY OF THE R.C.M.P.

Part I is a structured, knowledge-based section focusing on important events in the history of the Canadian West and the role of the R.C.M.P. in these events. Students write down a series of overhead notes and complete related assignments designed to help the information sink in.

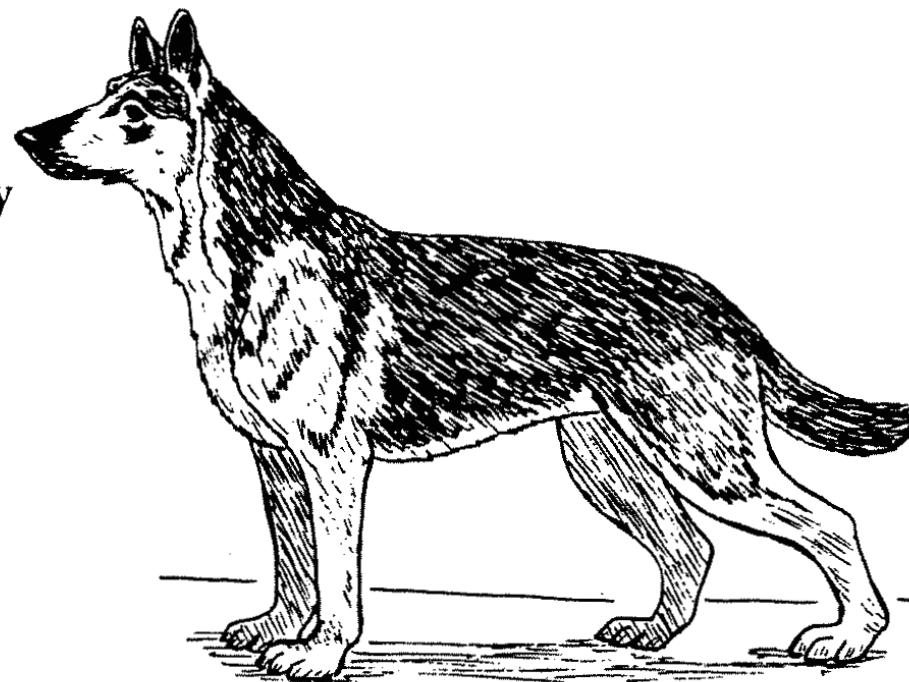
Lesson topics and activities are:

- 1) Setting the Stage – Canada And The Northwest In 1873 (Map Activity)
- 2) Whiskey Traders And Fort Whoop-Up – Ghost Horse of the Mounties (Story)
- 3) Native Treaties – The Great Sioux Compromise (Reading and Questions Activity)
- 4) Northwest Rebellion – Bill of Rights
- 5) Yukon Gold – Groceries For A Year
- 6) True North – The Lost Patrol Diary
- 7) National Police Force – Newspaper Article
- 8) The R.C.M.P. Today – R.C.M.P. Crossword (Review)

PART II - OPTIONAL LESSONS

Optional activities help to build a degree of flexibility into the unit. Optional assignments can be added as separate activities, used to compliment other topics or given as enrichment. These include:

- 1) R.C.M.P. Wordsearch
- 2) Getting Into The R.C.M.P. - Letter Writing
- 3) Uniforms Through The Ages - Colouring Activity
- 4) R.C.M.P. Crime Detective - Logic Puzzle
- 5) Timeline
- 6) Officer In The Class
- 7) Going To The Dogs - Canine Demonstration
- 8) R.C.M.P. Web Sites
- 9) "Due South" Critic
- 10) Literature



PART III - R.C.M.P. PICTORIAL HISTORY

A collection of seven diagrams and a cover suitable for colouring depicts important moments in the history of the force. The eight diagrams are:

- | | |
|--------------------------------------|---------------------------------|
| 1) "R.C.M.P. Cover" | 2) "The Trek To Fort Whoop-Up" |
| 2) "Native Treaties (1874-1884)" | 4) "Northwest Rebellion (1885)" |
| 5) "Chilkoot Pass, Yukon (1897)" | 6) "Lost Patrol (1910)" |
| 7) "Mad Trapper Of Rat River (1932)" | 8) "Canada's Police Force" |

LESSON #2 - WHISKEY TRADERS AND FORT WHOOP-UP (1874)

Student Objectives and Activities

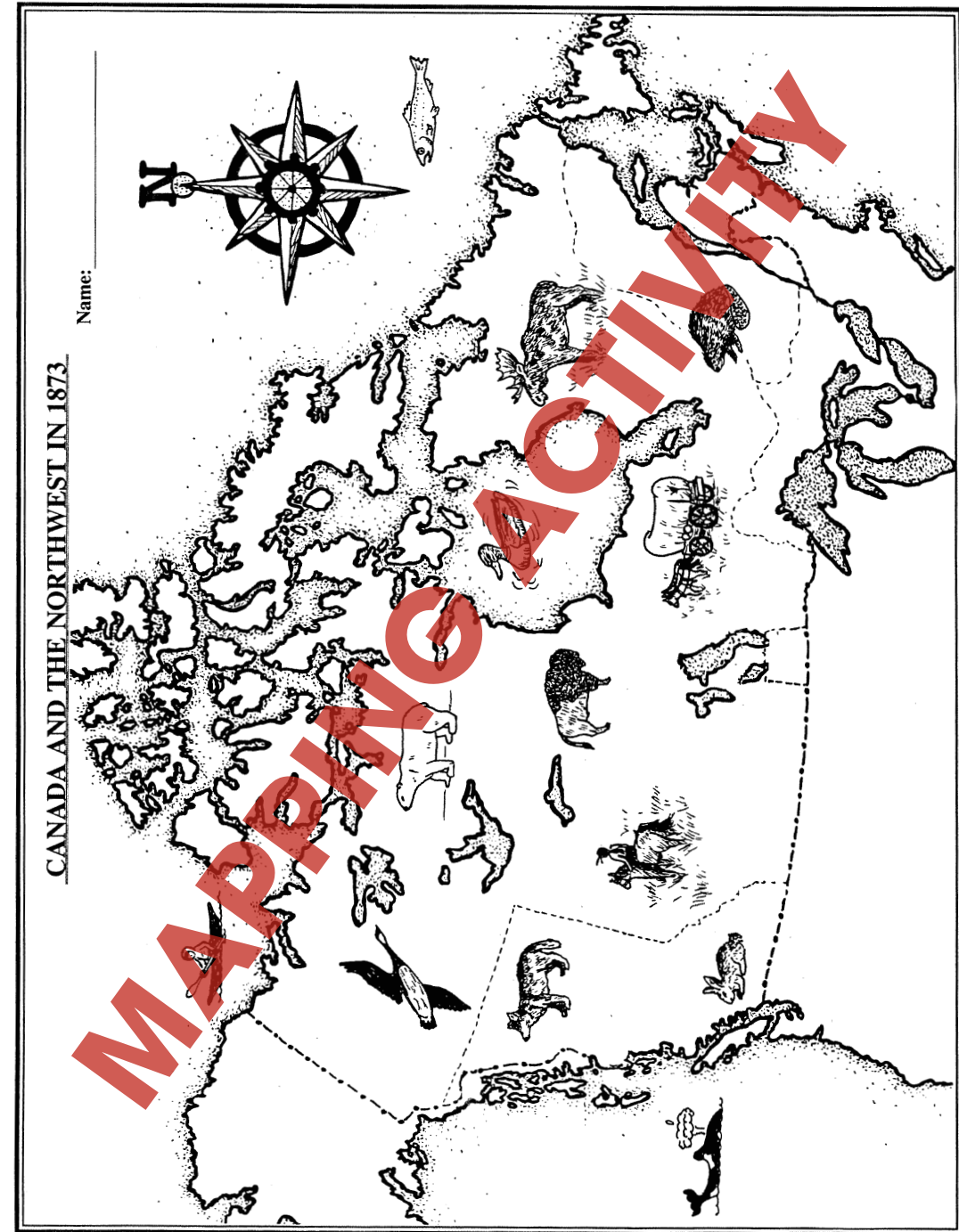
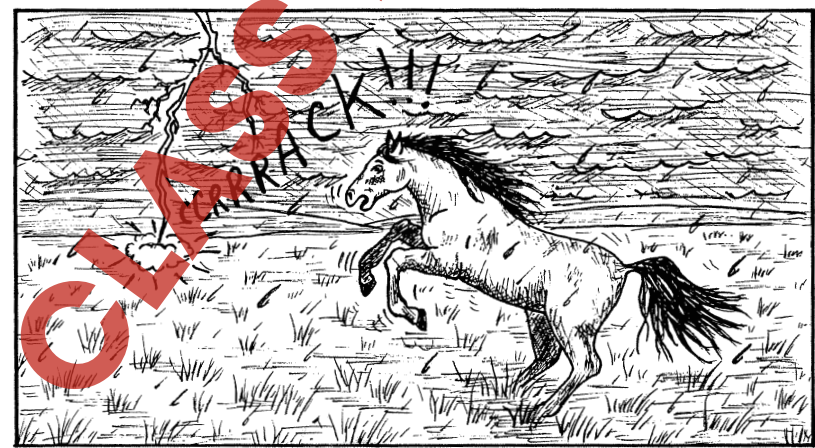
- Students learn the events of the first mission of the N.W.M.P. - stopping the whiskey traders at Fort Whoop-Up.
- The story "The Ghost Horse Of The Mounties" is read out loud to students followed by a short discussion of the story.
- Students complete overhead notes detailing events of the mission.

Suggested Teaching Strategies

- The teacher begins the lesson by reading Sean O Huigin's classic story out loud to students as they sit quietly. The book can be found in most school or public libraries. The narrative is based on a thunderstorm that occurred in June of 1874 and stampeded the horses of N.W.M.P. stationed at Fort Dufferin in Manitoba. The book is designed to be read aloud taking about fifteen minutes to read and paints vivid pictures in the imagination.
- After students have listened to the story forming general impressions, the teacher leads a discussion. Possible discussion questions could include:
 1. Who is the main character in the story?
 2. What parts of the story seemed to be most real to you?
 3. What parts of the story did not seem real? Why?
 4. Did the author do a good job of telling the story from the viewpoint of the horse?
 5. What was your favourite "mental picture" or "image" in the story?
- After the discussion has been completed, students copy the related overhead notes.

***** Note *****

An additional assignment that could be done in conjunction with the story is to have students draw and colour their favourite mental image from the story.



THE GREAT SOUX COMPROMISE

The dust had settled. The air had cleared. But all around was the smell of death. A strange quiet had come over the valley called "The Little Big Horn" as Chief Sitting Bull of the proud Souix Nation looked over the scene of destruction.

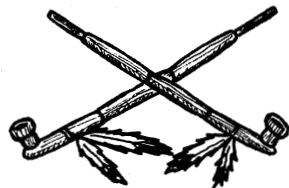
To the south was the huge Native camp. To the north lay the bodies of the men in blue. Their lifeless corpses were still neatly arranged in a circle as if they had been placed in position by some giant hand. The men of the United States Seventh Cavalry under General George Armstrong Custer had come to this spot believing that the Native braves would wilt under their steady rifle fire. By choosing to do battle, the "long-knives" showed a lack of respect for the Native warriors they would fight. This lack of respect would cost every single soldier, including General Custer, their life.



And so, Sitting Bull and his people made their way to the Cypress Hills area of Canada just across the border. Sitting Bull knew that even though a great victory had been won

at the Little Big Horn River, ten or even a hundred blue-coated soldiers would come to take the place of each dead soldier. The Souix were tired of being hunted in their own land and had come to live in peace in the land ruled by "The Great White Grandmother."

The Native men shook hands with the Mounties and a bond of trust and respect was formed between Walsh and Sitting Bull. Walsh explained to Sitting Bull that the Souix, could stay safely in Canada as long as no laws were broken. Sitting Bull agreed and released three American prisoners who had been captured earlier.



This was the beginning of a lasting friendship between the two men. Sitting Bull asked Walsh for help with some of his problems and Walsh responded by saying that Sitting Bull was one of the smartest people he had ever met. Sitting Bull's people, now numbering 5700, did not break any major laws and there was no bloodshed as in the United States. By showing respect for each other and keeping their promises, Walsh and Sitting Bull had managed to keep the peace.

THE GREAT SOUX COMPROMISE



Name: _____

1. Why is the "Battle Of The Little Big Horn" often called "Custer's Last Stand"?

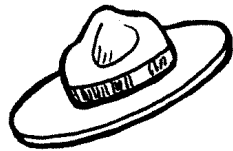
2. Describe what happened at The Battle of the Little Big Horn.

3. Why did Sitting Bull decide that it was best to leave the United States and go to Canada even though a great battle had been won?

4. Why do you think Walsh rode into the Souix camp with only a handful of men even though he was badly outnumbered?

5. How did Walsh and Sitting Bull manage to keep the peace?

6. Why were the N.W.M.P. able to somehow keep the peace in Canada's West while lawlessness and violence was so common in the "wild wild west" of the United States?



R.C.M.P. WORDSEARCH

Name: _____

D X Q Y I Y P J T M M O U N T I E N S E
M N H A U M C S O M H T G O T S O R L W
Y Y R T C K G Q W U X T O Q U I O E F P
J E R R Y P O T T S G F C E L T E P W D
E O F K K L O N D I K E F L C T X X O P
C N Z A H D M H F C R E E E S I R I G B
Z R O H A F E L A A V B P M N N R L L E
P P P N J H O L L L E S A A N G L Z B B
A S D L C V B R M R N S J D R B B K R L
O P R O H I B I T I O N I T D U L T A I
N F T S E Q L S V D E R Z R C L D M N X
N A L T T X E A V E U E M A C L E O D K
B A C P G W T O G B L F B P T V F Z V G
W E D A H M I K R B U F F P R D K T Q P
V F I T Z G E R A L D T R E A T Y Q G V
B B R R T E U T Q L Q L S R R A W V H W
W O L O U I S R I E L E T N B I P B J Q
N M F L D N O M E S R D A W S O N K R Y
A G J O O X T O R V W Q C M X W V P O H
Z H R C A B G X V W G J F P U P T O F M

ANSWER KEY

- | | | | |
|---------------------|-------------|--------------|--------------|
| Batoche | Inspector | Métis | Reserve |
| Blackfoot | Jerry Potts | Mountie | R.N.W.M.P. |
| Constable | Klondike | Musical Ride | Sam Steele |
| Cree | Lost Patrol | Fitzgerald | Sitting Bull |
| Dawson | Louis Riel | N.W.M.P. | Treaty |
| Northwest Rebellion | Macleod | Prohibition | Walsh |
| Fort Dufferin | Mad Trapper | R.C.M.P. | Yukon |



NAL LESSON #1 - R.C.M.P. WORDSEARCH

Students complete a wordsearch with words going horizontally, vertically and diagonally but not inverted. The educational value of the activity is suspect but will occupy students for a short period of time in the interest of "vocabulary development".

Solution

D X Q Y I Y P J T M M O U N T I E N S E
M N H A U M C S O M H T G O T S O R L W
Y Y R T C K G Q W U X T O Q U I O E F P
J E R R Y P O T T S G F C E L T E P W D
E O F K K L O N D I K E F L C T X X O P
C N Z A H D M H F C R E E E S I R I G B
Z R O H A F E L A A V B P M N N R L L E
P P P N J H O L L L E S A A N G L Z B B
A S D L C V B R M R N S J D R B B K R L
O P R O H I B I T I O N I T D U L T A I
N F T S E Q L S V D E R Z R C L D M N X
N A L T T X E A V E U E M A C L E O D K
B A C P G W T O G B L F B P T V F Z V G
W E D A H M I K R B U F F P R D K T Q P
V F I T Z G E R A L D T R E A T Y Q G V
B B R R T E U T Q L Q L S R R A W V H W
W O L O U I S R I E L E T N B I P B J Q
N M F L D N O M E S R D A W S O N K R Y
A G J O O X T O R V W Q C M X W V P O H
Z H R C A B G X V W G J F P U P T O F M

NAL LESSON #2 - GETTING INTO THE R.C.M.P.

Students research how a person goes about becoming an R.C.M.P. member. Letters requesting information can be written to the following address:

Commanding Officer
RCMP "A" Division
Attention: S&P Officer
155 McArthur Avenue
Ottawa, Ontario
K1A 0R4