

INTRODUCING CLUSTER TWO

BRITISH NORTH AMERICA (1763–1867)

CLUSTER TWO AT A GLANCE

Cluster Two focuses on: Britain's struggles of governing the colony of Québec; the impact of Loyalist refugees in the British colonies from the American War of Independence; the War of 1812; the growing British interest in opening the Northwest; the growth of the Métis Nation; the impact of European immigration into the Northwest on First Nations peoples; the rebellions in Upper and Lower Canada; the formation of the United Province of Canada; and the internal and external causes of Confederation in 1867.

Students' exploration, analysis, and evaluation of British North America (1763–1867) will touch on a variety of issues, and will approach many topics using the Historical Thinking Concepts of historical significance, using primary-source evidence, continuity and change, cause and consequence, taking a historical perspective, and considering the ethical dimensions of history.

As students develop the skills, knowledge, and understandings necessary to think critically about and respond to the essential chapter questions, they will also be working toward developing their own response to the overall course question: How has Canada's history shaped the Canada of today?

At the end of the cluster, you may wish to help students pull together the information they have learned by asking them to relate their learning back to the title of the student resource, *Shaping Canada*. This will help students to focus on the importance of history and how knowledge of history informs our understanding of the world today.

Ask the question, "This book is titled *Shaping Canada*. What knowledge did you gain from this cluster that helps you to understand how events from the past have shaped Canada today?" Collaborate with students to decide on what format they will respond to this question, or you may wish to complete this as a whole class activity at the end of each cluster.

QUICK LESSON PLANNER – CLUSTER TWO

Notes

1. The time designated for each lesson is an estimate only. You will need to adapt the lessons to match timetables at your school and the needs, interests, abilities, and learning styles of the students in your class.
2. The overall Enduring Understandings emphasized in each chapter are listed in the curriculum congruence chart (pp. 13–15).
3. Strategies for differentiating instruction are listed at the end of each lesson.

Introducing Cluster Two and Cluster Two Challenge		
Lesson	Lesson Focus	Estimated Time
1. Cluster Two Challenge	Introduces students to Cluster Two and the Cluster Two Challenge.	45 minutes

Chapter 4: British Colonial Rule		
Essential Question: How did British colonial rule change from 1763 to 1867 and what was its impact on life in North America?		
Lesson	Lesson Focus	Estimated Time
1. Governing the Peoples of British North America	Students will focus on the aftermath of the British victory over the French, and the political actions taken in setting up British rule, some of which helped precipitate the American War of Independence.	70 minutes
2. The United Empire Loyalists	Students will examine the effects that the United Empire Loyalists had on British North America.	70 minutes
3. Relations with the United States	Students will focus on British North America's relationship with the United States, looking at points of agreement and a major period of conflict, the War of 1812.	70 minutes
4. Toward Responsible Government	Students will examine the government structure established by the <i>Constitutional Act</i> in 1791, the fight for responsible government that took place decades later, and their intended and unintended consequences.	140 minutes

Chapter 5: The Northwest Changes		
Essential Question: How did the fur trade, European settlement, and the rise of the Métis Nation transform life for the peoples of the Northwest?		
Lesson	Lesson Focus	Estimated Time
1. Fur Trade and Settlement Rivalries	Students will investigate the causes and consequences of the expansion of the fur trade with focus upon the rivalry between the HBC (Hudson's Bay Company) and the NWC (North West Company).	70 minutes
2. The Métis at Red River	Students will learn about the rise of the Métis Nation in the Red River region.	140 minutes
3. Toward the Pacific Coast	Students will explore the reasons for exploration toward the Pacific Coast and the impact this exploration had on First Nations and Métis peoples.	140 minutes

Chapter 6: Confederation		
Essential Question: Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?		
Lesson	Lesson Focus	Estimated Time
1. Challenges Facing British North America	Students will focus on the push and pull factors that led the Province of Canada and other British colonies toward Confederation in 1867.	210 minutes
2. Seeking Political Solutions: The Road to Confederation	Students will examine the process toward Confederation. Students will examine the nature of the political negotiations that went on during the Charlottetown Conference, the Québec Conference and the London Conference. Political motivations and political personas will also be examined.	140 minutes
3. Making Confederation a Reality	Students will investigate the British North American Act, the formation of a federal government, and some of the problems that existed with Confederation, including who was excluded from the process.	70 minutes

CLUSTER TWO OPENER LESSON

INTRODUCING CLUSTER TWO AND THE CLUSTER TWO CHALLENGE

Overall course question: How has Canada's history shaped the Canada of today?

LESSON FOCUS:

This lesson introduces students to Cluster Two and its cluster challenge—to create a commemorative newspaper that looks at British North America from 1763 to 1867. The commemorative newspaper will focus on four to five significant events from this time period. The newspaper will have an issue date of July 1st, 1867, and should reflect this historical time period.

Essential Question

This cluster is divided into three Essential Questions by chapter:

- Chapter 4: How did British colonial rule change from 1763 to 1867 and what was its impact on life in North America?
- Chapter 5: How did the fur trade, European settlement, and the rise of the Métis Nation transform life for the peoples of the Northwest?
- Chapter 6: Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?

ESTIMATED TIME: 45 minutes

GETTING READY

Photocopy blackline masters.

- BLM CO2.1.1, Checklist of Technical Elements
- BLM CO2.1.2, Student Reflection: Progress Update (Note: You will use this sheet more than once. Make enough copies to use one per student per class work period that you plan to allot for the Cluster Two Challenge.)
- BLM CO2.1.3, End-of-Project Reflection
- BLM CO2.1.4, Project Rubric

View links from the Additional Resources section and bookmark examples of newspapers and clippings that will help set the context for students. Use these examples to note stylistic aspects of the documents. This will help inform student understanding of the nature of the news in this era. Have them sweep through Chapters 4, 5 and 6 examining the political cartoons, the stylistic and visual elements of the illustrations, and the photos featured in *Shaping Canada*.

RESOURCES

Shaping Canada, pages 104–107

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.collectionscanada.gc.ca/confederation/023001-7100-e.html#General>

Library and Archives Canada's Canadian Confederation—This web site provides many materials and graphic elements whose copyright is in the public domain or are reproducible with permission granted by the owner.

www.nlc-bnc.ca/confederation/kids

National Library of Canada's Confederation for Kids web site

<http://www.nlc-bnc.ca/confederation/>

National Library of Canada's Confederation web site

<http://www.canadiana.org/citm/>

Early Canadiana Online: Canada in the Making

www.thecanadianencyclopedia.com

The Canadian Encyclopedia Online (Historica)

<http://laws.justice.gc.ca/en/const/index.html>

The British North America Act of 1867

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- completion of BLM CO2.1.2, Student Reflection: Progress Update and BLM CO2.1.3, End-of-Project Reflection
- the newspaper stories created for the challenge
- the students' dedication to the authenticity of their newspaper story reflecting the time period it represents

NOTE: Group projects can pose special challenges to the teacher assessing them. If your preference (or the requirement of your division) is that all grades need to be assigned based on students' individual work, you may wish to alter the project slightly. Some possible alterations:

- have students do the project as an individual project as a summative assessment
- evaluate the individual reflections summatively and assess the group product formatively
- have students do the project in pairs, with each responsible for an equal distribution of the components outlined in the instructions, and grade each students' contribution individually
- use the entire project as a formative assessment (if each group deals with a different event, and presents their work to the class, this would provide a lively end-of-cluster review)

PRIOR LEARNING

Students will draw on their familiarity with newspapers as a form of media information and their knowledge of the Historical Thinking Concepts, including their understanding of how historical events can be viewed from different perspectives.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Draw students' attention to the Cluster Two organization chart on page 105 of *Shaping Canada*. With students, review how the three chapters in Cluster Two are connected to the course question: "How has Canada's history shaped the Canada of today?" Ask students to identify the titles of the three Cluster Two chapters. Then tell them to read the Essential Questions below each chapter's title and ask them to speculate about each. Why do they think it was chosen? What do they think they will study in each section?
2. Turn back to page 104, and ask volunteers to read the paragraphs on that page. Pause after each to have another student summarize the key points. Once the page has been read, ask students to list some of the possible perspectives that these events may be viewed from. Record these perspectives on the board.
3. Draw students' attention to the timeline on page 106. Point out to them that this will be a useful preview of key events that the cluster will explore, and a useful place to start when they are ready to review at the end of the cluster. These events will also be useful in the preparation of the Cluster Two challenge. Ask a student to read the events listed. Once she or he has finished, return to the question of perspectives; are there any more perspectives that students can add to the list? Add any new perspectives to the list on the board.
4. Ask students to form groups of four or five. When the groups are formed, instruct them to turn to page 107 and read the description of the challenge. As they read, show a transparency or slide that features the points from page 107 "Important Tips to Remember About Newspapers." Once the students have completed reading, reiterate each step of the process to ensure understanding. Using the points from the transparency or slide, discuss and set criteria for the finished product, and clarify what students will be creating.
5. You may wish to view actual archival newspapers and political cartoons from the period to inform students of the stylistic aspects that would make their newspaper appear authentic.
6. Distribute BLM CO2.1.1, Checklist of Technical Elements; BLM CO2.1.2, Student Reflection: Progress Update; BLM CO2.1.3, End-of-Project Reflection; and BLM CO2.1.4, Project Rubric. With students, briefly review the checklist, progress update, reflection and project rubric sheets. Instruct them to store these sheets where they can find and complete them as they work through the steps of the challenge.

DIFFERENTIATING INSTRUCTION

1. Have students present their completed newspapers to the class as a review of what was learned in Cluster Two.
2. You may wish to instruct the groups to review the challenge checklist and rubric on their own initially. Students may be more likely to ask questions of each other than they are to ask you directly in front of the class.
3. For students that have trouble with production aspects associated with cut-and-paste and organization, you may wish to have them do the project using a web-based format.

CHAPTER 4

BRITISH COLONIAL RULE

CHAPTER 4 OVERVIEW

Chapter Focus

Students will

- examine the challenges faced by Britain in governing Québec after the fall of Nouvelle-France and the various ways it tried to meet these challenges
- explore British North America's relationship with the Thirteen Colonies and then the United States
- examine how British policies toward First Nations began to shift from those of mutual benefit to increasing marginalization
- explore aspects of life in British North America during this period of enormous social, economic, and political change
- explore which conditions, people, and events contributed to—and worked against—the achievement of responsible government in Canada

Essential Question

How did British colonial rule change from 1763 to 1867 and what was its impact on life in North America?

Enduring Understandings

- The relationship between First Nations, Inuit, and Métis peoples and non-Aboriginal peoples moved from autonomous coexistence to colonialism to the present stage of renegotiation and renewal.
- Canadian institutions and culture reflect Canada's history as a former colony of France and of Britain.
- French-English duality is rooted in Canada's history and is a constitutionally protected element of Canadian society.
- Canada's parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy.

TEACHING AND LEARNING STRATEGIES

Collaborate with students to choose which activities from the Teaching and Learning Strategies that you have the appropriate resources for, are best suited for the class, and will meet the expectations of this curriculum. *Shaping Canada* provides more questions and activities than possibly can be completed in the time allotted for this course. The Quick Lesson Planners at the beginning of each cluster in this Teacher's Resource may help you and your class choose relevant lessons and activities and ensure the Enduring Understandings of each chapter are met.

APPENDIX: SKILLS TO SUPPORT HISTORICAL THINKING

You are encouraged to refer students to the Skills to Support Historical Thinking Appendix (pp. 548–559 in *Shaping Canada*) as they progress through the questions and activities in the lessons. The Skills to Support Historical Thinking Appendix provides assistance to students as they develop their historical thinking skills during this course.

CHAPTER QUESTIONS AND POSSIBLE RESPONSES

Possible answers to all Chapter 4 questions can be found following the last lesson for this chapter on page 157.

HISTORICAL BACKGROUND

(This section is taken from: Manitoba Education. *Grade 11 History of Canada: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, 2010.)

While the British were engaged in an increasingly intense rivalry over the fur trade in the Great Lakes region and in the Northwest, they faced serious challenges over how to govern their new colony of Québec in eastern Canada. Britain expected its colonies to resemble the mother country, but Québec was French-speaking, Roman Catholic, mostly agricultural, and had its own system of land ownership and law. In addition, after 1763, a small minority of English-speaking merchants in Québec hoped to control the French-speaking majority. This situation was further complicated in the 1780s by the arrival of thousands of Loyalist refugees from the newly independent United States, including the Haudenosaunee (Iroquois) who had fought for the British. These refugees demanded their rights as loyal subjects and allies of Britain.

In response to these challenges, Britain experimented with a variety of forms of government, which in turn led to the rebellions in Upper and Lower Canada in 1837–1838. In 1841, the *Union Act* united the two Canadas as a single colony with two provinces: Canada East (later Québec) and Canada West (later Ontario). Britain granted responsible government to the colony in 1849.

Relations with the United States presented other challenges, and in 1812 the United States declared war on Britain and invaded Canada. Although the war ended in 1814, a number of border issues remained. In the 1840s, Britain's adoption of free trade created serious economic difficulties for British North American colonies. Despite these challenges, large numbers of British immigrants came to British North America in what came to be known as the Great Migration, transforming the demographic profile of both Canada East and Canada West. New settlements were established, with accompanying economic development and the construction of canals and railways.

Throughout these events, Britain attempted to reconcile the rights of First Nations with the demands of new settlers, but ultimately this was the beginning of a long period of increasing marginalization of First Nations. The expansion of the fur trade to the Northwest, the rise of the Métis Nation, and the arrival of new settlers brought further changes to British North America.

LESSON 1

GOVERNING THE PEOPLES OF BRITISH NORTH AMERICA

This lesson focuses on the aftermath of the British victory over the French, and the political actions taken in setting up British rule, some of which helped precipitate the American War of Independence.

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline masters.

- BLM 4.1.1, British Colonial Rule in North America to 1783. (You may wish to expand it to fit an 11x17 piece of paper to allow students to include greater detail.)

Create a transparency or slide of:

- BLM 4.1.1, British Colonial Rule in North America to 1783 (optional)
- BLM 4.1.2, The Royal Proclamation, 1763

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 108–117

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 4.1.1, British Colonial Rule in North America to 1783
- Participating in class discussions and activities

PRIOR LEARNING

Students will draw upon their knowledge of the concept of colonialism, and of the situation in Québec after the British conquest.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Ask students to refresh their memories about the concept of colonialism. In their notebooks, instruct students to write a definition of the term, and identify one advantage and one disadvantage of being a colony.

2. When they have had a few minutes to do this, ask volunteers to share responses. They should identify that a Eurocentric definition of colonization is the building and maintaining of colonies in one territory by people in another country, and that it was a way for an empire to increase its wealth and power. Advantages they may identify could include ideas such as having a market to sell resources to, or protection by the empire in case of an attack. Disadvantages they may identify could include ideas such as not having complete independence in decision-making (politically and economically), or being dragged into wars between empires.
3. Tell students that in this first lesson, they will be returning to some of the themes of Chapter 2, in the sense that they will again be looking at how the colony of Québec was governed, this time under Britain. They will also examine conflicts that arose in what would become Canada, but had originated outside the colony. Instruct students to open their books to the Chapter 4 opener on pages 108 and 109.
4. Draw students' attention to Figures 4–1 and 4–2 and have a volunteer read the captions. As a class, discuss the questions related to the figures.
5. Read aloud the Essential Question, "How did British colonial rule change from 1763 to 1867 and what was its impact on life in North America?" Point out to students that this first lesson is going to look at the first crucial years up to 1783. Ask students to refer to the ideas they offered at the beginning of the lesson and predict which ones might be particularly significant in these years.
6. Read through the bullet points on page 109 with students. Draw students' attention to the Enduring Understandings listed in the feature on the lower half of page 109.
7. Point out the Key Terms located on the same page. Make this a classroom activity in vocabulary building by continuing to build upon the word wall (see page 31). You may also wish to ask students to continue compiling the point-form glossary of definitions in their notebooks, or you may wish to note the glossary on page 560 and reinforce how to use it with the class.
8. Ask for a student volunteer to read the section "Getting Started" and have students respond to the questions about the figures on page 108.
9. Ask student volunteers to read page 110 under the heading "Governing the Peoples of British North America." Repeat the idea that after the conquest, Britain faced many problems in trying to govern its colonies in North America.
10. Hand out BLM 4.1.1, British Colonial Rule in North America to 1783, and let students know that they will be completing it as they read. Have students read pages 111–117 individually or in pairs. As they read, they need to examine the many problems and events that Britain faced, who was affected by each problem or event, and how they were affected. Remind students that some events or issues affected more than one group of people.
11. When students reach the section "The Royal Proclamation, 1763" on page 112, go over the provisions of the proclamation with the class. Show the transparency or slide of BLM 4.1.2, The Royal Proclamation, 1763, and discuss with the class.

12. When students have completed BLM 4.1.1, British Colonial Rule in North America to 1783, ask volunteers to provide answers for each problem or event and record on a transparency, slide, or the board. Allow students time to record any notes they may have missed. As you go through each section, stop to allow the class to respond to the Historical Thinking Concept questions on pages 112, 113, 114, 115, 116, and 117.
13. You may wish to ask students to complete an exit slip with the following question: “I think _____ was the most historically significant change brought about during this period because _____.”
14. Ask students to complete the activities in “Recall...Reflect...Respond” on page 117 of *Shaping Canada* as homework. Remind students to be prepared to discuss their responses in the next class.

DIFFERENTIATING INSTRUCTION

1. You may wish to allow students to complete BLM 4.1.1, British Colonial Rule in North America to 1783, in groups of four to allow collaboration and brainstorming.
2. Have students analyze the actions of two or three of the four leaders identified by name in this chapter (Amherst, Pontiac, Murray, and Carleton) and create a Venn diagram comparing and contrasting their leadership styles, and the ultimate impact on the people they governed.

LESSON 2

THE UNITED EMPIRE LOYALISTS

This lesson focuses on the effects that the United Empire Loyalists had on British North America.

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline masters.

- BLM 4.2.1, The Impact of the Loyalists on British North America

Create a transparency or slide of:

- BLM 4.2.1, The Impact of the Loyalists on British North America (optional)

Book a projector if necessary.

Review the procedures to conduct a jigsaw activity (see page 19).

RESOURCES

Shaping Canada, pages 118–124

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.uelac.org/>

United Empire Loyalists' Association of Canada

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 4.2.1, The Impact of the Loyalists on British North America
- Participating in class discussions and activities

PRIOR LEARNING

In this lesson, students will draw on their knowledge of the causes of the American War of Independence, and the concept of historical significance.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Write on the board the following questions:
 - If you had to move away from your home to a new land, leaving everything behind, what would be the hardest part of leaving for you?
 - What would the best part be?

When students arrive in the classroom, ask them to take a few minutes to respond to the questions, and hand in their responses or share responses with the class. If you wish, display a transparency or presentation slide of Figure 4–12 on page 118 if you would like students to imagine themselves in this situation in the 1780s rather than the present.

2. Divide the class into home groups of four for a jigsaw activity. Ask students in each home group to number themselves 1, 2, 3, or 4 to identify the expert group he or she will join. Members of Group 1 will become experts on the topic “Loyalists create new settlements” (pages 118 and 120 of *Shaping Canada*); Group 2 will become experts on the topic “The *Constitutional Act* is passed in 1791” (page 119); Group 3 will become experts on the topic “First Nations are ignored in Treaty of Paris” (page 122); Group 4 will become experts on the topic “Slaves who enlisted with Britain were promised freedom and land” (page 123).
3. Distribute copies of BLM 4.2.1, The Impact of the Loyalists on British North America, and explain that by the end of the lesson they will learn about four events that happened during the Loyalist migration and its aftermath.
4. Instruct members of each expert group to read their assigned section of the book, discuss the information, and work together to identify on their sheets the effects of their event. Remind groups to look at figures and marginal information on the page. Also, remind students that Loyalist settlers also included First Nations people. Once details of the effects are recorded, they should discuss the significance of the event. At this point you may wish to draw students’ attention to Figure 4-13 on page 118. Ensure that students understand that the United States called the region west of Pennsylvania the “Northwest Territory,” but this was not the same as the North-West Territories in British North America.
5. Tell students to return to their home groups and share their information with their home-group members. As they do this, other group members should record the information in the blank sections of their handouts. By the end of this stage of the activity, the chart should be filled in completely. With the class, briefly review the information on the sheets.
6. Draw students’ attention to the question at the bottom of the BLM. Ask students to discuss it briefly and then respond individually in writing. Ask student volunteers to share responses with the class orally or assign it to be handed in.
7. Have students turn to the History in Action feature “The Loyalist Narrative of Amelia Harris” on page 121 and read together as a class. Have volunteers share their answers for Explorations question 1.
8. Now that students have a better foundation of who the Loyalists were and what they experienced, have them read the Considering the Ethical Dimensions of History feature “Were the Loyalists Treated Fairly?” on page 124. After reading, assign question 1 at the bottom of the page for homework. Students should be prepared to defend their answer in a continuum debate activity (see page 23) at the beginning of the next class. Alternatively, you may wish to finish the class by allowing students to simply share their position and explanation for both questions 1 and 2.
9. Assign “Recall...Reflect...Respond” questions on page 123 for homework, reminding students to be prepared to share answers the next day.

DIFFERENTIATING INSTRUCTION

1. Read through pages 118 to 123 with student volunteers, checking comprehension as you go, and have students fill in the sheets individually at the end of each section. This would allow you to monitor students’ comprehension and lead discussions on the Historical Thinking Concept questions during the process.

LESSON 3

RELATIONS WITH THE UNITED STATES

This lesson focuses on British North America's relationship with the United States, looking at points of agreement and a major period of conflict, the War of 1812.

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline masters.

- BLM 4.3.1, Relations with the United States: Role Play

Create groups of four or five students in advance of giving the role play assignment.

RESOURCES

Shaping Canada, pages 125–130

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.warof1812.ca/>

War of 1812 Website—includes history, articles, bicentennial news, pictures, book reviews, re-enactment events, and quizzes.

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Participating in class discussions and activities
- Writing and/or performing the role play

PRIOR LEARNING

Students will draw on their understanding of the causes of the American War of Independence, and the impact of the arrival of the Loyalists in British North America.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Ask students to brainstorm common reasons why nations become involved in a war, and reasons why nations may collaborate to stay out of a war. As students make suggestions, record them on the board.
2. Let students know that in this lesson, they will be looking at the causes, events, and outcomes of the War of 1812, when the United States invaded British North America, and that at the end of the lesson, they will be creating a short play in which they depict the different motiva-

tions or goals of the various sides involved. Instruct students to open the book to page 125 and read with them the paragraph under the heading “Relations with the United States.” Ask a student volunteer to summarize the paragraph.

3. Instruct students to read the paragraphs under the heading “Jay’s Treaty” to find out how open conflict was averted in the late 1790s and first decade of the nineteenth century. When they have finished, lead the class in a discussion of the HTC Cause and Consequence question at the end of the section.
4. Ask students to identify the various parties who would be involved in a war between the United States and British North America, and record their answers on the board. Students may mention Americans (government and soldiers), the British (government and soldiers), First Nations, French Canadians, British-descent and Loyalist settlers. Instruct students to create a graphic organizer of their choosing on a loose-leaf page in which they can keep track of information about these groups’ involvement in the war as they read. Their graphic organizer could take the form of a mind map or a table.
5. Instruct students to read the section under the heading “Dissatisfaction Grows” and the Voices feature on page 126. After they have finished, they should record information about why Americans were motivated to go to war.
6. Instruct students to read the paragraph under the heading “The War of 1812” on page 126 and then record information about how the Loyalists responded to the prospect of war with the United States. If you wish, invite volunteers to share what they have recorded in their organizers up to this point.
7. Instruct students to read the paragraphs under the headings “The Best Defence Is Offence” on page 127 and “The Treaty of Ghent” on page 128 and ask students to summarize the response of First Nations to the invasion of British North America. Let them know that they should add to the other parts of their organizer if they gain any further insight into the motivations of any of the other groups.
8. At this point, distribute copies of BLM 4.3.1, Relations with the United States: Role Play, and read through the instructions for the role play with the class. Let them know that each group will be responsible for representing four or five (depending on the number of students in the group) viewpoints about the war. Organize students into groups or let them make their own groups, and give students time to begin planning their scripts and arranging times they will work together.
9. To close the lesson, have students read pages 128 to 130 for homework and assign the “Recall... Reflect...Respond” questions on page 130. Remind students that they should be prepared to discuss their responses at the beginning of the next class.
10. You may also wish to schedule due dates for the role play at this time.

DIFFERENTIATING INSTRUCTION

1. If you have struggling readers in your class, you may wish to read pages 125-128 aloud, and as a whole class develop a graphic organizer on the board.
2. Students who have trouble with the graphic organizer may choose to just take point-form notes.

LESSON 4

TOWARD RESPONSIBLE GOVERNMENT

This lesson will focus on the government structure established by the *Constitutional Act* in 1791, the fight for responsible government that took place decades later, and their intended and unintended consequences.

ESTIMATED TIME: 140 minutes

GETTING READY

Photocopy blackline master.

- BLM D, Structured Notes

Create a transparency or slide of:

- BLM D, Structured Notes

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 131–141

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.histori.ca/minutes/minute.do?id=10141>

Historica Minute—Building Democracy - Responsible Government

<http://www.histori.ca/minutes/minute.do;jsessionid=19154192D9D6C60136AD6F3E4E06A18F.tomcat1?id=10140>

Historica Minute—Baldwin and Lafontaine

http://www.archive.org/stream/cihm_06229#page/n11/mode/2up

Dent, John Charles. “Chapter 2: The Union Act,” *The Last Forty Years: Canada since the Union of 1841*.

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM D, Structured Notes
- Participating in class discussions and activities

PRIOR LEARNING

Students will draw on their understanding of the government structure set up by the *Constitutional Act* in 1791.

SUGGESTED TEACHING AND LEARNING STRATEGIES

Part 1

1. Place students into groups of three or four and ask them to brainstorm ways that people can respond when they feel they are being treated unfairly, either in a small-scale way such as in their homes or schools, or in a large-scale way, such as by their government. When they have had enough time to generate several ideas, ask groups to share the ideas and record them on the board. Student's answers will vary. They will range from total passivity and acceptance of unfair treatments, to passive resistance, orderly protests, and open revolt.

Ask students to return to their groups and discuss what they think possible responses might be to each of the actions listed on the board. When they have had enough time to generate several possibilities, ask groups to share their ideas and record them on the board. They will probably mention ideas such as concessions or reparations being made by the party being unfair, or nothing changing, or further unfairness/repression.

2. Let students know that in this section they will be exploring a period in Canadian history in which people believed they were being treated unfairly. They will see a variety of approaches made by the citizens of British North America to try to end the unfairness, as well as different reactions from the British government. They will be evaluating one of the reactions in particular, the *Act of Union*, because it was an important link in the chain of events leading to Confederation.
3. Draw students' attention to Figure 4–27 on page 131 of *Shaping Canada* or display a transparency or slide of the diagram. Ask students why the government structure outlined in the diagram might have been resented by the people of British North America.
4. Distribute copies of BLM D, Structured Notes. Instruct students to record the heading of this section of the chapter, "Toward Responsible Government," on the topic line. Tell them to record the blue headings on pages 131, 132, 134, and 137 in the boxes of the left-hand column.

Tell students that they will be practicing note-taking from a book in this lesson, and that their notes will help them complete the activities at the end of the reading. If they are unfamiliar with note-taking, you may wish to write these tips for note-taking on the board:

- Scan headings, topic sentences, and the concluding sentences of paragraphs to get a sense of the big ideas.
- Read the section more carefully to pick up the supporting details.
- Last, write down the key ideas and details in your own words. Do not copy directly, or you will likely copy too much without actually understanding it.

You may wish to demonstrate how to note-take using a transparency or slide of the blackline master on the projector, reading through the first section "Rule by Oligarchy" and having students suggest details that should be recorded, or doing it as a think-aloud activity.

5. Once students have completed their structured notes, discuss the details they included on their sheets as well as their comments about the significance of the details, recorded in the right-hand column.

Part II

6. Now that students have learned about the causes of the rebellions, Lord Durham's Report, and the resulting *Act of Union*, explain to students that they are going to look more closely at a few of the key players and their viewpoints in the rebellion and the *Act of Union*.
7. Instruct the class to turn to the Using Primary-Source Evidence feature "Portrait of a Rebel" on page 133. Ask volunteers to read the various sections from William Lyon Mackenzie and Sir Francis Bond Head. As a class, discuss Explorations questions 1 to 4.
8. Have students turn to the Viewpoints on History feature "The Rebellions of 1837" on page 135. Again, ask for volunteers to read the viewpoints from Sir Francis Bond Head, Dr. Wolfred Nelson, and Les Fils de la Liberté. Answer Explorations question 1. You may wish to set aside some class time to answer Explorations questions 2 at this point or at a later time.
9. Finally, have students turn to the Profile feature "Louis-Hippolyte Lafontaine" on page 138. You may ask students to read this individually, or you may choose to read aloud with the class. As a class, respond to Explorations questions 1 and 2.
10. Discuss with students that this lesson will culminate in a writing task from the perspective of one of the characters they just read about. Write the following choices on the board or on the projector (ask students if they can think of any choices they would like to include and write these on the board as well):
 - a front page news article in *The Colonial Advocate* by William Lyon Mackenzie just before the rebellions
 - a letter from Lieutenant-Governor Sir Francis Bond Head to the King of England just after the rebellion in Upper Canada
 - a conversation between William Lyon Mackenzie and Louis-Joseph Papineau discussing their demands for responsible government
 - a journal entry by Louis-Hippolyte Lafontaine outlining why he was once a radical reformer and why he decided to support the *Act of Union*.
11. Explain to students that they may use the writing task from this activity as part of their cluster challenge.

DIFFERENTIATING INSTRUCTION

1. You may wish to have students complete the note-taking sheet in small groups.

CHAPTER 4 QUESTIONS AND ACTIVITIES (PAGES 140 AND 141)

The Chapter Review questions and activities are intended to ensure student focus is placed on demonstrating responses to the Chapter Essential Question and Enduring Understandings of this course.

With students, review the Chapter Review questions and activities and collaborate on which questions the class wishes to explore. You may wish to take into consideration what lessons have been completed for this chapter when choosing the questions. Some of the questions and activities require research and go beyond the scope of *Shaping Canada*. Student abilities and course allotment time will need to be considered when choosing the questions and activities.

STEPS TO YOUR CHALLENGE (page 141)

Direct students' attention back to the Cluster Two Challenge they were introduced to on page 107 of *Shaping Canada* as a reminder on the details of the Cluster Challenge project. In the Challenge, groups of four to five students were arranged when they were introduced to the Cluster Challenge; have each Challenge group read the Steps To Your Challenge on page 141, and complete the necessary work to fulfill this stage of the challenge.

POSSIBLE RESPONSES TO CHAPTER 4 QUESTIONS**Page 112****HTC Cause and Consequence**

Students will have different ideas, but may suggest that the first goal was unsuccessful because there was insufficient need or desire for the Canadiens to become more British in their ways, and the second goal was unsuccessful because the climate to the north was unfavourable to citizens of the Thirteen Colonies, or that they did not want to live as a linguistic/cultural minority.

Page 113**HTC Historical Significance**

By establishing an official relationship between the British Crown and First Nations, the Royal Proclamation was perhaps most significant to First Nations. It impacted Canadiens and the English negatively (restricting Canadien rights and failing to set up an elected assembly immediately as desired by many); however, the impact that still resonates today is that it formalized the nation to nation relationship between the Crown and First Nations, not one of nation to subject.

Page 114**HTC Historical Perspective**

Students' answers will vary. Some students may feel that Britain had conquered Québec, and that therefore the people should be given few rights. Others may argue that the decisions made by Murray and Carleton were practical and open-minded, both preventing significant conflict and showing respect for other cultures. Other students may argue that the decisions were fair, but the motives were less so, such as Murray's respect for Canadien traditions being based on his distrust of the demands for more democratic government coming from immigrants from the Thirteen Colonies.

Page 115**HTC Historical Perspective**

Average citizens would probably not have enjoyed the prospect of having to give up a part of their income, but some might have appreciated their Church's rights being restored. The people whose interests were most served by the reintroduction of the tithe were the members of the clergy, whose income was secured.

Page 116**HTC Historical Perspective**

The term *rebel* often has a negative connotation, whereas *patriot* is usually given to someone who is loyal and supportive of his or her country. The two terms (as with the *American War of Independence* versus the *American Revolution*) teach us that in war, there are different viewpoints as to the causes and goals, and how each side views themselves and their opponents.

Page 117**HTC Historical Perspective**

The rebels might have hoped that the Canadiens would take the opportunity to overthrow British rule or get revenge for the siege of Québec or both. However, the Canadiens might have felt that there was reason to believe that the Thirteen Colonists were unlikely to give them French language and religion rights if they were all to form a new country together, and that British rule was tolerable in comparison.

Page 117**Recall...Reflect...Respond**

1. Students answers will vary but might include changes such as:
 - the defining of territory belonging to the First Nations (this was a positive move for First Nations, but angered Canadiens because it made Québec smaller and angered the Thirteen Colonists because it closed off land to settlement for them)
 - the reduction of the rights of Canadiens in the Royal Proclamation (Canadiens were angered by this, while the Thirteen Colonists and British perceived it to be right and proper to try to force the Canadiens to assimilate)
 - the restoration of Canadien rights in the *Québec Act* (this satisfied many Canadiens, while it outraged the British residents of Québec because they wanted Canadiens to become more British, and the Thirteen Colonists were angered, as they felt that it represented an abuse of power over the colonies by not allowing a democratic assembly)
2. Students' graphic organizer designs will vary, but should include these details:

Causes:

- Guy Carleton was concerned about the discontent rising in the Thirteen Colonies and that it might rise in Québec, therefore he believed maintaining the support of the Canadien residents was important and valuable.

Direct Consequences:

- Roman Catholics were able to take roles in the colony's governance
- The tithe to the Church was reinstated
- French property and civil laws were reinstated
- British criminal laws were maintained

Indirect Consequences:

- The Thirteen Colonies viewed the Act as the last straw, and united against Britain
- Canadiens did not join the American War of Independence

Page 119**HTC Historical Perspective**

Some inherent pros of the *Constitutional Act* were that it added an elected assembly to the government of Québec, it reflected the reality that there were two dominant groups in the colony, each with its own traditions and practices, and it allowed each of the Canadas to have its own language regulations, and laws. Some cons include that the elected assembly's decisions could be vetoed by the appointed councils, the lieutenant-governor or the Governor General, and the Protestant churches would receive preferential land grants in both colonies.

Page 121**History in Action: The Loyalist Narrative of Amelia Harris**

1. Student answers will vary, but may include ideas such as that basic necessities (i.e. clothing) could be difficult to obtain not only due to lack of shops, but also lack of raw resources (such as sheep to provide wool), or that the quality of people's lives was frequently impacted by nature (such as wolves preying on their flocks).
2. Students responses will depend on the individuals they research.

Page 122**HTC Historical Perspective**

Konwatsi'tsiaienni and Thayendanega might have decided to help Britain despite First Nations being betrayed in the past because they may have felt that the people they negotiated with were different individuals who might be trustworthy. They also may have felt that the British were a better option because the Americans openly wanted to take over First Nations' land.

Page 123**Recall...Reflect...Respond**

1. Some of the immediate consequences of the arrival of the Loyalists included an increase in the number of English-speaking people in Québec, the establishment of new communities in Nova Scotia and along the Great Lakes, and the creation of New Brunswick from a portion of Nova Scotia. In response to their demands for a full range of democratic rights, the *Constitutional Act* was passed, splitting Québec into Upper Canada and Lower Canada. Students may have different ideas about the possible long-term effects, but may identify possible conflicts stemming from the changing demographics of the colonies, and the difficulties of building new communities from scratch.
2. Student answers will vary. In support of the statement, they may point to people who were neutral being persecuted as though they were actively fighting the rebels, or the promises made by the British to First Nations and Black Loyalists in order to secure their support, but which were not fulfilled. To refute the statement, they may point to people who kept their word, such as Konwatsi'tsiaienni and Thayendanega.

Page 124

Considering the Ethical Dimensions of History: Were the Loyalists Treated Fairly?

1. Students' answers will vary. Whichever stance they take, they should offer relevant details to support their opinions.
2. Students who think the decision was fair may point out that the commission should not be expected to compensate an individual who could not prove that he had a valid claim. Students who think it was unfair may argue that the claims seem to be based partially on the presence of the claimants before the commission, and that those who could not afford to travel to England were more in need of compensation than those who had the funds to make the voyage.

Page 125

HTC Cause and Consequence

Students' opinions will vary, but may focus on the relationship fostered by trade, which might make war less likely, or they may focus on the money that could be lost in trade if war were to take place.

Page 126

HTC Historical Perspective

Jefferson likely expected that the tiny population of Canada would not be able to hold off an invasion, and perhaps felt that the population might even be willing to help expel England from the continent.

Page 127

HTC Cause and Consequence

Students may respond that if Brock and Tecumseh had been defeated at Fort Detroit, one of the short-term consequences may have included that the loss would have reinforced the feeling of defeat among the population. Students may point out long-term consequences such as the possibility that a defeat may have challenged the cooperation between British forces and First Nations groups, and that American forces may have been bolstered by a victory and may have gone on to win the war.

Page 129

HTC Continuity and Change

Groups that students should look at include: British immigrants (large influx of immigrants from Britain would face drastic changes in life style, while the existing population would see cities and towns increasing in size); British North America's Black population (changes would occur due to the *Slavery Abolition Act*, and an influx of African Americans using the Underground Railroad); First Nations (losing land to immigrants and the passing of the *Gradual Civilization Act*); Loyalists (building of businesses and new towns such as Kingston and York).

Page 130

Recall...Reflect...Respond

1. Students answers may vary, but many will focus on the fact that it was the first time British North Americans united under a shared sense of purpose and identity, joining militia groups to fight off the invaders.

2. Student responses will vary. Some students may focus on possible disputes between French and English Canadians as they adjust to the new balance of cultures. Some students may focus on possible political disputes arising from the lack of power given to the elected assembly in the *Constitutional Act*. Some students may feel that the relationship with the United States will continue to be important.

Page 131**HTC Historical Perspective**

Student responses will vary, but could include ideas such as the belief that power should be held only by an educated elite, or the belief that protecting their own interests would ultimately benefit the whole economy, and therefore everyone in the society.

Page 132**HTC Continuity and Change**

Newspapers were important because they brought to light the political, economic, and social injustices of the day. Newspapers would be available to ordinary citizens. Today, a message like that might be promoted on the Internet, such as through social networking or videos.

Page 133**Using Primary-Source Evidence: Portrait of a Rebel**

1. Students' descriptions of Mackenzie may focus around his passion for justice, or describe him as a visionary, based on his own words. Other students may focus on the impression of him as somewhat eccentric, based on the description written by Sir Francis Bond Head.
2. The different tones in the two examples of Mackenzie's writing may be attributed to the more than four years separating them. In the first, the tone is fairly calm and appeals to reason; when that has not worked, and an uprising is being undertaken, the tone changes to one filled with emotion.
3. Students will have different opinions about the accuracy of Bond Head's depiction, but many may be sceptical of it due to the tone. Some students may feel that it reveals that Bond Head does not take Mackenzie seriously and that he feels entitled to mock him with descriptions about his short stature, and raving "in all directions."
4. The interactions between these two personalities seems like it would only guarantee that the events leading to the rebellions would escalate, as at least one side is clearly disinclined to negotiate.

Page 135**Viewpoints on History: The Rebellions of 1837**

1. The views of *les Filles de la Liberté* were similar to the demands of the American patriots in 1776 in that they believed that government should be responsible to the people, and that the rule of England was holding back the economic development of their colonies. Students may indicate that this statement shows that British colonial officials did not learn from the American Revolution, and continued to rule in the same way.
2. Student responses will depend on their research findings.

Page 136**HTC Historical Perspective**

The people in Lower Canada were likely offended by Lord Durham's comments about their culture, which were highly critical. They might have felt threatened or anxious about the future of their culture based on his statements that it should be made an English province.

Page 138**Profile: Louis-Hippolyte Lafontaine**

1. Students' webs will vary, but may include details such as the rebellions occurring in 1837 for the sake of more representative government, and the changing views of democracy in Britain, which might cause Elgin to believe that he had no right to veto a bill passed by an elected assembly.
2. Students may note that Lafontaine and Mackenzie both stood up for what they believed, but that Lafontaine had a quieter way of insisting on what he wanted, and gaining it. Student responses to the second part of the question will vary.

Page 139**Establishing Historical Significance: Legacy of the *Québec Act***

1. Students who agree with Charest's view may point to the fact that the *Québec Act* gave rights to the Canadian Catholics of Québec that were not afforded to the Catholics of Britain, which indicates a willingness to build a bicultural country. Students who disagree may note that one of the motives for doing so was to keep the Canadiens from rebelling with the Thirteen Colonists, and so may doubt that the British intended to preserve the French culture indefinitely.
2. First Nations may view Charest's comments as being proof that their rights were completely ignored in the *Québec Act*. They may ask, "What about First Nations' rights to speak a different language; to have different spiritual beliefs; to have different systems of government?"
3. Other events that students note may include the *Constitutional Act* establishing separate governments for Upper and Lower Canada, the War of 1812 which united British North Americans against an invasion, the rebellions in 1837, and the accommodation of French in the assembly.
4. Students' answers will vary, depending on what different policy they choose. Policies that students may wish to consider include French language rights, religion, and a legal code.

Pages 140–141**Chapter 4 Questions and Activities**

1. In looking at major changes in British colonial rule between 1763 and 1867, students may include some of the following turning points:
 - Royal Proclamation of 1763
 - the leadership of Governors James Murray and Guy Carleton
 - the *Québec Act*, 1774
 - Treaty of Paris, 1783
 - the *Constitutional Act*, 1791
 - the arrival of the Loyalists

- the rebellions in Upper and Lower Canada
- Lord Durham's report
- the *Act of Union*, 1841

With each of the major changes that students note, they should also list how it affected life in North America.

- The boundary for the Royal Proclamation could be viewed as an act of segregation because it established separate territory for First Nations peoples, away from the settlements of the colonists. This approach affected the relationship between First Nations and colonial governments by formalizing a nation-to-nation negotiating relationship.
- Pros of Canadiens joining the American rebels might have included gaining a more democratic form of government and getting rid of British rule. Cons might include losing language and religion rights.
- If the American revolutionary leaders had been defeated, many Loyalists likely would not have decided to make the move north, and so even if they had to rebuild in their original location, they would be doing so in already established communities. The First Nations people might still have been ignored in the treaty, but they might not have lost their land in the Ohio Valley. Students' views on how Canada today might be different will vary, but may focus on the question of when the balance of French and English in the population would have shifted, or on the possibility that Canada and the United States might have evolved and gained independence together.
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	a) What is most significant about the information the map communicates?	b) As shown in the map, how and why did British North America change? What would be the direct and indirect consequences of these changes?	c) Who gained (and lost) the most from each boundary adjustment? In particular, how were First Nations affected?
Figure 4-6	It shows the territory belonging respectively to Britain, Spain, and the First Nations.	It shows how the Thirteen Colonies and Québec were both reduced in size. As a direct consequence, the Thirteen Colonies' dissatisfaction grew. An indirect consequence is the American War of Independence.	The First Nations gained the most in this change, and both Québec and the Thirteen Colonies found their options limited.
FIGURE 4-9	The information the map gives is how the boundaries of 1763 were changed in 1774.	The map shows the increase in size of Québec and the significant shrinking of First Nations territory. A consequence of this is that when Québec was asked to join the Thirteen Colonies against Britain, they were not motivated to do so.	Québec gained the most, while First Nations people lost the most. The Thirteen Colonies also felt deprived, as they were denied the opportunity to expand.

FIGURE 4-11	The map shows the new country of the United States, and the new size of British-controlled territory.	The United States now exists where the Thirteen Colonies and parts of Québec's territory were. First Nations territory is no longer specifically identified.	The United States gained the most, while everyone else lost territory. The First Nations were most affected as they had no say in the creating of the new boundaries, and were not given much in the way of consideration.
FIGURE 4-14	The map shows the new areas of Upper Canada and Lower Canada.	Québec has been divided into two segments.	The English-speaking immigrants who settled around the Great Lakes gained the most, by gaining a separate government. The First Nations do not appear to have been directly affected.

6. a) Answers to this question depend on students' independent research, but ensure they provide adequate detail.
b) Answers will vary widely.
7. Students may wish to look up the definitions of *rebellion* and *resistance* and apply the meanings to their answer.
8. a) The documents shows the names, ages, places of birth, and circumstances of enslavement of five individuals.
b) Student responses will vary, but they may want to know what happened to these individuals, or why some people have last names and others do not, or why a child would be a slave.
c) Student responses will depend on their research, but ensure they provide adequate detail.
9. Both sides had victories in particular battles, and if one side sees a battle they won as having particular significance, they may claim they had an overall victory. Also, neither the United States nor Britain gained anything from the other; not having to give much up allows the other party to claim a sort of victory.
10. a) Student responses will vary, but should include adequate detail supporting their choices.
b) Student responses will vary, but should include adequate detail supporting their choices.