|  |  |
| --- | --- |
| Becoming Canada and Confederation | AbstractA country’s complex identity develops over time. It is based on its history. It changes as people build their societies. you will see that the complex Canadian identity continued to develop between 1763 and 1850.Heather Hay |

**Student Tracker**

|  |  |  |
| --- | --- | --- |
| **Key Learner Outcomes:** | Achieved | Not Achieved |
| P***redict*** how British North America was impacted by the rebellion in the 13 colonies and the loyalists migration.  |  |  |
| ***Recount*** the role of Chief Pontiac in controlling British Forts.  |  |  |
| ***Illustrate*** the role of Chief Tecumseh in the War of 1812.  |  |  |
| ***Evaluate*** how the War of 1812 contributed to British identity in Canada.  |  |  |
| ***Examine*** how the War of 1812 contributed to defining Canada’s political boundaries.  |  |  |
| ***Outline*** how the Great Migration of 1815-1850 in Upper Canada and Lower Canada was an attempt to confirm British identity in the province of Canada.  |  |  |
| ***Analyze*** how the Act of Union of 1840 was an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada.  |  |  |
| ***Determine*** to what extent Confederation was an attempt to provide the populations of Quebec and Ontario with increased control over their own affairs.  |  |  |
| ***Evaluate*** to what extent was Confederation an attempt to strengthen the Maritime colonies? |  |  |

|  |  |  |
| --- | --- | --- |
| **Formative Assessments:** | **Completed** | **Evidence:** |
| Rebellion in the Thirteen Colonies and Citizens Loyal to the King | Y N | L A P E |
| Divided Society | Y N | L A P E |
| Rebellion in Upper and Lower Canada | Y N | L A P E |
| The Road to Responsible Government | Y N | L A P E |
| Conditions for Confederation | Y N | L A P E |
| Shifting Trade Partners | Y N | L A P E |
| Confederation and the Maritime Colonies | Y N | L A P E |
| The Structure of Canadian Government: Making It Official | Y N | L A P E |

|  |  |
| --- | --- |
| **Summative Assessments:** | **Out of** |
| Becoming Canada Vocabulary | /22 |
| Conflict Renewed: The War of 1812 | /18 |
| Great Migration | /42 |
| Leaders and Hereos | /32 |
| Test | /20 |

**Becoming Canada /22**

Define the following terms using your text glossary and pages 122 – 143.

1. Chateau Clique –
2. Consensus –
3. Discrimination –
4. Export –
5. Family Compact –
6. Federal system –
7. Federalism –
8. Identity –
9. Immigrants –
10. Legislative assembly –
11. Manifest destiny –
12. Ninety-two Resolutions –
13. Patriotes –
14. Quarantine station –
15. Reciprocity –
16. Reformers –
17. Refugees –
18. Representation by population –
19. Seventh Report on Grievances –
20. Traitors –
21. Underground railway –
22. United Empire Loyalists -

**Rebellion in the Thirteen Colonies and Citizens Loyal to the King**

Answer the following questions using pages 125-130 of your text.

1. Why were the thirteen colonies upset about the Quebec Act of 1774?
2. When were the first shots of the American Revolution fired and what did the thirteen colonies hope the Canadiens would do?
3. Was the invasion of Quebec successful? Explain.
4. When did Britain recognize the United States?
5. How many people in the thirteen colonies remained faithful to the Britain and what were they called?
6. What were the 5 reasons they had for opposing the war?
7. How did the American rebels treat the loyalists?
8. How many loyalists migrated to British colonies during and after the war?
9. What did this do to the population of Nova Scotia?
10. How were Black loyalists treated?
11. What happened in 1784 as a result of the loyalists?
12. What did Sir Fredrick Haldimand agree to give loyalist newcomers to Quebec?
13. Why did the Anishinabe sell so much of their land so easily?
14. What did the Constitutional Act of 1791 do?
15. What did each colony have?

**Conflict Renewed: The War of 1812**

*Use pages 131 – 134 to complete this page.*

1. Why couldn’t Britain and the United States get along? (4 points)
2. What are the three reasons, the British wondered if they could count on loyalty in British North America? (3 points)
3. Complete the chart below on Tecumseh. (page 132) (3 points)

|  |  |
| --- | --- |
| **Question:** | **Response:** |
| Who was Tecumseh? |  |
| Who did Tecumseh unite and what did they do? |  |
| What did Tecumseh and Brock accomplish? |  |

1. What is important about these dates? (3 points)

April 1813 –

August 1814 –

December 1814 –

1. What did the Treaty of Ghent do? (2 points)
2. Complete the chart below concerning how each groups felt about the Treaty of Ghent. (page 133) (3 points)

|  |  |
| --- | --- |
| **Group:** | **How they felt:** |
| Americans |  |
| Upper and Lower Canada |  |
| First Nations |  |

1. **In groups of 2 or 3 complete the work below**

Wars give us stories and myths that become a part of Canada’s identity. Myths are things that people believe and that give them pride. Even so, they are not always true. One American myth is that the United States won the War of 1812. Discuss each of the following myths. Decide whether each is reality. List facts that could be used to prove the history.

1. **The Americans won the War of 1812.**
2. **The Canadians won the War of 1812.**
3. **The First Nations won the War of 1812.**
4. **The War of 1812 bound Canadians together in a common cause.**

**The Great Migration /42**

Complete the following using pages 134 – 138.

**Section I** – Fill in the blanks. **/10**

After the \_\_\_\_\_\_\_\_, Britain was eager to open up the backwoods to farming. Between

 noun

1815 and 1850, more than 800 000 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ came to the ports of Halifax. This

 noun

influx was called the \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_. Immigrants \_\_\_\_\_\_\_\_\_\_\_\_\_\_ from

 adjective noun verb

Britain to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_. It was a \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 noun noun adjective noun

that lasted for many weeks. Most of the immigrants were \_\_\_\_\_\_\_\_\_\_\_.

 Adjective

**Section II** – Short Answer. **/32**

1. Why did so many people what to leave Britain to live in the colonies? **(5 marks)**

page 134

1. Where did immigrants settle after arriving in the British North American colonies?

 **(4 marks)** page 135

1. At first, how many immigrants arrived for Britain each year? How many were from Ireland? **(2 marks)** page 136
2. Grosse-Ile was used for what purpose? **(1 mark)** page 136
3. How much did the population in each of the colonies change by between 1806 and 1851? **(18 marks)** page 137

|  |  |  |  |
| --- | --- | --- | --- |
| **Colony:** | **Population 1806** | **Population 1851** | **Difference +/-** |
| Upper Canada |  |  |  |
| Lower Canada |  |  |  |
| Nova Scotia |  |  |  |
| New Brunswick |  |  |  |
| Prince Edward Island |  |  |  |
| Newfoundland |  |  |  |

1. What was the estimated First Nations population of Upper and Lower Canada in 1824? What did it drop to within 20 years? **(2 marks)** page 137

**Divided Society**

the Constitutional Act of 1791 gave the British colonies a new form of government. After reading pages 139 and 140, ‘Government in the Colonies’ create a diagram of the government in Upper Canada and the government in Lower Canada. Indicate where the **Chateau Clique** and the **Family Compact** fit into the governments.

|  |
| --- |
| Upper Canada |

|  |
| --- |
| Lower Canada |

1. Who or what were the council members made up of in Upper and Lower Canada?
2. They passed laws that did what?
3. What did the reformers think and want?

**Rebellion in Upper and Lower Canada**

Collect information for the following chart from your text pages141 – 142 and the photocopy booklet. When you have completed collecting information, highlight any points that are similar.

|  |  |  |
| --- | --- | --- |
| ***Category:*** | ***Upper Canada*** | ***Lower Canada*** |
| ***Where is this political area located?*** |  |  |
| ***What is the Government Structure?*** |  |  |
| ***What is the title of the ruling body in this area?***  |  |  |
| ***Describe what they believed in or did.*** |  |  |

**The Road to Responsible Government**

Answer the following questions using pages 143 – 144.

1. What was the common complaint that the reformers in all of Britain’s North American colonies shared?

*.*

1. Who was Lord Durham?

*.*

1. What recommendations did Lord Durham make in his report?
2. What did Durham blame the problems in Lower Canada on?
3. What did Durham fail to understand about the Canadiens?
4. How did Durham plan to get rid of the French language?
5. What did the Act of Union do in 1841?
6. What happens in responsible government?
7. Draw a diagram to show how responsible government works in the box below.

|  |
| --- |
|  |

1. Who did Lord Elgin choose to lead the new government?
2. What did Lord Elgin do in 1849?

**Leaders and Hereos /32**

You will create a visual presentation. It will show your individual contributted to Canada’s emerging identity. You may want to work on your own, or with a partner to complete this project. Below are three aspects of Canada’s complex identity. Explore the one your individual contributed to, as it was developing before 1850.

• our First Nations identity

 • our Francophone identity

 • our British identity

After gathering your information, prepare a display that shows what your chosen group contributed to the Canadian identity before 1850.

1. Determine how much text and how many visuals you can use in your display. Plan to include at least one graph.
2. Plan the content of your text boxes and visuals. If you are working in a group, assign specific subtopics to each person. Set deadlines for everyone.
3. Do not copy information. The text should be written in your own words.
4. Use techniques that encourage your viewers to think about the information in your display. You may want to ask questions or pose problems to encourage critical thinking.
5. Give your text boxes titles. Write titles and captions for your visuals.
6. Select the colours and type styles you want to use. Make your work easy to read.
7. Create a title for your project that will attract your viewers’ attention.
8. Present your project to the class. (This will be a display)
9. After seeing the other presentations, ask yourself how you might have done things differently to create a better presentation.

***\*Use page 148 to help you identify reliable sources of information.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Requirement:** | **4 points** | **3 points** | **2 points** | **1 point** |
| The presentation includes at least one graph that is appropriate to the topic. | The graph is **clear** and **easy** to read. The information in the graph **clearly connects** to your topic. | The graph is **clear** and **easy** to read. The information in the graph **connects** to your topic. | The graph is **easy** to read. The information in the graph can **connect** to your topic with some effort. | The graph is **easy** to read. The information in the graph does not **connect** to your topic. |
| The presentation includes text boxes with text and visuals that support the topic | Text and visuals **clearly** and **concisely** support the topic. | Text and visuals **support most** of the topic. | Text and visuals support **some** the topic. | Text and visuals support a **limited** amount of the topic. |
| The text is written in the students’ own words | **All** text is written in students’ own words. | **The majority** text is written in students’ own words. | **Some** text is written in students’ own words. | **Limited** text is written in students’ own words. |
| The presentation includes questions or poses problems to encourage critical thinking | The presentation poses at least **2** **questions or problems** to encourage critical thinking. | The presentation poses at least **1** **questions or problems** to encourage critical thinking. | The presentation poses at least **2** **questions or problems**. | The presentation poses at least **1** **questions or problems**. |
| Text boxes have titles and visuals have titles and captions. | **All** text boxes have titles and **all** visuals have titles and captions. | **The majority of** text boxes have titles and **most** visuals have titles and captions. | **Some** text boxes have titles and **some** visuals have titles and captions. | **Limited** text boxes have titles and **limited** visuals have titles and captions. |
| The presentation is neat, grammatically correct, well organized and visually appealing. | F**ree of** unnessary marks or lines, has **no** spelling or grammatical errors and **uses** appealing visuals and a colour scheme. | F**ew** unnessary marks or lines, has **few** spelling or grammatical errors and **uses many** appealing visuals and a colour scheme. | M**any** unnessary marks or lines, has **many** spelling or grammatical errors and **uses some** appealing visuals and a colour scheme. | N**umerous** unnessary marks or lines, has **numerous**spelling or grammatical errors and **uses few** appealing visuals and a colour scheme. |
| The Title of the presentation attracts the viewer. (Is interesting) | The title is **interesting**, **dominant** and is **connected** to the content. | The title is i**nteresting**, but does **not stand out** and is **connected** to the content. | The title **states** the content of the presentation and **may or may not** be dominant in the presentation. | The title is not **present or limited** and **may or may not** be dominant in the presentation.. |
| Identify how the leader or hero contributed to one of the three emerging identities. | **Clearly** and **concisely** identify how the individual contributed to one of the three emerging identities. | **Identifies** the individual’s contribution to one of the three emerging identities. | **Identifies some** of the individual’s contribution to one of the three emerging identities. | **Identifies some** of the individual’s accomplishments. |

**Conditions for Confederation**

Use pages 149 – 151 to complete the following.

1. How many colonies were there in British North America in 1858?
2. What were the three main factors that led colonies to think about union?
3. How many people were in each colony listed below? What big concern do you think people in the four eastern colonies had about union?

|  |  |
| --- | --- |
| Province of Canada (Canada West and Canada East)  |  |
| Nova Scotia  |  |
| New Brunswick  |  |
| Newfoundland  |  |
| Prince Edward Island  |  |
| British Columbia  |  |
| Vancouver Island |  |

1. Identify and label each of the colonies on the map below.



1. Using figure 7.4, on page 150, Which of the parties might have formed alliances? Why?

**Shifting Trade Partners**

Use pages 151 = 154 to answer the following questions with a partner.

1. Why was the mercantile system no longer working, by 1846? What did Britain do?
2. What views were changing about colonies in Britain?
3. What was the first trade agreement between the colonies and the United States called and what did they agree to?
4. How did this agreement promote union and why did business leaders support it?
5. How would a railway benefit the colonies?
6. What conditions and concerns did the colonies have about the Civil War in the United States? Alone or with a partner create a slogan (a catchy phrase eg. ‘Me to We’) for why union is important. It should focus on one of the factors the colonies were discussing. Be prepared to share your slogan.
7. Look at an atlas map of Canada. Why was Ottawa more secure than Québec City, Montréal, or Toronto? If you could choose today, where would you put the capital city of Canada? Give reasons for your choice?

**Confederation and the Maritime Colonies**

Use pages 155 – 157 to complete the graphic organizer below. You may work alone or in a small group (2 or 3 people).

|  |  |
| --- | --- |
| **Reasons the Maritime colonies should consider union** | **Reasons why Maritime colonies should not consider union** |
|  |  |

**Decide whether Confederation would be the best choice or not. Write your decision below and explain your reasons.**

**Confederation Discussions**

Read pages 158 and 159 carefully, making notes as needed. Summarize the arguments listed on page 159 for and against Confederation.

|  |  |
| --- | --- |
| For Union | Against Union |
|  |  |

**Which is most convincing? Why?**

**What the Colonies Decided**

Using page 160, complete the chart below.

|  |  |
| --- | --- |
| **Colony:** | **Decision:** |
| Province of Canada |  |
| New Brunswick |  |
| Nova Scotia |  |
| Prince Edward Island |  |
| Newfoundland |  |

Which is most convincing? Why?

**The Structure of Canadian Government: Making It Official**

Use pages 162 – 164

1. In 1867, the British Parliament passed the BNA Act. What decisions did they make?
2. The BNA Act called for a federal system of government, this created two levels of government. What responsibilities did each level of government receive?

|  |  |
| --- | --- |
| **Federal Powers** | **Provincial Powers** |
|  |  |
| **Shared powers** |
|  |

1. What are residual powers?
2. If you were to reassign any powers, which would you change? Why?

|  |  |
| --- | --- |
| **Federal Powers** | **Provincial Powers** |
|  |  |
| **Shared powers** |
|  |

Why?

1. In 1867, Canada was a democracy—to a degree. Who had the vote in 1867?

**Test Outline**

Students will need to study the following to successfully complete this topic test.

Areas to focus on:

* Topic Vocabulary (22 terms)
* Questions from Rebellion in the Thirteen Colonies questions 1,3,6,8, 11, and 14
* Questions from The Impact of the War questions 1,4,5,6, and 9
* Be able to diagram the Colonial Governments of Upper and Lower Canada
* Identify the causes of Rebellion in Upper and Lower Canada.
* Questions from The Road to Responsible Government questions 1,3,7,10, and 11
* Questions from Shifting Trade Partners questions 1 – 5
* Questions from Confederation and the Maritime Colonies Chart
* Questions from Confederation Discussions those ‘for’ and ‘against’
* Questions from The Structure of Canadian Government questions 1, 2, 3 and 5