
CHAPTER 6

CONFEDERATION

CHAPTER 6 OVERVIEW

Chapter Focus

Students will

- examine the challenges facing British North America prior to Confederation, including
 - political deadlock
 - challenges from the United States
 - economic and geographic challenges
 - Britain’s desire to reduce its colonial responsibilities
- become familiar with the process leading to Confederation, including examining the events surrounding the Charlottetown, Québec and London Conferences
- investigate the *British North America Act* and how the new Dominion of Canada would be governed
- examine the ethical issue regarding the fact that First Nations peoples were not included in the Confederation conferences and negotiations

Essential Question

Why and how was the Dominion of Canada established as a confederation of British colonies in 1867?

Enduring Understandings

1. The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.
2. Canada’s parliamentary system is based on the rule of law, representative democracy, and constitutional monarchy.
3. The role of government and the division of powers and responsibilities in Canada’s federal system are subjects of ongoing negotiation.
4. French-English duality is rooted in Canada’s history and is a constitutionally protected element of Canadian society.
5. British cultural traditions and political institutions have played a role in shaping Canadian history and identity.
6. Geographic, economic, cultural, and political links to the United States continue to be important factors in Canada’s development.

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 6 questions can be found following the last lesson for this chapter on page 193.

HISTORICAL BACKGROUND

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

By the 1860s, Britain's colonies in North America were facing serious challenges. English-French tensions in Canada East and Canada West were simmering, making it difficult to achieve stable government. Economic problems included a lack of investment for development such as canals and railways, Britain's adoption of free trade in the 1840s, and the repeal of the *Reciprocity Treaty* by the United States. Security concerns arose with respect to potential American hostility following the Civil War, as well as Britain's reluctance to defend its colonies. Britain's colonies were forced to find ways to strengthen their defences, to advance economic development, and achieve political stability on their own.

Some form of union seemed to offer a solution to these issues, but the colonies worried about losing their own particular identities or facing other disadvantages. While the Atlantic colonies were considering a Maritime union, the colony of Canada West and Canada East proposed a larger confederation. Britain was supportive of some form of union, as it was very reluctant to alienate or engage in war with the United States. At conferences in Charlottetown and Québec in 1864, representatives of the colonies agreed on a constitution. The colonial legislatures of Canada, New Brunswick, and Nova Scotia approved the union, while Prince Edward Island and Newfoundland opted against it. Delegates to the London conference in 1866 agreed on a final plan and drafted the *British North America Act*. The British Parliament approved the BNA Act and, on July 1, 1867, the new Dominion of Canada came into existence.

LESSON 1

CHALLENGES FACING BRITISH NORTH AMERICA

This lesson focuses on the push and pull factors that led the Province of Canada and other British colonies toward Confederation in 1867.

ESTIMATED TIME: 210 minutes

GETTING READY

Book a projector if necessary.

Assemble a class set of blank transparencies, overhead markers, chart paper and markers.

Assemble a class set of 11 x 17 blank paper.

RESOURCES

Shaping Canada, pages 170–179

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.

Canada: A People's History (DVD), Canadian Broadcasting Corporation, 2003.
Episode 8: *The Great Enterprise—1850 to 1867*

<http://www.collectionscanada.gc.ca/confederation/index-e.html>

Resource from the National Library of Canada includes a series of documents and essays on the events leading to Confederation in 1867.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing a concept map of the causes of Confederation
- Participating in class discussions and activities

PRIOR LEARNING

Students should draw on their understanding of British North America and the difficulties colonial governments had faced from Chapter 4.

SUGGESTED TEACHING AND LEARNING STRATEGIES

Part I

1. Write the word *confederation* on the projector or board. Explain to students that the term means a union of political organizations. In the historic sense for Canada it means a union of colonial powers.

2. Ask students to turn to the Chapter 6 opener on pages 170–171 in *Shaping Canada*. Examine Figure 6–1 and read the caption. Revisit the ideas from previous lessons that groups in the past have conducted themselves as a result of motivations (political, social and economic). With a partner, ask students to brainstorm on the following question, “What motivations might British colonies have had to want to form a union with each other?” Ask for volunteers to share their answers and write their responses on the board or projector.
3. Draw students’ attention to page 171. Have a student volunteer read the Essential Question and the points directly below it.
4. 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 in the student book.
5. As a class, read the “Getting Started” section on page 171. Carry out a class discussion for each question. Revisit ideas where students may need clarification or elaboration.
6. Read over the Enduring Understandings that students will focus on for Chapter 6.
7. Explain to students that they are now going to be looking at the challenges that British North America was facing that led some of the colonies toward the path to Confederation in 1867. At this point in the lesson, you may wish to take some time to explain the fundamental basics of the American Civil War.
8. Divide the class into seven groups. Assign each group a number from 1 to 7. Explain to the groups that some groups will be looking at internal causes of Confederation, and other groups will be looking at external causes of Confederation. Allow groups to choose a section to study or alternatively, write the following group assignments on the board:
 - Group 1 (Internal Cause): Political Deadlock (page 172)
 - Group 2 (Internal Cause): Economic and Geographic Challenges (page 173)
 - Group 3 (External Cause): The American Civil War (page 174)
 - Group 4 (External Cause): The Trent Affair and St. Alban’s Raid (page 175)
 - Group 5 (External Cause): Manifest Destiny and Fenian Raids (page 176 and 177)
 - Group 6 (External Cause): The End of Reciprocity (page 178)
 - Group 7 (External Cause): The Imperial Nudge (page 178)
9. Explain that the groups dealing with external causes from the United States will benefit from reading page 174 “The American Civil War” before focusing on their specific section.
10. Explain further to groups that once they have read the entire section and focused on their specific section, they will be conducting a small presentation to the class that will provide the details of their topic and how it resulted in pushing some British colonies toward Confederation. Emphasize that this last concept is very important to their presentation. They may use transparencies, chart paper, or presentation slides to present their information. Remind groups that they may want to reference the images used in *Shaping Canada* within their section as part of their presentation.
11. Allow groups to work on their presentations for the remainder of the class.

Part II

12. Allow groups ten minutes to go over their presentations and finalize any last details.
13. Have groups present in numerical order. As they present, all students should write down details in their notebooks as they will need the information to complete the next step of this lesson.
14. Allow groups to respond to any questions the class may have, and ensure that they have not missed any important details.

Part III

15. When class begins, have students briefly recap the internal and external causes of Confederation that were presented in the previous class.
16. Have students turn to the Analyzing Cause and Consequence feature “Causes of Confederation” on page 179. Read the introduction aloud to the class. Examine Figure 6–10. Ask the question, “How does a concept map like this help bring all the information together?”
17. Distribute an 11 x 17 sheet of paper to each student. Explain that they will be creating their own concept map to organize all their notes from the presentations from the previous class. They may use the same outline as Figure 6–10, or they may choose any form of a map that best works for them. Within each *cause* box on their map, they should include the notes that they recorded from the presentations. When they are finished, they should have a complete map that summarizes the information on pages 172–178 and shows the relationship of the *causes* leading to the *consequence* of Confederation.
18. You may wish to discuss with the class that these were the major reasons that led to Confederation. It is not a definitive list and there were many other, less prominent reasons why Confederation came about.
19. For homework, assign the “Recall...Reflect...Respond” questions on page 178. Remind students to be prepared to discuss their responses in the next class.

DIFFERENTIATING INSTRUCTION

1. Instead of creating a concept map, a collage that represents the causes of Confederation could be created. Have students use a minimum of 15 images. There must be a variety of images/ideas and explanations must demonstrate knowledge of events, concerns, and people involved.
2. You may wish to organize the groups yourself to ensure a balance of abilities and strengths.

LESSON 2

SEEKING POLITICAL SOLUTIONS: THE ROAD TO CONFEDERATION

This lesson focuses on the process towards 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.

ESTIMATED TIME: 140 minutes

GETTING READY

Photocopy blackline masters.

- BLM 6.2.1, The Road to Confederation
- BLM 6.2.2, The Confederation Debates

Create a transparency or slide of:

- BLM 6.2.1, The Road to Confederation

You may wish to book a computer lab to allow students research time, or you may alternatively choose to bring resources into your classroom for the Confederation debate activity.

RESOURCES

Shaping Canada, pages 180–184

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.

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Episode 8: *The Great Enterprise—1850 to 1867*

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Resource from the National Library of Canada includes a series of documents and essays on the events leading to Confederation in 1867.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 6.2.1, The Road to Confederation
- Participating in class discussions and activities

PRIOR LEARNING

Students should draw on knowledge pertaining to the reasons for Confederation. They will examine the discussion and debate surrounding the process that led to Confederation.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Have students review the various causes of Confederation. This may be done as a game or simply through a discussion process. Students may refer to their notes and previously completed work to find answers. You may also choose to direct them to pages 172–179 in *Shaping Canada*.
2. Explain to students that as the internal and external pressures leading toward Confederation grew, the political process of trying to enable Confederation got underway, but it was far from a smooth process.
3. Have students refer back to Figure 6–1 on page 170. Looking at the Province of Canada and colonies such as Prince Edward Island, Nova Scotia, and New Brunswick, ask the question, “Why might some of the colonies not have wanted to join Confederation?” Allow students to share their responses with a partner before asking volunteers to share their answers.
4. Instruct students to open their books to page 180, and distribute BLM 6.2.1, The Road to Confederation.
5. Working with a partner, students will now read pages 180–183 and make point-form notes for each section on BLM 6.2.1, The Road to Confederation, that correspond with the book. (Tell students that they will be coming back to page 182 “The Pros and Cons of Confederation” after they complete the BLM.)
6. When students have had time to complete BLM 6.2.1, The Road to Confederation, invite students to share the details they included on the BLM. Write these down on the projector so all students can record any details they may have missed.
7. As you go through the sections, be sure to draw students’ attention to Figure 6–11 and Figure 6–13 and discuss the questions in the captions as a class.
8. When you are finished reviewing BLM 6.2.1, explain to the class that they are going to return to page 182 to examine the individual colonies and their arguments for and against Confederation.
9. On page 182, read the short paragraph under the heading “The Pros and Cons of Confederation” to the class.
10. Distribute BLM 6.2.2, The Confederation Debates, to the class. Explain that they are going to be participating in mini-Confederation debates.
11. Read over BLM 6.2.2, The Confederation Debates, with the class and answer any questions students may have about the activity. Place students into groups of four.
12. Allow group members to organize the colonies and positions that will be represented in the debate. Next, allow group members time to research their debate arguments using *Shaping Canada*, and other sources. You may wish to book a computer lab to allow students to research a particular colony and its position on Confederation.
13. When students have had enough time to formulate their arguments, allow groups to arrange desks to enable them to face each other and begin the debates.
14. Instruct students to follow the debate rules on BLM 6.2.2, The Confederation Debates. You may wish to prompt groups to move to the next stage at regular time intervals.

15. When groups have finished their debates, ask groups to comment on what they learned from the Confederation debate process. How did it help them understand the complicated process of each colony joining (or not joining) Confederation in 1867?
16. To finish the class, have students turn to the Viewpoints on History feature “A Confederated Defence?” on page 184. Have volunteers read the introduction and the viewpoints from George-Étienne Cartier and Antoine-Aimé Dorion, and answer Explorations questions 1. (You may wish to assign Explorations question 2 for homework.)
17. For homework, assign the “Recall...Reflect...Respond” questions on page 183. Remind students to be prepared to discuss their responses in the next class.

DIFFERENTIATING INSTRUCTION

1. BLM 6.2.1, *The Road to Confederation*, can be completed as a whole-class activity, rather than as a partner activity.
2. If you would like the Confederation Debate to be a whole-class activity, divide the class into groups and assign each group a colony to represent. Groups must be knowledgeable on both the pro and con arguments of Confederation for their colony.

LESSON 3

MAKING CONFEDERATION A REALITY

Students will examine 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.

ESTIMATED TIME: 70 minutes

GETTING READY

Photocopy blackline masters.

- BLM 6.3.1, Canadian Federalism
- BLM 6.3.3, Confederation Word Cycle. You may wish to expand it to fit on an 11x17 piece of paper to allow students to include greater detail.

Create a transparency or slide of:

- BLM 6.3.1, Canadian Federalism
- BLM 6.3.2, Fathers of Confederation
- BLM 6.3.3, Confederation Word Cycle

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 185–193

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.

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Resource from the National Library of Canada includes a series of documents and essays on the events leading to Confederation in 1867.

ASSESSMENT AND EVALUATION ACTIVITIES

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

- Completing BLM 6.3.1, Canadian Federalism
- Completing BLM 6.3.3, Confederation Word Cycle
- Participating in class discussions and activities

PRIOR LEARNING

Students will draw upon their knowledge of the push and pull factors that led to Confederation.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Explain to students that they are now arriving at the last section in the chapter and will be exploring how Confederation became a reality in 1867.
2. Have students to turn page 185 in *Shaping Canada*. Ask volunteers to read page 185 and draw students' attentions to Figure 6–14 and Figure 6–15. Before students turn the page, ask the “Let's Discuss” question on the top of page 186 (or you may wish to ask this question in conjunction with having students examine Figure 6–16). Allow students to discuss their answers with a partner before asking volunteers to share their responses.
3. When the discussion is finished, have a student volunteer read “A True Concept of Confederation” on page 186. As a class, discuss the HTC Historical Perspective question at the bottom of page 186.
4. Have students individually read the Considering the Ethical Dimensions of History feature “The *Enfranchisement Act*” on page 187. With a partner, ask students to respond to the Ethical Dimensions questions at the bottom of the page. After the pairs have had time to discuss both questions, have each pair join with another pair to compare responses. When the groups of four have finished, ask for groups to volunteer their shared answers.
5. Distribute BLM 6.3.1, Canadian Federalism, to students. Instruct students to read pages 188–190 and complete BLM 6.3.1.
6. When students are finished, ask for volunteers to provide details for BLM 6.3.1, Canadian Federalism, and fill in the BLM on the transparency or slide to ensure all students have the correct information. You may want to discuss some of the changes that have occurred in parliament since 1867, such as: members of the Senate are no longer appointed for life, women were allowed to run as federal candidates as of 1920, and the composition of the house has expanded greatly as Canada expanded to include new provinces and territories. Show the transparency or slide of BLM 6.3.2, Fathers of Confederation, to the class. Discuss the importance that this list only refers to those that were involved in the Confederation of 1867.
7. Ask content recall questions such as, “How were powers divided between federal and provincial governments?” and, “What were some of the problems with the *British North America Act*?” to ensure student understanding of page 190 in *Shaping Canada*.
8. Distribute BLM 6.3.3, Confederation Word Cycle, to students. Read over the activity on the BLM to ensure student understanding of the task. This word cycle will show their knowledge of the key terms, people and processes from this chapter. To show an example, write three or four words from BLM 6.3.3 on the board or projector with enough space in-between to be able to write points of connection and make small visual symbols or cues.
9. Ask students to share aspects that bind or connect two points with one another. Write this connection in the space between terms. Explain that this is the objective of the exercise.

Word Cycle

Federal System

Dominion of Canada

The terms are connected by the idea of shared power. The power would be distributed and shared between the Federal government and the provinces, and also between Canada and England.

Constitutional Monarchy

The British North America Act

Canada would be a democratic nation characterized by a constitutional monarchy. The head of state would be the British Sovereign, but power would rest with Parliament

10. For homework, have students read the History in Action feature “The Trial of James Whelan” on page 191 and have them answer the Evidence questions at the bottom of the feature. You may also want to assign the “Recall...Reflect...Respond” questions on page 190. Remind students to be prepared to discuss their responses in the next class.

DIFFERENTIATING INSTRUCTION

1. BLM 6.3.3, Confederation Word Cycle, may be completed in pairs instead of as an individual task.

CHAPTER 6 QUESTIONS AND ACTIVITIES (PAGES 192 AND 193)

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 193)

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 193, and complete the necessary work to fulfill this stage of the challenge and finish the project.

POSSIBLE RESPONSES TO CHAPTER 6 QUESTIONS

Page 173

HTC Cause and Consequence

Student answers will vary, but may include the necessity for transportation to be developed. There would be a strong need for rail and water transport (roads, canals, railways) for raw materials, finished goods, and people. Other students may point out the need for greater trade and banking organizations.

Page 174

HTC Cause and Consequence

Students may suggest that a potential consequence of Britain's ties with the Confederacy during the American Civil War might have been the Union attacking British North America for retribution for this relationship.

Page 176

HTC Evidence

The artist uses light and dark in the painting to suggest that the newcomers are bringing “light” and goodness to an America that was supposedly “dark” and uncivilized before they arrived. Students may suggest that “America” appears to be clearing Aboriginal peoples and the bison to make way for the newcomers.

Page 178

Recall...Reflect...Respond

1. Student answers should include:
 - political deadlock in the Canadas
 - trade and financial challenges among the colonies
 - the growing financial burden of building railways
 - growing tensions with the American Civil War
 - the Trent Affair and St. Alban's Raid
 - United States expansionism and Manifest Destiny
 - threat of the Fenian raids
 - United States ends reciprocity
2. External factors influencing Confederation may include: the activity of the Fenians, the idea of Manifest Destiny, and the real examples of the United States' expansionism.

Page 179

Analyzing Cause and Consequence: Causes of Confederation

1. Students could expand the diagram outward by hypothesizing about the period following Confederation. They may predict that Confederation led to greater wealth, the arrival of many new people to the country, future additions of provinces and territories, and a linked railway.
2. Student responses will vary with the event (and their knowledge of the event) that they have chosen to explore.

Page 183

Recall...Reflect...Respond

1. Atlantic colonies chose Confederation over a Maritime Union because Macdonald promised that they would be better able to defend themselves against possible attacks from the United States, and that the federal government would assume any railroad debt if they joined Confederation.
2. Students may suggest that Britain's indifference toward British North America may have pushed the colonies to look toward one another for support and influenced a desire for Confederation.
3. Answers may vary, but may include the idea that the Atlantic colonies had very few other viable options other than joining Confederation. However, there were also strong anti-Confederation sentiments in many of the Atlantic colonies, and this shows that some of them may have unwillingly joined Confederation.

Page 184

Viewpoints on History: A Confederated Defence?

1. Paraphrase of George-Étienne Cartier:

Cartier states that he does not believe that the Americans have the slightest thought of attacking the British colonies. However, whether they attack or not, the colonies must have a strong defence as the Americans are "warlike people."

Paraphrase of Antoine-Aimé Dorion:

Dorian argues it is illogical to think that adding the inhabitants of the Lower Provinces by way of Confederation will bolster the defences enough to protect against the aggression of the United States. He feels that communication with Britain for the purpose of acquiring greater defence would be a more rational plan. He believes that Confederation will only increase the frontier by hundreds of kilometres, but will not increase the population that is needed to defend it.

2. Student responses will vary depending on this historical perspective they choose.

Page 186

HTC Historical Perspective

Student answers will vary depending on the historical perspective they choose.

Page 187

Considering the Ethical Dimensions of History: The *Enfranchisement Act*

1. Student answers will vary as they consider the ethical dimensions of the *Enfranchisement Act* from both a historical and contemporary standpoint. Students may suggest that from a historical standpoint, the act aligned with other government attempts to control First Nations people and assimilate them into a European culture. Most students will suggest that from a contemporary standpoint, the *Enfranchisement Act* was unethical in every aspect as it attempted to force First Nations people to give up their traditional culture and ways of life.

Page 190

Recall...Reflect...Respond

1. Cartier wanted a federal style government as it would allow Québec greater autonomy in the Confederation arrangement and more control over provincial concerns such as language and education. Student answers will vary on whether they think the goals of Québec politicians today have changed or stayed the same since Cartier's time.
2. Macdonald viewed the American Civil War as a breakdown of relations arising from regionalism and overly powerful states. Groups that may have forced Macdonald to modify his vision of government may have included Canada East, and some of the Atlantic colonies that wanted to preserve their regional identities.
3. Those that were included in the Confederation discussions were the political elites from Ontario, Québec, and the Atlantic colonies. Groups that were left out included: First Nations peoples, Métis, women, and the rest of the general populations (except where referendums were held on Confederation). This would have an impact on the future of Canada, especially for First Nations peoples, who would have to face the challenge of getting their traditional rights and territory acknowledged.

Page 191

History in Action: The Trial of James Whelan

1. Students may suggest that the evidence in the case of James Patrick Whelan is so controversial and inconclusive that most likely he should not be considered guilty of the assassination of Thomas D'Arcy McGee.

2. Students may offer answers such as the Irish famine and the many Irish Catholics who had been forced off of land estates in Ireland as reasons for immigration to Canada. Immigration to Canada was also cheaper than other destinations such as the United States or Australia. Many of these Irish Catholics faced discrimination, especially in Canada West, which had a high percentage of Protestants. This discrimination may have played a part in the outcome of Whelan's trial.

Pages 192–193**Chapter 6 Questions and Activities**

1. Student timelines will vary according to the events chosen.
2.
 - a) In the cartoon Miss Canada is trying to explain the intercontinental railway as a binding force that will create independence for the colonies of Canada and put an end to fears of American annexation. Cousin Jonathan is doubtful that the colonies will be able to build a continental railway.
 - b) The artist conveys this message by having Miss Canada as a romanticized and idealized young lady. The Cousin Jonathon of the United States is more pragmatic, older, and experienced, and hence more wise in the matters of nation building.
 - c) The value of political cartoons is that they present an issue that was of concern to the people. The limitations of political cartoons are that they only represent one viewpoint on an issue. Making judgements about an issue using only a political cartoon may create unfounded conclusions.
3. Students may comment that none of the colonies (along with Québec and Ontario) had any real desire to form a union with one another, but internal and external forces pushed them to believe that they could not survive on their own without joining together.
4. Those who support the Macdonald quote might say he was right in that the Canadian style of federalism made allowances for regional autonomy, but not at the expense of the nation as a whole. Those who refute the Macdonald quote might say that his style of federalism created regional desires to increase their autonomy, and has resulted in fractures in the union of Canada, such as with Québec's desire for independence..
5. In the sense of Thomas D'Arcy McGee's quote, Canada has not yet been fully united. There are still groups that require a greater voice and involvement in our national processes.