

Catholic District School Board Writing Partnership

Canadian and World Studies

Course Profile

Canada: History, Identity, and Culture

Grade 12
University Preparation
CHI4U

• *for teachers by teachers*

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Acknowledgments

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Course Overview

Canada: History, Identity, and Culture, CHI4U, Grade 12, University Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000.*

Prerequisite: Any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Course Description

Canada: History, Identity, and Culture examines the evolution of a Canadian national identity. Students will learn how modern Canada was shaped by the interaction among Aboriginal peoples, the French, the English, and subsequent immigrant groups. This course will enable students to evaluate major social, economic, and political changes in Canadian history from pre-contact to the present. The understanding students gain through their examination of Canada's historical and cultural roots will allow them to formulate a definition of what it means to be Canadian.

This University Preparation course is designed to equip students with the knowledge and skills they need to meet the expectations of a wide range of university level courses.

How This Course Supports the Ontario Catholic School Graduate Expectations

The history of Canada is intertwined with the history of the Catholic experience in North America. From the work of the Jesuit missionaries and the role of the Catholic Church in the charity and education endeavours of New France to the construction of provincial Catholic schools and the social teachings of the Canadian Catholic Bishops, the Catholic viewpoint has always been part of our country's past.

This course allows Catholic school graduates to understand the history of Canadian Catholicism. It gives them opportunities to develop attitudes and values based on Catholic social teaching and to make decisions in light of gospel values with an informed moral conscience. Among the themes analysed in this course are respect for the dignity of the human person, respect for the rights of minority groups, and a respect for social justice. Students come to an understanding of these concepts in the context of the history of Canada and the social teachings of the Catholic Church. Students recognize that there are certain values that transcend history and are relevant for the future. The Catholic Church's teachings about human rights, social programs, ethnocultural communities, immigration, and international humanitarian aid are among the many issues addressed in this course. Students are encouraged to examine historical and political questions with the goal of promoting a just and compassionate human environment in Canada and the world. In their development of various methods of historical inquiry, students are encouraged to integrate their faith with their life in society. In all aspects of this course, students are encouraged to develop their God-given potential and to see themselves and others as images of Jesus Christ.

Course Notes

Canada: History, Identity and Culture is a course designed to build on the foundations students established in the Grade 10 History and Civics courses. Although the course units are organized in a chronological fashion, students study major themes in Canadian history. These major themes are identified in the policy document *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*, pp. 163–173. Among the themes to be explored by students are Aboriginal peoples, French-English relations, industrialization and urbanization, technological and social change, political and economic change, reform movements, the arts and popular culture, relationships with other countries, citizenship, and political structures. By working with these themes, students acquire an increased knowledge of, and appreciation for, Canadian history, identity, and culture.

The learning expectations are clustered into units which represent chronological blocks of time. This format allows students to develop a greater appreciation of chronology and to come to a better understanding of cause and effect relationships.

CHI4U is a course for students with a university destination, offering students numerous opportunities to improve their skills of critical thinking, research, and communication. Through the various activities in the Course Profile, students develop skills associated with historical studies. Students formulate questions for research and conduct research in primary and secondary sources, audio-visual material, and Internet sites. Students learn to communicate effectively through the use of debates, role plays, interviews, group presentations, and essays. Students demonstrate the ability to distinguish bias, prejudice, stereotyping, and a lack of substantiation in statements, arguments, and opinions. They compare key interpretations of Canadian history and draw conclusions based on the effective evaluation of sources. They demonstrate an ability to develop a cogent thesis and to use an accepted form of academic documentation effectively and correctly. The methods of historical inquiry skills have been integrated throughout the five units of study.

Each unit in CHI4U has a performance task as a culminating activity. In some units a teacher may wish to substitute a paper-and-pencil test as a culminating activity in the place of the suggested performance task. A paper-and-pencil test may serve as an important tool for university preparation. The teacher should always be cognizant of the fact that throughout the course students must be presented with opportunities to exhibit learning across the four categories of the Achievement Chart outlined on pages 246-247 of *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000*.

In each of the Course Profile units there are activities which allow students to improve their historical inquiry skills.

The course culminating activity is composed of a formal examination and the final product of a research paper. The research paper that is described in Unit 5 allows students to demonstrate their historical inquiry skills. The process work involved in the research paper begins in Units 3 and 4.

Teachers may wish to exercise the option of providing students with another opportunity to improve their historical inquiry skills; the introduction of a book report and associated oral presentation may be considered.

Under this option, the book report is introduced in the first week of the course. Each student selects the name of one significant Canadian personality and finds a book describing the accomplishments of that personality. Each student reads a designated book, completes some process work, and writes a 1,000-word report complete with proper documentations. In the second half of the course, each student completes an oral presentation by role-playing the Canadian personality who is the subject of the book. The requirements of the book report are outlined in Appendix 1. The requirements of the oral presentation are outlined in Appendix 2. A rubric for the assessment of the book report is found in Appendix 3. If this option is chosen to replace another activity, teachers will need to ensure that all expectations are addressed.

The teacher should be aware of the resources available for the delivery of this curriculum. There are a host of Internet sites that may be accessed by teachers in the preparation of this course, and that may be accessed by students during the teaching of the course. The teacher must familiarize students with the local board's policy regarding the safe use of the Internet and obtain the necessary parental permission forms. The students must be aware of what to do if they discover inappropriate sites.

Units: Titles and Time

Unit 1	The Foundations of Canadian Identity: Prehistory– 1763	22 hours
* Unit 2	The Founding People Create a Dominion: 1763–1867	22 hours
Unit 3	From Dominion to Canadian Nation: 1867–1918	22 hours
Unit 4	The Development of Canada as a Middle Power: 1918–1945	22 hours
Unit 5	Canada in the Modern World: 1945–Present	22 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: The Foundations of Canadian Identity: Prehistory– 1763

Time: 22 hours

Unit Description

This unit introduces students to the key historical concepts and themes in Canadian history that will be developed throughout the rest of the Course Profile. A major focus of this unit is an examination of how Canada’s founding peoples contributed to the future development of modern Canada. The main features of life in selected Aboriginal societies such as the Haudenosaunee (formerly Iroquois) prior to contact with Europeans will be described. The goals and motivating principles followed by early French explorers in settling New France and the impact of their contact with Aboriginal peoples are analysed. The different colonial experiences of French and British settlers are examined. Students also investigate the extent to which Canada has always been influenced by world events through an examination of the Imperial Wars of Britain and France in the seventeenth and eighteenth centuries and the impact that these conflicts had on their North American colonies. Each activity deals not only with major events in the chronological history of Canada, but focuses on a specific theme that contributes to the question of what it means to be Canadian.

Students are also introduced to important historical skills. In Unit 1, the skill of recognizing the difference between primary and secondary sources is a focus. Associated with recognizing various types of sources of information is the skill of recognizing bias and identifying different points of view. This unit also introduces students to the course culminating activity which takes the form of a research paper. The culminating activity in this unit is intended to be the first significant part of the process that students are working towards in the course culminating activity.

The unit allows university-bound students to compare the Catholicism of the Jesuit missionaries in the 17th century with the Catholicism of Canadians in the 21st century. The concepts of “heathen,” “conversion,” “self-sacrifice,” and “salvation” may be explored. Important issues such as the rights of Aboriginal peoples and the rights of refugees are discussed and assessed in the light of gospel values. Students are called upon to respond to issues with a sense of tolerance, equity, and social justice.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	COV.01, SEV.04, HIV.02, HIV.03, CO1.01, CO1.04, SE4.01, HI2.01, HI3.03 CGE 2b, 4a, 7f	Knowledge/ Understanding	The cultures and values of the Aboriginal peoples prior to contact
2	COV.02, CHV.02, SEV.02, CHV.02, CO1.02, CO1.03, CO2.02, CO4.01, SE2.03, HI4.03 CGE 2c, 5a	Knowledge/ Understanding Thinking/Inquiry	Early French Colonial History in North America: 1534–1661

Cluster	Learning Expectations	Assessment Categories	Focus
3	COV.02, CCV.01, CHV.02, SEV.02, HIV.01, CO2.01, CC1.01, SE1.02, SE2.03, CH2.01, HI1.02 CGE 2c, 2d, 7g	Knowledge/ Understanding Thinking/Inquiry Communication	Les Canadiens and the roots of French Canada
4	COV.02, CCV.01, HIV.02, SEV.02, CO1.04, CO2.01, CO4.01, CC1.01, CH2.01, SE2.03, HI2.02 CGE 1d, 2b, 3d	Knowledge/ Understanding Communication Thinking/Inquiry Application	The Colonial Experiences of British and French Peoples in North America: The foundations and complications of the Canadian identity
5	CCV.05, CHV.02, CHV.04, HIV.02, CO4.01, CC5.01, CH2.02, CH4.01, CH4.02, HI2.04 CGE 5e, 7f, 7g	Thinking/Inquiry Communication Application	The conflict between French and British Empires in North America to 1763
6	CCV.01, CHV.02, CHV.03, HIV.01, HIV.02, HIV.03, HIV.04, CO1.04, CC1.01, CC5.01, CH3.01, SE2.03, HI1.02, HI2.01, HI2.02, HI2.04, HI3.03, HI4.03 CGE 2e, 3d, 4b	Knowledge/ Understanding Thinking/Inquiry Communication Application	The foundation and components of Canada's culture and identity

Culminating Activity for Unit 1

Students design and present a primary source, such as an artifact or primary document that represents one of the groups on whom the Treaty of Paris impacted. The artifact could be representative or symbolic (for example, a crucifix to represent the impact of the treaty on the Catholic Church in Quebec, or a fur to represent the impact of the treaty on the fur trade). The primary document might be a map, a personal diary, or a letter sent to family or government in Europe. Students also produce a brief secondary analysis of the primary source that explains what and who the artifact or document represents, and how the individual or group was impacted by the Treaty of Paris. Students conclude their secondary analysis by providing an alternative view of how the primary source might be interpreted and predicting the future implications and/or contributions of the group as a result of their experiences in Canada to this time.

Unit 2: The Founding People Create a Dominion: 1763–1867

Time: 22 hours

Unit Description

This unit examines the transformation of the British North American colonies into the confederated nation of Canada. Continuing conflict and compromise between the French and English elements in Canada are analysed through the study of both the Royal Proclamation Act (1763) and the Quebec Act (1774). The impact of the United States on the Canadian psyche is studied by examining the following issues: the effects that the incoming United Empire Loyalists (UELs) and African Americans had on the BNA colonies, American influences on the British decision to create the Constitution Act of 1791, and the effect the War of 1812 had on the promotion of autonomy for Canada. The pioneer experiences of prominent women such as Catherine Parr Trail and Susanna Moodie are studied, as are the educational and social contributions of Marguerite Bourgeoys. Students study the impact upon Aboriginal peoples of the Proclamation of 1763 and the War of 1812. The roles of key figures such as William Lyon Mackenzie and Louis Joseph Papineau in the Rebellions of 1837 are analysed as these men battled the hold that the Family Compact and Chateau Clique held over Upper and Lower Canada respectively. The implications of passing the Act of Union (1840) are explored and students participate in a debate that scrutinizes the

legal reasons for the existence of the Catholic school system in Ontario. Students study immigration and government structures in the British North America colonies of Vancouver Island, Red River, and Nova Scotia. The political, military and economic reasons for Confederation are uncovered and evaluated.

In this unit, students become further aware of the role of the Catholic Church in the culture of French Canada. They also study the importance of the arrival of large numbers of Irish Catholics in Canada West in the 1840s and the impact of the Irish immigrants on the growth of Catholic schools in Upper Canada. Catholic school graduates examine such issues as the rights of refugees, immigrants, and Aboriginal peoples, as well as the right of armed rebellion, in the light of gospel values and the social teachings of the Catholic Church.

Unit Overview Chart

Cluster	Time	Learning Expectations	Assessment Categories	Focus and Student Tasks
2.1 – The Preservation of the French Culture in Canada and the Impact of the American Revolution	6 hours	COV.02, CCV.01, CHV.02, HIV.02, SE2.03, SE4.03, CO1.03, CO2.02, CO3.02, CH2.03, CC1.03, CC5.01, HI2.02 CGE1d, 4a, 7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Reactions of various groups to the Proclamation of 1763 is gauged by students in group discussions and in writing assignments. Analysis of historians’ interpretations of the Conquest and UELs
2.2 – The War of 1812 and the British North America Colonies	5 hours	COV.02, COV.03, CCV.01, SEV.04, HIV.03, CO2.02, CO3.02, CO4.01, CC1.01, CC1.03, CH2.03, CH2.04, SE4.03, HI3.01 CGE 2c, 2d, 3d, 5e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Journal entries of UELs; research and role-playing of selected personalities in early 19th century Canada; discussion regarding the Catholic position on armed resistance against oppression
2.3 – Rebellion, Responsible Government, and Catholic Schools	5 hours	COV.03, SEV.04, SEV.05, CO2.02, CO2.03, CO3.02, CC5.01, CH2.03, CH2.04, SE1.02, SE4.03, HI3.01 CGE 2a, 4f, 5a, 7e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Research and note-making; discussion regarding rights of refugees and components of the Canadian identity; debate about existence of Catholic schools in Ontario; unit test
2.4 – Causes of Canadian Confederation and the Implications of the British North America Act	6 hours	CCV.02, CHV.02, SEV.03, SEV.04, HIV.01, HIV.02, HIV.03, HIV.04, CO2.02, CC1.03, CC2.02, CH2.03, SE4.02, SE4.03, HI1.03, HI2.04, HI3.01, HI3.02, HI3.03, HI4.01, HI4.03 CGE 1d, 2b, 3b, 3c, 4b, 7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Research and note-making In the unit culminating activity, each student researches and role-plays a delegate to the Quebec Conference of 1864 and creates a comparison organizer dealing with the Quebec Resolutions of 1864 and the Charlottetown Accord of 1992. Students work on their research and documentation skills.

Culminating Activity for Unit 2

Each student participates in a re-enactment of the Quebec Conference (1864), role-playing a character from Canadian Confederation history. Using researched material from this unit, as well as additional independent research, students present a short two- to three-minute speech arguing for or against aspects of this newly proposed union, focusing upon issues particularly sensitive to their characters. Each student composes a 500-word paper justifying the position of the character he/she is representing. Students employ the ‘card method’ of conducting research and are introduced to proper methodologies for citing sources and creating a proper bibliography. Students fashion a comparison organizer outlining the significant similarities/differences in the process and results of the Quebec Resolutions (1864) and the Charlottetown Accord (1992).

Unit 3: From Dominion to Canadian Nation: 1867–1918

Time: 22 hours

Unit Description

This unit explores the evolution of the new Canadian nation from the year of Confederation to the year of the end of the Great War. Students examine the wide range of forces that allowed the colony of Great Britain to expand physically and psychologically into the nation of Canada. They study the implications of the National Policy as the nation expanded westward and examine the clash between European civilization and Aboriginal culture in the dynamics of the Red River and Northwest Rebellions. Students examine a variety of immigrant groups such as Ukrainians, Doukhobors, and Japanese, and the divergent government policies toward the immigrant groups. The culture of Canada is influenced by the equity struggles of workers, women, and regional groups. Students meet such groups and personalities as the Knights of Labour, Emily Stowe, Jenny Trout, and Henri Bourassa. The identity of Canada is influenced by the twin forces of Britain and the United States. Students focus on the emerging Canadian identity by studying such issues as the Boer War, the Alaska Boundary Dispute and the Reciprocity Election of 1911. They study Canada’s growth to nationhood during the First World War and analyse the tensions in Canadian society created by government policies related to education, language, citizenship, and conscription.

Special attention is focused on the struggle for Catholic school rights in the Manitoba of the 1890s and in the new provinces of Alberta and Saskatchewan in 1905. Important issues such as justice in the workplace and the rights of labour unions, women and ethnic minorities are discussed and assessed in the light of gospel values and the social teachings of the Catholic Church.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	COV.01, CCV.02, CCV.04, CHV.02, SEV.03, HIV.02, CO1.03, CC2.01, CC4.01, CH2.01, SE3.04, HI2.03 CGE 5a, 7e	Knowledge/ Understanding Thinking/Inquiry	The nation’s expansion westward
2	COV.03, CCV.02, CCV.03, CCV.04, CCV.05, HIV.01, HIV.03, CO3.02, CO3.03, CO3.04, CO4.04, CC2.02, CC5.02, CH4.01, CC3.01, CC4.02, HI1.01 CGE 2a, 7e, 7g	Knowledge/ Understanding Thinking/Inquiry	Issues related to regionalism, immigration, and industrialism

Cluster	Learning Expectations	Assessment Categories	Focus
3	CCV.01, CHV.01, SEV.02, SEV.03, HIV.01, HIV.02, HIV.03, SE2.01, SE2.03, CH4.01, SE5.01, SE1.02, SE3.01, CC1.02, HI1.01, HI2.01, HI3.01 CGE 2b, 3d, 5e	Knowledge/ Understanding Communication Thinking/Inquiry Application	Issues related to public education, women's equality, and Canadian autonomy
4	COV.04, CCV.01, HIV.03, CO4.05, CC1.04, HI3.03 CGE 4a, 4b	Thinking/Inquiry Communication Application	Canada overseas in World War I
5	CHV.01, CHV.02, HIV.02, HIV.03, CH2.03, CH2.04, SE4.04, SE5.04, CH1.02, CO4.02, HI2.02, HI2.05, HI3.01, HI3.03 CGE 1d, 2c, 4f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Canada at home in World War I

Culminating Activity for Unit 3

Students prepare for, and participate in, a mock parliamentary debate set in the year 1917. Students role-play assigned roles in the Conservative and Liberal parties. Using researched material from this unit, they debate such issues as the National Policy, the government response to the Northwest Rebellion, government immigration policies, the Reciprocity Treaty, and conscription. At the conclusion of the debate, each student writes a position paper on one of the issues presented in the mock parliamentary debate.

Unit 4: The Development of Canada as a Middle Power: 1918–1945

Time: 22 hours

Unit Description

This unit examines the developing maturity of Canada between the wars through to the end of World War II. Students evaluate the evolution of Canada's role on the international stage. Students examine how this evolution leads to new relationships with France, Britain, and the United States and consequently has an impact on Canada's identity. The extent that Canada's international reputation as a humanitarian nation is merited in light of certain internal policies regarding Aboriginal peoples, refugees, and the roles played by Canadian forces during international conflicts is analysed. Change, and the reaction to change, in Canada is an overriding theme of this unit. As Canada moves onto the international stage, a number of significant internal developments are occurring. Students analyse why and how the people of Quebec acted to preserve their political identity during times of war and depression. Changes in the political status of women in Canada and the traditional roles that women played in society are examined. Within the timeframe of this unit, Canada develops into a more urban, industrial, and pluralistic society, and a number of reform movements develop in response to these changes. The economic and cultural contributions of Canadian agricultural and resource-based communities and the popular reform movements that develop during this period are analysed. In the culminating activity, students examine the extent to which change is inherent in history and in people's views of what is important in history. This theme is the centre of the culminating activity for the unit and also the centre of the process of writing and peer editing a rough draft of the culminating research essay.

The rights of the underprivileged and the role of government in helping the marginalized are two topics studied and discussed in light of the social teaching of the Catholic Church.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	COV.04, CCV.01, SEV.03, HIV.02, CO4.02, CO4.05, CC1.04, SE3.04, HI2.03, HI4.04 CGE 1d, 2a, 4g	Knowledge/ Understanding Thinking/Inquiry Communication	Canada moves onto the international stage
2	COV.03, CCV.05, HIV.02, CO3.04, CO4.04, CH4.01, CH4.02, CH4.03, CH4.04, CH4.05, HI2.04, HI2.05 CGE 2e, 5e	Knowledge/ Understanding Thinking/Inquiry	Canada's reputation as a humanitarian nation at home and abroad: deserved or a fallacy?
3	CHV.02, HIV.02, HIV.03, CH2.02, CH2.03, CH2.04, CH3.03, HI2.01, HI2.02, HI3.03 CGE 2d, 4f	Knowledge/ Understanding Communication Thinking/Inquiry Application	Quebec and French Canadian nationalism: from splendid isolation to entrenchment
4	CCV.03, CCV.04, CCV.05, SEV.01, HIV.02, HIV.04, CC3.01, CC3.02, CC3.03, CC4.02, CC4.03, CC5.02, SE1.03, SE2.01, SE2.02, SE5.01, SE5.02, SE5.03, HI2.04, HI4.01, HI4.03 CGE 4f, 5e	Thinking/Inquiry Communication Application	The internal changes in Canada as a result of industrialization. Changing roles of women. Reform and protest.
5	CCV.01, CCV.02, CHV.03, SEV.01, HIV.03, HIV.04, CC1.04, CC3.04, CH1.01, CH3.01, CH3.02, SE2.03, SE4.01, HI3.01, HI3.03, HI4.01, HI4.02, HI4.03, HI4.04 CGE 7e, 7f	Knowledge/ Understanding Thinking/Inquiry Communication Application	The impact of change and international relations on Canada's culture and identity: a culminating activity

Culminating Activity for Unit 4

As the Second World War ends students take a retrospective look at the extent that life in Canada has changed since the end of the First World War from the perspective of one of the careers related to the study of history. The perspective might be that of a researcher, museum or archive curator, teacher, journalist, writer, etc. The product can take various forms but should focus on one aspect of Canadian life or one segment of Canadian society, e.g., prairie farmers, French Canadians, urban factory workers, women, Aboriginal people, etc. The goal is to trace the extent that human experience, which includes a person or group's attitudes, leisure activities, technology, world-view, and economics, has changed for that group or individual over the previous twenty-seven years. The product must be related to the chosen occupation and demonstrate solid research. There must be a clearly defined perspective that demonstrates how a particular individual or group might have lived and what they believed and how their life and views have changed as a result of the events that have taken place between 1918 and 1945. This provides students with the opportunity to apply their historical research skills with a related career focus and address multiple intelligences.

Unit 5: Canada in the Modern World: 1945–Present

Time: 22 hours

Unit Description

This unit moves students into a close examination of Canada in the post-World War II through to the early years of the twenty-first century. Students are familiar with much of the detailed content of this period from the compulsory Grade 10 Canadian History in the Twentieth Century course. The focus therefore, is to provide students with the opportunity to examine and analyse the events of the last 60 years within the context of establishing a definition of the Canadian identity. The activities are organized around key themes of the late 20th and early 21st centuries. Students first examine the changing roles and values of Canadians in the post-World War II period as expressed in government legislation pertaining to immigration, multiculturalism, human rights, artistic expression, and popular movements. The economy is traced from the immediate post-war boom and examples of sectoral trade agreements to the implications of globalization and hemispheric trading blocs. Students analyse Canada's role on the international stage as a peacekeeper and as a participant in significant international conflicts and the impact that such events have had on Canada's self image. The extent that the United States has had an impact on Canada's culture and identity and the extent to which Canadian identity has remained distinct is investigated as one of the major themes of this unit. Throughout this unit, each student refines his/her thesis on the nature of Canadian identity in light of modern historical events and key interpretations of Canadian history. Ultimately, students determine whether Canada's true identity is a paper strewn path towards full nationhood or a rich cultural mosaic that is made up of many diverse and colourful pieces that all come together to produce a total picture.

The social teachings of the Catholic Church are emphasized at appropriate junctures in the unit. Statements made by the Canadian Catholic Bishops with respect to environmental protection, Free Trade, the concerns of Aboriginal peoples, the plight of the unemployed, and the obligations of the First World to the Third World are studied and discussed.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	COV.03, COV.04, CHV.02, SEV.02, CO3.04, CO4.04, CC4.02, CH2.01, CH2.02, CH2.03, CH2.04, CH3.03, CH3.04, CH4.03, CH4.04, CH4.05, SE2.02, SE4.01, SE5.01, SE5.05 CGE 2a, 3d	Knowledge/Understanding Thinking/Inquiry	Changing roles and values in the post-World War II period
2	SEV.01, SEV.03, CC2.01, CC4.01, SE1.01, SE1.03, SE3.02, SE3.03, SE3.04, SE5.02 CGE 3e, 3f	Knowledge/Understanding Thinking/Inquiry	From Post War Boom to the Global Economy of the 21st Century
3	COV. 04, CO4.05, CC1.04 CGE 4a, 5e	Knowledge/Understanding Communication Thinking/Inquiry Application	New International Challenges: how to keep the Peace?
4	CCV.01, CCV.02, SEV.03, CC1.03, CC1.05, CC2.03, CH3.02, SE3.01 CGE 5g, 7e	Thinking/Inquiry Communication Application	Living beside a superpower and surviving
5	CCV.02, CCV.05, CHV.01, CC2.02, CC5.02, CC5.03, CC5.04, CH1.01, CH1.04, SE2.03, SE4.03, SE4.04 CGE 4g, 7g	Knowledge/Understanding Thinking/Inquiry Communication Application	Canada's true identity: a paper-strewn path or a rich cultural mosaic?

Cluster	Learning Expectations	Assessment Categories	Focus
6	HIV.01, HIV.02, HIV.03, HIV.04, HI2.02, HI2.03, HI2.04, HI2.05, HI3.01, HI3.02, HI3.03 CGE 2c, 4f	Knowledge/Understanding Thinking/Inquiry Communication Application	The course culminating activity: a research paper with a student-produced thesis: a final examination

Culminating Activity for Unit 5

Students engage in a series of debates as to what has been the greatest influence on Canada's identity and the key elements that define this identity. A number of resolutions are put forward on the major themes presented in the course, and students are divided into teams to conduct research and argue for one of the two sides. Examples could include: be it resolved that the three original founding peoples of Canada (Aboriginal, French, and British) have had the greatest influence on what Canada is today; be it resolved that policies and products of immigration serve to best define what Canada has been and what it is today. Resolutions should be comprehensive so as to include all of the major themes. Once students have taken part in a debate, each participant produces a personal reflection on the extent that the debate topic reflects her/his personal view of Canada's identity.

Teaching/Learning Strategies

This course seeks to have students become independent, self-motivated learners who will be prepared to succeed at the university level. There are a variety of opportunities for students to perform research, to think critically, to communicate effectively, to apply what they have learned to new situations, and to compare key interpretations of Canadian history. Through a rich variety of activities, such as the analysing of primary and secondary documents, participating in debates, and assuming the roles of key historical figures, students learn how to research, establish cause-effect, identify bias, understand different perspectives, and develop empathy. By mastering the various stages involved in the preparation of a major research paper, students learn to develop a cogent thesis, to organize research findings, to formulate questions for research, and to draw conclusions based on the effective evaluation of sources. The different occasions for group work promote cooperative learning, discussion, brainstorming, and interpersonal skills. The use of the Internet, videos, periodicals, journals, magazines, and newspapers enhance students' media literacy.

In each unit, teachers should link the learning expectations to the appropriate category in the Achievement Chart found on pages 246–247 in *The Ontario Curriculum Grade 11 and 12 Canadian and World Studies*.

In CHI4U, students participate in a wide range of learning strategies. Some sample strategies are listed below:

- In Unit 1, students take part in an inquiry lesson dealing with excerpts from primary documents such as *The Jesuit Relations* and The Royal Proclamation of 1763.
- In Unit 1, students study the relationship between the French and the Huron people by using excerpts from the NFB film, *Mission of Fear*.
- In Unit 1, students do map work related to the geographic locations of the British, French and Aboriginal peoples in the North America of the 17th and 18th centuries.
- In Unit 2, students compare key conflicting interpretations of Canadian history: the theses of Michel Brunet, Mason Wade, Jean Hamelin and George F.G. Stanley with respect to the Conquest.
- In Unit 2, students participate in a re-enactment of the Quebec Conference of 1864.
- In Unit 2, students fashion a comparison organizer outlining the similarities/differences in the process and results of the Quebec Conference (1864) and the Charlottetown Conference (1992).

- In Unit 3, students participate in a mock trial based on the prosecution and defence arguments in the trial of Louis Riel in 1885.
- In Unit 3, students analyse primary documents, such as selected testimony from the *Report of the Royal Commission on the Relations of Labour and Capital* (1889).
- In Unit 3, students perform a critical examination of Canadian films such as *Riel* (CBC) and *The Kid Who Couldn't Miss* (NFB).
- In Unit 3, students compare conflicting historical interpretations about the achievements of a Canadian personality such as Louis Riel.
- In Unit 3, students may role-play Canadian individuals such as Emily Stowe, Jennie Trout, Wilfred Laurier, Robert Borden, John A. Macdonald, Sam Hughes, Gabriel Dumont, and Poundmaker.
- In Unit 3, students participate in a mock parliamentary debate involving such issues as National Policy, Reciprocity, immigration, language, schools, and conscription.
- In Units 4 and 5, students examine and analyse selected works of Canadian writers, visual artists, musicians and filmmakers in order to come to a further understanding of Canadian identity.
- In Units 4 and 5, students analyse and evaluate statements made by the Canadian Catholic Bishops with respect to environmental protection, Free Trade, the concerns of Aboriginal peoples, the plight of the unemployed, and the obligations of the First World to the Third World.
- In Unit 5, students complete work on a formal research paper with a student-produced thesis.

Assessment & Evaluation of Student Achievement

Assessment and Evaluation will be based on the policies set out in *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment* and the Achievement Chart outlined in *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies* on pages 246–247. The Chart of Achievement Levels identifies the four major categories of Knowledge/Understanding, Thinking/Inquiry, Communication and Application. When planning lessons and assessments, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instructions and that the achievement of the expectations is assessed within the appropriate categories.

Throughout this Course Profile there will be opportunities to evaluate any one or more of the categories within any of the clusters of expectations charted for each unit. Most of the unit culminating activities include all of the categories of Knowledge/Understanding, Thinking/Inquiry, Communication, and Application.

The teacher should provide each student with opportunities to demonstrate competency in each of the four categories of the Achievement Chart.

According to *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment*, “the primary purpose of assessment and evaluation is to improve student learning” (p.13). The information gathered through assessment helps teachers to adapt their instructional approaches to the needs of students with a university destination.

The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment states that in the student’s overall mark, a weight of 70% will be assigned to ongoing assessment and evaluation throughout the course, while 30% will be assigned to a “final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.” (p. 15). Decisions about how the 30% will be allocated are ultimately to be decided by teachers, schools, or boards. In this university destination course, it is recommended that the 30% be divided between the culminating activity of a research essay and the completion of a final comprehensive examination.

In the ongoing process of assessment, the student’s most recent work is given greater consideration and the most consistent level of achievement is used to generate the final mark.

Accommodations

The teacher needs to consult exceptional students' Individual Education Plans (IEPs) to determine what particular accommodations need to be incorporated into the teaching/learning strategies. Enrichment for gifted students is built into various extended activities described in this overview and in the units. The course offers many opportunities to explore issues and personalities in greater depth or from different perspectives.

In planning for accommodations, the teacher needs to consider the particular needs and interests of ESD/ELD students. The teacher can consult the *English as a Second Language/English Literacy Development, 1999* curriculum policy document. For ESL/ELD students, teachers should encourage the use of bilingual dictionaries, if necessary, and allow students to use their first language to plan, organize, and write a first draft of either the written or performance product. Like all learners, ESL/ELD students have different learning styles. Therefore, a wide variety of teaching/learning strategies and assessment/evaluation techniques should be used in the classroom. The curriculum should also display sensitivity to the diversity of cultural, ethnic, religious beliefs and customs, as well as the socio-economic levels and family structures of students new to Canada.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy license and that this license covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette license from an authorized distributor, for example, Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Print

Barbeau, Marius. *Cornelius Krieghoff, Pioneer Painter of North America*. Toronto: Macmillan, 1934.

Bennett, Paul W., et al. *Canada: A North American Nation*. Toronto: McGraw-Hill Ryerson, 1989.

Bothwell, Robert and J.L. Granatstein. *Our Century: The Canadian Journey*. Toronto: McArthur and Company, 2000. ISBN 1552-781615

Boulton, Marsha. *The Just A Minute Omnibus*. Toronto: McArthur & Co., 2000. ISBN 1-55278-151-8

Boyko, John. *Last Steps to Freedom: the Evolution of Canadian Racism*. Winnipeg: Watson and Dwyer, 1995. ISBN 0-920486-11-8

Burnet, Jean R. *Coming Canadians*. Toronto: McClelland and Stewart, 1989. ISBN 0-7710-1783-9

Cheetham, Mark. *Alex Colville: the Observer Observed*. Toronto: ECW Press, 1994.

Dickason, Olive Patricia. *Canada's First Nations: A History of Founding Peoples from Earliest Times*, 3rd ed. Toronto: Oxford University Press, 2001.

Encyclopedia of North American History. Woodbridge: Marshal Cavendish, 1999. ISBN 0-7614-7084-0

Greer, Allan. *The People of New France*. Toronto: University of Toronto Press, 1997.

Hehner, Barbara, ed. *Spirit of Canada*. Toronto. Cross Canada Books, 1999. ISBN 1-89421-14-7

Hill, Charles C. *The Group of Seven: Art for a Nation*. Toronto: McClelland and Stewart, 1995.

James, Carl and Adrienne Shadd. *Talking About Difference: Encounters in Culture, Language and Identity*. Toronto: Between the Lines Press, 1994. ISBN 0921284926

Karpinski, Eva C. *Pens of Many Colours: A Canadian Reader*, 2nd ed. Toronto: Harcourt, Brace and Company, Ltd., 1997. ISBN 0774735104

Kingwell, Mark and Christopher Moore. *Canada Our Century: 100 Voices 500 Visions*. Toronto: Cross Canada Books, 1999. ISBN 0-385-25893-3

Lunn, Janet, Christopher Moore and Alan Daniel. *The Story of Canada*, Revised 3rd ed. Toronto: Cross Canada Books, 2000. ISBN 1-55263-150-8 (An illustrated book which could be useful to students not reading at grade level.)

Mallory, Enid. *The Remarkable Years: Canadians Remember the 20th Century*. Markham: Fitzhenry and Whiteside, 2001. ISBN 1-55041-605-7

Mollins, Carl. *Canada's Century: An Illustrated History of the People and Events That Shaped Our Identity*. Toronto: Cross Canada Books, 1999. ISBN 1-55013-993-2

Moogk, Peter N. *La Nouvelle France: The Making of French Canada – A Cultural History*. Michigan State University Press.

Ray, Arthur. *I have lived here since the world began: An Illustrated History of Canada's Native People*. Toronto: Key Porter Books, 1996.

Trudel, Marcel. *Introduction to New France*. Toronto: Hold, Rinehard & Winston, 1969.

Symbols of Canada. Ottawa: Government of Canada-Canadian Heritage. ISBN 0-660-17770-6

Video Sources

Riel (CBC Television)

Black Robe (Canada, Australia co-production in 1991)

The Kid Who Couldn't Miss (NFB)

Canada – A People's History (CBC)

Mission of Fear (NFB)

Mackenzie King and the Conscription Crisis (NFB)

Propaganda Message (NFB, 1972)

The Avro Arrow (CBC)

The Canadian History Series 1945-1995 Epoch Multimedia Inc., P.O. Box 23148, Ottawa, Ontario.

Websites

Canadian Symbols and Emblems – <http://canadaonline.about.com/cs/canadasymbols/index.htm>

Links to articles on the Canadian flag, coat of arms, motto, national colours, symbols. Provides history of each and significance. Also a section on Canadian music.

Citizenship and Immigration - Milestones of the 20th Century – www.cic.gc.ca/english/about/milestones

A brief look through pictures and text at the history of immigration in Canada. Focus on cultural diversity and positive influence of immigration on Canadian society.

Canada: Birth of our Nation – Competition, Conquest, Colonization – www.rockyview.ab.ca/bpeak/students/canada/canfront.html

Well organized into subject areas, for example, Aboriginal peoples, other groups, Confederation, settlements, roles of France and England and more. Each subject area contains links to articles on topics relevant to that subject.

Early Canadiana Online – www.canadiana.org/eco/english

A digital library of primary sources in Canadian history from the first European contact to the early twentieth century. Particularly useful in the areas of literature, women, native studies and the history of French Canada.

Canadian History on the Web – Historical Documents Section
– <http://members.home.net/dneylan/hisdoc.html>

Links to sites containing historical documents and primary sources. For example, there is a section on immigration which includes passenger lists and a description of handbooks immigrants received. Also includes a section on testimony of fugitives on the Underground Railroad.

Human Resources

School guidance staff, a representative from a university faculty, a Roman Catholic priest, an elected representative, a spokesperson for an international agency

A veteran from a local Royal Canadian Legion branch, a representative from a professional organization, an Aboriginal community representative

Catholic Resources

Catechism of the Catholic Church. Toronto: Doubleday, 1995.

Christian Justice. Minnesota: St. Mary's Press, 1995.

Do Justice! The Social Teachings of the Canadian Catholic Bishops. Editor E.F. Sheridan. Toronto: Pauline Press, 1987.

Gaudium et spes. Second Vatican Council document

Love Kindness. Jesuit Centre for Social Justice.

On Choosing a Government. Ontario Bishops 1998 Pastoral Letter

Rerum Novarum. Papal Encyclical, 1890.

OSS Considerations

The Grade 12 Canada: History, Identity and Culture course provides students with the opportunity to acquire skills and knowledge that they need in order to pursue education and career goals and to carry out social responsibility. This Course Profile provides students with learning experiences that are consistent with program goals outlined in *Choices into Action, Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*. Students relate what they are learning in this course to personal aspirations and interests and to possible work and life roles. To reach this objective, teachers should offer a range of career exploration activities. See, for example, the culminating activity for Unit 4. In some cases, students may benefit from co-operative education and work experience. If teachers choose to add this component to the course, examples of ways of providing these opportunities for students are suggested in *Ontario Schools, Grade 9 to Grade 12, Program and Diploma Requirements, 1999*, section 7.5, Cooperative education and work experience (pp. 52-54).

This course also gives consideration to integrating technology across the curriculum (for example, the use of Internet in research), aiding students with special needs (providing accommodations when necessary), using the community as a resource (visits from university faculty representatives), and using the library/resource centre. Teachers should also integrate the values of anti-discrimination, respect for human dignity, and violence prevention into the course of study.

Appendix 1

The Book Report

Teacher Notes – Each student in this university preparation course is required to complete a written book report and an associated oral presentation. By completing these assignments, the student achieves some of the course expectations related to research, communication, and interpretation and analysis.

The book report and the oral presentation will be on the same subject matter. Each student will be completing a research essay dealing with a different topic later in the course.

The book report (reading and written work) will be completed in the first thirty days of the course.

Each student is required to select a book dealing with an important Canadian personality. Each student in the class is required to find a separate book topic.

The following is a partial list of Canadian personalities: Joseph Brant, Tecumseh, William Lyon Mackenzie, John Strachan, Cornelius Krieghoff, Lord Durham, Egerton Ryerson, John A. Macdonald, Louis Riel, Poundmaker, Gabriel Dumont, Sandford Fleming, Wilfrid Laurier, Robert Borden, Henri Bourassa, Billy Bishop, Sam Hughes, Arthur Currie, Tom Longboat, Emily Stowe, Nellie McClung, Frederick Banting, Arthur Meighen, Emily Carr, Tom Thomson, Aimee Semple Macpherson, James Woodsworth, William Lyon Mackenzie King, Richard Bedford Bennett, Norman Bethune, William Aberhart, Tommy Douglas, Louis St. Laurent, Joey Smallwood, John Diefenbaker, Lester Pearson, Pierre Trudeau, Kim Campbell, Rene Levesque.

Each student will select an academically appropriate book dealing with one of the Canadian personalities listed above. Each book must be approved by the teacher. Each student is required to submit process work in the form of three pages of point-form notes ten days before submission of the final product.

Student Directions – In selecting information for the written book report, attempt to isolate four or five significant incidents or topics in the book that illuminate the theme and message of your book. Present these incidents or topics with some detail and with proper documentation. Other topics in the book may be dealt with in a more general manner. In writing about your Canadian personality, you should, of course, focus on some of the most significant accomplishments of your subject.

History is an interpretation of the past by human beings and sometimes there are different opinions about what occurred and why it occurred. You will be required to compare your author's opinion regarding an historical event, personality, or cause with a second author's opinion of the same historical event, personality or cause. This exercise will require you to investigate another author aside from the one you are reading in your primary book. The two authors' opinions may coincide, they may differ a great deal or they may differ only slightly. Make specific reference to each author's opinion by means of a partial quotation. Mention the authors and their books or articles by name in the body of the written report and correctly document the opinions presented.

Aside from presenting a review of the most important material in the book, you are also required to perform some critical analysis of the author and/or the subject matter in the book. Comment on the major arguments of your author and the historical issues presented in the book. Comment on the author's biases, the author's use of causation, and the author's use of historical sources.

Organize your material into thematic paragraphs. In the introductory paragraph, you should introduce the book, its author, and the major topics that you will be discussing in the book report. In the concluding paragraph, summarize your opinions of the book and/or the Canadian personality presented in the book.

You are required to use a minimum of seven citations in your report. At least one of the citations must come from a second author at the point in the report when you compare authors' opinions. The use of correct documentation will be reviewed by your teacher.

Appendix 2

The Oral Presentation

Teacher Notes – Each student in the course has completed a book report dealing with a Canadian historical personality.

Each student will be assigned a date for the oral presentation dealing with his or her personality.

The presentation date will be linked to the appropriate period being studied in the curriculum. Therefore, for example, the presentation on Gabriel Dumont will be in Unit 3 and the presentation on Joey Smallwood will be in Unit 5.

Each student will use the researched material from the book report, and possible additional research suggested by the instructor, to prepare an oral presentation on the subject of the book report.

It is recommended that each student role-play the subject of his or her book report for the presentation.

Student Directions – Use your researched information to speak to your classmates in the voice of your designated historical character. Dramatize your character to the best of your ability. Move around the room, use body language, emotions, and facial expressions.

In your oral presentation, you are required to speak to your audience in an informal manner, without reliance on a prepared text.

Place five or six major information items related to your character on the board. You may use the information on the board as a structure for your presentation.

Compose at least two written questions that you will give to selected classmates before the presentation. During the presentation, the selected classmates will ask you these questions and you will be prepared to answer them.

At the conclusion of your presentation, you will be asked further questions by your colleagues and by your instructor. You will answer in the voice of your character. Given the amount of research you have completed, you should be able to answer most of the questions. However, it is understandable that there may be some questions that you are unable to answer. If this situation should arise, you may answer, “That was a long time ago, and my memory is somewhat vague in that area” or a similar type of answer.

In this presentation, you will also have the opportunity to improve your oral communication skills, as well as work on voice projection and the development of eye contact and rapport with your audience.

Practise your role play before performing in class. You are striving to achieve quality and not necessarily quantity in your presentation. Your presentation should be about ten to twelve minutes in length.

Appendix 3

Rubric for Book Report – Assessment of Methodology in Historical Enquiry

Student Name: _____

Criterion	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Communication The introductory paragraph presents a clear overview of the content of the book report HI1.03, HI3.05	- demonstrates limited ability to present a clear overview in an introductory paragraph	- demonstrates moderate ability to present a clear overview in an introductory paragraph	- demonstrates considerable ability to present a clear overview in an introductory paragraph	- demonstrates thorough ability to present a clear overview in an introductory paragraph
Thinking/Inquiry The book report is based on correct and comprehensive research HIV.03, HI1.01, HI1.02	- uses a limited amount of correct and comprehensive research	- uses a moderate amount of correct and comprehensive research	- uses a considerable amount of correct and comprehensive research	- uses a high degree of correct and comprehensive research
Thinking/Inquiry The book report contains correct and effective documentation of source material HI2.01, HI3.02	- uses limited correct and effective documentation	- uses moderate correct and effective documentation	- uses considerable correct and effective documentation	- uses a high degree of correct and effective documentation
Knowledge/ Understanding; Application The report contains a correct comparison of two authors' viewpoints HIV.02	- uses limited comparison of viewpoints	- uses some comparison of viewpoints	- uses considerable comparison of viewpoints	- uses thorough comparison of viewpoints
Application The report contains a critical analysis of the author and/or subject matter of the book HI2.01, HIV.02	- uses limited critical analysis	- uses some critical analysis	- uses considerable critical analysis	- uses a high degree of critical analysis

Appendix 3 (Continued)

Criterion	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Communication Written communication of information and ideas HIV.03, HI3.03	- communicates information and ideas with limited clarity	- communicates information and ideas with moderate clarity	- communicates information and ideas with considerable clarity	- communicates information and ideas with a high degree of clarity
Application The concluding paragraph summarizes arguments and/or presents opinions HIV.01, HI2.04	- uses limited summary and/or opinion	- uses some summary and/or opinion	- uses considerable summary and/or opinion	- uses a high degree of summary and/or opinion
Thinking/Inquiry Application The report focuses on the most important accomplishments of the designated Canadian personality HIV.02, HI2.02	- shows limited application to the most important accomplishments	- shows some application to the most important accomplishments	- shows considerable application to the most important accomplishments	- shows a high degree of application to the most important accomplishments

Note: A student whose achievement is below Level 1 (50-59%) has not met the expectations for this assignment or activity.

Overall level: Mark:

Further comments:

Coded Expectations, Canada: History, Identity, and Culture, Grade 12, University Preparation, CHI4U

Communities: Local, National, and Global

Overall Expectations

- COV.01** · describe the main features of life in selected Aboriginal societies in Canada prior to contact with Europeans and how they have changed over time;
- COV.02** · analyse the principal characteristics of the French and English colonial experiences in Canada;
- COV.03** · assess the significance of successive waves of immigration in the development of regional, provincial, and national identities in Canada;
- COV.04** · evaluate the evolution of Canada’s role on the international stage.

Specific Expectations

Aboriginal Peoples

- CO1.01** – describe various aspects of Aboriginal life (e.g., economic life, spirituality, relationship with the environment, political organization) prior to contact with Europeans;
- CO1.02** – explain why and how Aboriginal peoples helped European colonists adapt to their new environment;
- CO1.03** – analyse the impact of European contact on the lives of Aboriginal peoples and evaluate the responses of Aboriginal peoples (e.g., spread of disease; territorial relocation; introduction of new weapons and trade goods; rebellions of Pontiac and Tecumseh, and at Oka; consequences of the Royal Proclamation of 1763; political agitation for self-government);
- CO1.04** – describe the contributions of Aboriginal peoples to the development of Canadian identity and culture.

Colonial Canada

- CO2.01** – compare the colonizing policies of the French (e.g., Company of One Hundred Associates, Catholic missionaries, Colbert’s compact in Laurentian society, seigneurial system) and the British (e.g., absentee landlords in Prince Edward Island, settlement of Napoleonic War veterans, clergy and Crown reserves in Upper Canada) in colonial Canada;
- CO2.02** – demonstrate an understanding of colonial history as it contributed to the concept of Canada as the product of “two founding nations” (e.g., Royal Proclamation of 1763; Quebec Act, 1774; Constitutional Act, 1791; Lord Durham’s Report; Confederation);
- CO2.03** – describe significant sectarian divisions within colonial society and how they shaped the political and cultural issues of the period (e.g., tensions between early and latter-day Loyalists; Ryerson’s Methodism and the Church of England; Irish–Scottish tensions).

Immigration and Identity

- CO3.01** – analyse the factors that led to revisions of Canada’s immigration policies;
- CO3.02** – describe significant waves of immigration (e.g., United Empire Loyalists in the late 1700s, Black immigration in the early 1800s, British immigration in the 1840s, Sifton’s “men in sheepskin coats”, post–World War II immigration, Asian and African immigration in the 1990s) and settlement patterns, and how they helped shape Canadian identity and culture;
- CO3.03** – describe the types of immigrants the Canadian government sought to attract at the end of the nineteenth century and the strategies immigration officials used to attract them;
- CO3.04** – describe how ethnocultural identities have been expressed in different provinces and regions at different times (e.g., African Canadians in Nova Scotia, Chinese labourers in British Columbia, Ukrainian grain farmers on the Prairies, post–World War II Italian immigrants in Hamilton and Toronto).

Canada's International Role

- CO4.01** – demonstrate an understanding of Canada's role in international affairs prior to Confederation (e.g., French colonial trade under Louis XIV, trade between the Atlantic colonies and New England, Seven Years' War, War of 1812, Fenian raids);
- CO4.02** – analyse Canada's development as an autonomous nation in the first half of the twentieth century (e.g., establishment of the Department of External Affairs, Treaty of Versailles, Chanak Crisis, Statute of Westminster);
- CO4.03** – describe the nature of Canada's role in international organizations in the twentieth century (e.g., development of the United Nations Charter, John Humphrey and the Universal Declaration of Human Rights, the Commonwealth, la Francophonie);
- CO4.04** – evaluate the extent to which Canada's reputation as a humanitarian nation is merited (e.g., Canadian treatment of Aboriginal peoples, Canada as a destination for escaping slaves in the nineteenth century and refugees in the twentieth century, peacekeeping efforts, United Nations rankings);
- CO4.05** – demonstrate an understanding of how Canada's participation in significant international conflicts (e.g., Boer War, World War I, World War II, Korean War, Cold War, Gulf War) changed the way the country was perceived by the international community.

Change and Continuity

Overall Expectations

- CCV.01** · analyse how Canada's changing relationships with France, Britain, and the United States have influenced the formation and transformation of Canada's identity;
- CCV.02** · demonstrate an understanding of the conflict between east–west and north–south linkages and their impact on the maintenance of Canadian identity;
- CCV.03** · describe Canada's transformation from a rural, agricultural nation to an urban, industrial nation;
- CCV.04** · analyse the relationship between major social and technological changes in Canada;
- CCV.05** · evaluate the extent to which Canada has been transformed into a pluralistic society.

Specific Expectations

Transformation of Canadian Identity

- CC1.01** – demonstrate an understanding of the resistance of French and British settlers to the establishment of European colonial institutions (e.g., *coureurs de bois*, habitant relationships with the Catholic church, William Lyon Mackenzie versus the Family Compact, the Métis);
- CC1.02** – describe significant steps in Canada's changing role within the British Empire and Commonwealth (e.g., Washington Treaty, 1871; Laurier at the Imperial Conferences of 1897; Naval Services Bill, 1910; creation of the Canadian Corps, 1915; Suez Crisis, 1956);
- CC1.03** – analyse how conflicts and compromises between Canada and the United States have helped to shape Canadian identity (e.g., migration of the United Empire Loyalists; War of 1812; 1849 Annexation Manifesto; Confederation; North American Air Defence Command; Trudeau's recognition of the People's Republic of China; the North American Free Trade Agreement);
- CC1.04** – describe the ways in which the world wars and other conflicts of the twentieth century altered Canadians' self-image (e.g., Vimy Ridge, Canadian soldiers in Hong Kong in 1941, Korean War, Pearson and peacekeeping, American draft dodgers in Canada during the war in Vietnam, the Gulf War);
- CC1.05** – assess the effectiveness of attempts to protect Canadian culture from American domination (e.g., creation of the CBC, Canadian content rules in broadcasting, the Governor General's Awards, the Order of Canada, attempts to protect cultural industries in trade agreements).

East–West and North–South Forces

- CC2.01** – assess the origins and results of Macdonald’s National Policy (e.g., tariff protection, development of domestic agricultural markets, Laurier and reciprocity, Mackenzie King and tariffs, branch plants);
- CC2.02** – demonstrate an understanding of the causes and implications of Canadian regional differences (e.g., economic disparity between Central and Atlantic Canada, cultural differences between Quebec and the rest of Canada, geographic separation of Western Canada);
- CC2.03** – analyse the reasons for Canada’s close political and economic relationship with the United States (e.g., extended border, concentration of American ownership in the Canadian economy).

Urbanization and Industrialization

- CC3.01** – describe the evolution of industrialization and urbanization in Canada;
- CC3.02** – assess the effects of industrialization on the regions and peoples of Canada (e.g., Aboriginal peoples, Prairie farmers, French-speaking industrial workers, Cape Breton steelworkers, Newfoundland fishers);
- CC3.03** – evaluate the economic and cultural contributions of Canadian agricultural and resource-based communities (e.g., northern resource towns; Prairies as breadbasket of Canada; birthplace of medicare; writers such as Thomas Chandler Haliburton, Pauline Johnson, W.O. Mitchell, Antonine Maillet);
- CC3.04** – evaluate the economic and cultural contributions of Canadian cities (e.g., support for multicultural diversity; role as financial centres; urban literature by Mordecai Richler, Robertson Davies, Michel Tremblay; art galleries and theatres).

Technology and Society

- CC4.01** – analyse how changes in transportation and communications technology (e.g., the Canadian Pacific Railway, publicly owned transportation and communication links, Diefenbaker’s Near North policy, Anik satellite) have influenced Canadian society and identity;
- CC4.02** – analyse how the cultures of Canadian workplaces have been affected by technological changes (e.g., the age of steam and the shipping industry, electrification and factories, the typewriter and office work, the combine and farming, the snowmobile and Inuit hunting);
- CC4.03** – evaluate the extent to which technological and scientific innovations in the home (e.g., the introduction of electricity and electrical appliances, scientifically based advice on child rearing) have affected Canadians’ everyday lives and helped shape national identity.

Cultural Pluralism

- CC5.01** – assess whether British colonial policies were directed towards the creation of a homogeneous society in Canada (e.g., Articles of Capitulation; Treaty of Paris, 1763; Quebec Act, 1774; Act of Union, 1840; nineteenth-century immigration policies);
- CC5.02** – analyse how obstacles that made it difficult for immigrants to participate fully in Canadian society (e.g., discrimination in employment, Immigration Acts, denial of the franchise, wartime discrimination and internment, stereotyping in literature and the media) have been challenged and reduced over time;
- CC5.03** – explain the basic objectives of Canada’s official policy of multiculturalism (e.g., recognition of ethnic diversity and the contributions of diverse cultures) and its relationship to bilingualism and biculturalism, and explain how support for and opposition to the policy have changed over time;
- CC5.04** – assess the difficulties in maintaining a united country while promoting diversity through multiculturalism.

Citizenship and Heritage

Overall Expectations

- CHV.01** · analyse the evolution of citizenship in Canada;
- CHV.02** · demonstrate an understanding of the characteristics of the French presence in Canada and its contributions to Canadian identity;
- CHV.03** · describe the role of literature, the arts, and popular culture in the development of a distinctive Canadian culture;
- CHV.04** · evaluate Canada's evolving identity as a just society by analysing changes in Canadian perspectives, policies, and documents on human rights.

Specific Expectations

Canadian Citizenship

- CH1.01** – demonstrate an understanding of the development of citizenship in Canada (e.g., from British subject to Canadian citizen);
- CH1.02** – explain how and why citizenship rights have been denied at particular times to certain ethnocultural minorities (e.g., Chinese, Ukrainian, or Japanese Canadians);
- CH1.03** – describe the actions that groups who have been denied full citizenship have taken to achieve that status (e.g., women, Chinese immigrants, Aboriginal peoples);
- CH1.04** – demonstrate an understanding of what it means to be a Canadian citizen at the beginning of the twenty-first century.

French-Canadian Identity

- CH2.01** – describe the character and development over time of francophone communities outside Quebec (e.g., Acadians in New Brunswick, Franco-Ontarians, Franco-Manitobans, Métis);
- CH2.02** – describe the historical roots and modern manifestations of bilingualism and biculturalism and how events have shaped the meaning of these terms;
- CH2.03** – analyse why and how the people of Quebec have acted to preserve their political identity (e.g., the Rebellion in Lower Canada, the response to a balanced assembly under the Act of Union, negotiation of terms of Confederation, opposition to conscription, legislation during the Quiet Revolution);
- CH2.04** – describe the role of significant Quebec-based political figures in the development of the French presence in Canada (e.g., Louis-Hippolyte LaFontaine, Henri Bourassa, Maurice Duplessis, Pierre Trudeau, René Lévesque, Jeanne Sauvé).

Culture and Identity

- CH3.01** – analyse how Canada and Canadians have been portrayed by a representative sample of writers, visual artists, musicians, composers, and filmmakers, and in television shows (e.g., Susanna Moodie, Gabrielle Roy, Timothy Findley; Cornelius Krieghoff, Group of Seven; Oscar Peterson, Glenn Gould, Susan Aglukark; Denys Arcand, Alanis Obomsawin; *Les Plouffe*, *Due South*, *North of 60*);
- CH3.02** – analyse how American movies, television, music, advertising, professional sports, and other consumer products have posed challenges to the creation of a home-grown Canadian identity;
- CH3.03** – describe the strategies that French Canada has used to preserve francophone culture (e.g., Société Radio-Canada, film subsidies in Quebec, French-language literary awards, Bill 101);
- CH3.04** – analyse how Canadian governments and leaders have used symbols and supported organizations to promote Canadian culture (e.g., Canadian flag, national anthem, Canadian Broadcasting Corporation, National Film Board, Canada Council, Ontario Black History Society).

Human Rights in a Just Society

- CH4.01** – describe the origins and various incidents of prejudice and discrimination in Canada’s history (e.g., expulsion of the Acadians, residential schools for Aboriginal children, unwillingness to admit Jewish refugees from Nazism, discrimination in hiring against people with disabilities);
- CH4.02** – analyse the individual and social costs of human rights violations in Canadian history;
- CH4.03** – identify and critically analyse the efforts of Canadian individuals and groups who have worked to promote human rights within Canada (e.g., National Council of Women, Child Savers, Tommy Douglas, Elizabeth Fry Society, Ovide Mercredi);
- CH4.04** – identify how various provincial and federal statutes (e.g., British Columbia’s Unemployment Relief Act, 1931; the Ontario Human Rights Code, 1990; the Canadian Bill of Rights Act, 1960; the Charter of Rights and Freedoms) have sought to protect the human rights of Canadians;
- CH4.05** – evaluate current developments within Canada that address the equitable treatment of individuals and groups (e.g., apology and reparations to Japanese-Canadian internees in World War II; Aboriginal self-government; gay rights; equal pay for work of equal value).

Social, Economic, and Political Structures

Overall Expectations

- SEV.01** · describe the development of Canada’s social programs and their significance in terms of Canadian identity;
- SEV.02** · analyse how women’s participation in Canadian society has changed over time;
- SEV.03** · assess the impact of Canada’s major economic relationships on Canadian sovereignty;
- SEV.04** · describe and evaluate the nature of the Canadian political system and the groups and individuals who contributed to its development;
- SEV.05** · assess the efforts of popular movements to reform Canadian society.

Specific Expectations

Social Programs and Policies

- SE1.01** – demonstrate an understanding of the history, development, and extent of Canada’s social programs (e.g., unemployment insurance, family allowance, medicare, pension plans);
- SE1.02** – assess the extent to which education has been used in Canada as an instrument for shaping regional, provincial, and national identities (e.g., Jesuit schools, Egerton Ryerson’s public school system, the Manitoba Schools Question, Catholic and public school systems, residential schools for Aboriginal children, French-language education in Quebec in the 1990s);
- SE1.03** – assess how labour legislation has evolved in response to changes in the workforce and the workplace (e.g., laws setting maximum hours and minimum wages, restrictions on child labour, pay equity).

Women in Canada

- SE2.01** – analyse the extent to which women’s traditional roles as wives and mothers and their status in Canadian society have changed since Victorian times;
- SE2.02** – analyse women’s changing participation in the paid labour force;
- SE2.03** – analyse the contributions of women to the Canadian identity (e.g., Marguerite Bourgeoys, Mary Ann Shadd, Agnes Macphail, Emily Carr, Thérèse Casgrain, Kahn-Tineta Horn, Margaret Laurence, Bertha Wilson, Roberta Bondar).

Economic Relations and Policies

SE3.01 – describe the evolution of economic relations among North American nations (e.g., National Policy, the Reciprocity Election of 1911, the Auto Pact, Canada–U.S. Free Trade Agreement, North American Free Trade Agreement) and the impact on the Canadian economy;

SE3.02 – evaluate how the process of economic globalization (e.g., General Agreement on Tariffs and Trade, Asia-Pacific Economic Cooperation, World Trade Organization) has challenged Canadian economic and cultural autonomy (e.g., control over cultural industries);

SE3.03 – assess the relationship between modern economic and humanitarian practices in Canada (e.g., foreign aid to and trade with Cuba, military support for the Gulf War, trade with the People’s Republic of China, sale of nuclear technology to Pakistan);

SE3.04 – assess the effectiveness of post-Confederation government economic policies designed to promote Canadian sovereignty (e.g., National Policy, Foreign Investment Review Agency, National Energy Policy, split-run legislation).

Political Structures

SE4.01 – describe past and present Aboriginal political organizations (e.g., Ojibwe clan system, Iroquois Confederacy, western Arctic Inuit hereditary leadership, the Assembly of First Nations);

SE4.02 – demonstrate an understanding of the principles of the Canadian political system (e.g., “peace, order and good government”; concept of federalism; parliamentary democracy; cabinet system);

SE4.03 – describe the role of selected significant events and legislation in the development of the current Canadian political system (e.g., the Conquest; the Quebec Act; the Constitutional Act, 1791; the Rebellions in Upper and Lower Canada; responsible government; Confederation; the Balfour Report; the Constitution Act, 1982);

SE4.04 – describe the contributions of selected prime ministers (e.g., Macdonald, Laurier, Borden, King, Pearson, Trudeau) to the evolution of the Canadian identity.

Popular Reform Movements

SE5.01 – analyse the evolution of the women’s movement in Canada (e.g., married women’s property reform, Woman’s Christian Temperance Union, the Famous Five and the Persons Case, Royal Commission on the Status of Women);

SE5.02 – analyse the evolution of the labour movement in Canada (e.g., Knights of Labor, One Big Union, Winnipeg General Strike, Asbestos strike, Canadian Labour Congress, the drive to organize young workers in the service sector);

SE5.03 – demonstrate an understanding of the rise of popular reform movements in western Canada (e.g., United Farmers of Alberta, “Bible Bill” Aberhart and Social Credit, Co-operative Commonwealth Federation);

SE5.04 – assess the influence of anti-war sentiment in Canadian history (e.g., J.S. Woodsworth, opposition to conscription, the anti-nuclear movement during the Cold War, Voice of Women);

SE5.05 – analyse the growth of environmentalism (e.g., the establishment of national parks, Federation of Ontario Naturalists, Greenpeace) and its influence on how Canadians live.

Methods of Historical Inquiry

Overall Expectations

HIV.01 · demonstrate an understanding of historians’ methods of locating, gathering, and organizing research materials;

HIV.02 · critically analyse interpretations related to Canadian history, culture, and identity;

HIV.03 · communicate opinions and ideas based on effective research clearly and concisely;

HIV.04 · demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

Research

- HI1.01** – formulate questions for research that lead to a more profound understanding of the evolution of Canadian culture, drawing on examples from Canadian history;
- HI1.02** – conduct organized research, using a variety of information sources (e.g., primary and secondary sources, audio-visual materials, Internet sites) that present a diverse range of perspectives on Canadian history and culture;
- HI1.03** – organize research findings, using a variety of methods and forms (e.g., note taking; graphs and charts, maps and diagrams).

Interpretation and Analysis

- HI2.01** – demonstrate an ability to distinguish bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions;
- HI2.02** – compare key interpretations of Canadian history (e.g., as reflected in the “two founding nations” thesis or the notion of Canada as a land of immigrants);
- HI2.03** – explain relationships and connections in the data studied (e.g., chronological ties, cause and effect, similarities and differences);
- HI2.04** – draw conclusions based on the effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;
- HI2.05** – demonstrate an ability to develop a cogent thesis substantiated by effective research.

Communication

- HI3.01** – communicate effectively, using a variety of styles and forms (e.g., essays, debates, role playing, group presentations);
- HI3.02** – use an accepted form of academic documentation effectively and correctly (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists; appendices), and avoid plagiarism;
- HI3.03** – express ideas, opinions, and conclusions clearly, articulately, and in a manner that respects the opinions of others.

Creativity, Collaboration, and Independent Study

- HI4.01** – demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;
- HI4.02** – use a variety of time-management strategies effectively;
- HI4.03** – demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others;
- HI4.04** – identify various career opportunities related to the study of history (e.g., researcher, museum or archive curator, teacher, journalist, writer).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 2: The Founding People Create a Dominion: 1763–1867

Time: 22 hours

Unit Description

This unit examines the transformation of the British North American colonies into the confederated nation of Canada. Continuing conflict and compromise between the French and English elements in Canada are analysed through the study of both the Royal Proclamation Act (1763) and the Quebec Act (1774). The impact of the United States on the Canadian psyche is studied by examining the following issues: the effects that the incoming United Empire Loyalists (UELs) and African Americans had on the BNA colonies, American influences on the British decision to create the Constitution Act of 1791, and the effect the War of 1812 had on the promotion of autonomy for Canada. The pioneer experiences of prominent women such as Catherine Parr Traill and Susanna Moodie are studied, as are the educational and social contributions of Marguerite Bourgeoys. Students study the impact upon Aboriginal peoples of the Proclamation of 1763 and the War of 1812. The roles of key figures such as William Lyon Mackenzie and Louis Joseph Papineau in the Rebellions of 1837 are analysed as these men battled the hold that the Family Compact and Chateau Clique held over Upper and Lower Canada respectively. The implications of passing the Act of Union (1840) are explored and students participate in a debate that scrutinizes the legal reasons for the existence of the Catholic school system in Ontario. Students study immigration and government structures in the British North America colonies of Vancouver Island, Red River, and Nova Scotia. The political, military and economic reasons for Confederation are uncovered and evaluated.

In this unit, students become further aware of the role of the Catholic Church in the culture of French Canada. They also study the importance of the arrival of large numbers of Irish Catholics in Canada West in the 1840s and the impact of the Irish immigrants on the growth of Catholic schools in Upper Canada. Catholic school graduates examine such issues as the rights of refugees, immigrants, and Aboriginal peoples, as well as the right of armed rebellion, in the light of gospel values and the social teachings of the Catholic Church.

In the unit culminating activity, each student researches and role-plays a delegate to the Quebec Conference of 1864 and then creates a comparison organizer dealing with the Quebec Resolutions of 1864 and the Charlottetown Accord of 1992.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Student Tasks
2.1 The Preservation of the French Culture in Canada and the Impact of the American Revolution	6 hours	COV.02, CCV.01, CHV.02, HIV.02, SE2.03, SE4.03, CO1.03, CO2.02, CO3.02, CH2.03, CC1.03, CC5.01, HI2.02 CGE1d, 4a, 7g	Knowledge/ Understanding Thinking/Inquiry Communication Application	Reactions of various groups to the Proclamation of 1763 is gauged by students in group discussions and in writing assignments. Analysis of historians' interpretations of the Conquest and UELs
2.2 The War of 1812 and the British North America Colonies	5 hours	COV.02, COV.03, CCV.01, SEV.04, HIV.03, CO2.02, CO3.02, CO4.01, CC1.01, CC1.03, CH2.03, CH2.04, SE4.03, HI3.01 CGE 2c, 2d, 3d, 5e	Knowledge/ Understanding Thinking/Inquiry Communication Application	Journal entries of UELs; research and role-playing of selected personalities in early 19th century Canada; discussion regarding the Catholic position on armed resistance against oppression

Activity	Time	Learning Expectations	Assessment Categories	Student Tasks
2.3 Rebellion, Responsible Government, and Catholic Schools	5 hours	COV.03, SEV.04, SEV.05, CO2.02, CO2.03, CO3.02, CC5.01, CH2.03, CH2.04, SE1.02, SE4.03, HI3.01 CGE 2a, 4f, 5a, 7e	Knowledge/ Understanding Thinking/Inquiry Communication Application	Research and note-making; discussion regarding rights of refugees and components of the Canadian identity; debate about existence of Catholic schools in Ontario; unit test
2.4 Causes of Canadian Confederation and the Implications of the British North America Act	6 hours	CCV.02, CHV.02, SEV.03, SEV.04, HIV.01, HIV.02, HIV.03, HIV.04, CO2.02, CC1.03, CC2.02, CH2.03, SE4.02, SE4.03, HI1.03, HI2.04, HI3.01, HI3.02, HI3.03, HI4.01, HI4.03 CGE 1d, 2b, 3b, 3c, 4b, 7g	Knowledge/ Understanding Thinking/Inquiry Communication Application	Research and note making, In the unit culminating activity, each student researches and role-plays a delegate to the Quebec Conference of 1864 and creates a comparison organizer dealing with the Quebec Resolutions of 1864 and the Charlottetown Accord of 1992. Students work on their research and documentation skills.

Activity 2.1: The Preservation of the French Culture in Canada (1763–1774) and the Impact of the American Revolution on British North America (1774–1791)

Time: 6 hours

Description

By examining primary documents and historical interpretations, students become aware of the implications of the British Conquest of New France and the legal origins of the dual French/English nature of Canadian society. Students examine such concepts as “assimilation” and “occupation” in both a historical and contemporary context. They study the importance of the Proclamation of 1763, the Quebec Act of 1774 and the Constitutional Act of 1791. The impact of the American Revolution on the Canadian psyche is examined. Eighteenth century British government policies with respect to Aboriginal peoples, African Americans, and refugees are assessed in the light of gospel values.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE7g - respects and understands the history, cultural heritage, and pluralism of today’s contemporary society.

Strand(s): Communities: Local, National, and Global; Change and Continuity;
Citizenship and Heritage; Methods of Historical Inquiry

Overall Expectations

COV.02 - analyse the principal characteristics of the French and English colonial experiences in Canada;

CCV.01 - analyse how Canada's changing relationships with France, Britain, and the United States have influenced the formation and transformation of Canada's identity;

CHV.02 - demonstrate an understanding of the characteristics of the French presence in Canada and its contributions to Canadian identity;

HIV.02 - critically analyse interpretations related to Canadian history, culture, and identity.

Specific Expectations

SE4.03 - describe the role of selected significant events and legislation in the development of the current Canadian political system;

CO1.03 - analyse the impact of European contact on the lives of the Aboriginal peoples and evaluate the responses of the Aboriginal peoples;

CO2.02 - demonstrate an understanding of colonial history as it contributed to the concept of Canada as the product of "two founding nations";

CO3.02 - describe significant waves of immigration;

CH2.03 - analyse how and why the people of Quebec have acted to preserve their political identity;

SE2.03 - analyse the contributions of women to the Canadian identity;

CC1.03 - analyse how conflicts and compromises between Canada and the United States have helped to shape Canadian identity;

CC5.01 - assess whether British colonial policies were directed toward the creation of a homogeneous society in Canada;

HI2.02 - compare key interpretations of Canadian history.

Prior Knowledge & Skills

- Awareness of the geographical dimensions of this focus of study
- Familiarity with cooperative learning and group work
- Familiarity with the school's Internet policy, including safe use of the Internet

Planning Notes

- The teacher prepares primary documents dealing with historians' interpretations of the Conquest – to be used in Teaching/Learning Strategy 7. The primary documents may be found in an anthology such as *Emerging Identities* edited by Paul W. Bennett and Cornelius J. Jaenen.
- The teacher may need to prepare student readings dealing with the Quebec Act, as described in Teaching/Learning Strategy 8.
- The teacher does some research on historical and contemporary situations in which the words "conquest", "occupation," and "assimilation" are used. The teacher may examine the British conquest of Ireland in the 16th century and the British attempts "to assimilate" the Irish. The American "occupation" of Japan from 1945 to 1952 may be explored.
- The teacher prepares an overhead map of 18th century North America to illustrate the locations of the Thirteen Colonies, Quebec and Nova Scotia.
- Selected segments of the CBC video series: *Canada: A Peoples' History*, "Battle for a Continent," Episode 4, are prepared for use in the classroom.

Teaching/Learning Strategies

1. The teacher leads the class in a discussion related to the meaning of the words "conquest", "occupation," and "assimilation." The terms may be applied to a variety of historical and contemporary situations, such as the British "conquest" and attempted "assimilation" of Ireland, the American "occupation" of Japan.

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2. After performing the relevant background readings, the students, working in groups, are asked to hypothesize about the reactions of various interest groups to the Treaty of Paris and the Royal Proclamation. Students speculate on the reactions of the following groups and record their conclusions:
 - The Aboriginal peoples
 - The American colonists
 - The Acadians
 - The respective governments of France and England
 - The respective elements in the society of New France: the habitants, the *seigneurs*, the *bourgeoisie*, and the clergy of the Catholic Church.
 3. The teacher leads a discussion in which the results of the battle of the Plains of Abraham and the fall of Montreal are outlined in the light of the Treaty of Paris (1763) and the Royal Proclamation (1763). The terms “conquest,” “occupation,” and “assimilation” are used in reference to this period of Canadian history. Comparisons are made to other historical and contemporary situations in which these terms are used.
 4. The students write short, reflective pieces on the Royal Proclamation from the perspectives respectively of the French-Canadian, the British, the American colonists, and the Aboriginals, thus indicating the impact of the document on each group.
 5. The teacher leads the students in an examination of the respective roles of British governors James Murray and Guy Carleton in the implementation of the British policies of assimilation and conciliation. Led by teacher questioning, the class explores and evaluates various aspects of the Conquest. Students read about and discuss the following issues: the relevance of the British and French legal systems, land and seigneurial systems, nepotism, the economic troubles associated with the fur trade and declining currency, the absence of an elected assembly, the monopolistic nature of British trade, and the symbols of authority being replaced in Quebec.
 6. Students examine the role of the Roman Catholic Church and its role in education, health and welfare services, politics, and cultural and spiritual guidance in Quebec after the Conquest. Although she does not fit chronologically into this unit, the accomplishments of Marguerite Bourgeoys (1620–1700) in the areas of education and social welfare continued in post-1760 Quebec. The teacher reviews with students the board’s policies regarding safe use of the Internet. Students research the work of Bourgeoys and the Sisters of the Congregation of Notre Dame with women, children and Aboriginal peoples on the website www.CND-M.com.
 7. The meaning of the Conquest of 1760 – and the historic relationship of Canada’s two founding European peoples – remains one of the most controversial issues in Canadian historiography. Students, in groups, examine a variety of historical interpretations of the Conquest. The teacher prepares class handouts containing the five historical interpretations of the Conquest listed below. The teacher divides the class into five groups and each group is assigned one of the interpretations of the Conquest. Students in each of the five groups discuss their assigned historian’s interpretation of the Conquest. One student from each group is selected to role play the historian and defend his thesis before the class. Students in other groups are encouraged to challenge his interpretation. Among the interpretations to be examined:
 - Francis Parkman’s 19th century interpretation of the Conquest as a liberation of Canada from oppressive despotism of France.
 - Mason Wade’s interpretation, which emphasizes both the magnanimity of the British and the “indomitable will” and spirit of survival of the French Canadians.
 - Michel Brunet’s “social decapitation” thesis, which contends that the Conquest destroyed the *Canadien bourgeoisie* and relegated French Canadians to a subservient economic role in the field of agriculture.

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- Jean Hamelin’s thesis that doubted the existence of a significant *Canadien bourgeoisie* for the British conquerors to decapitate.
 - George F.G. Stanley’s interpretation of the Conquest, which emphasized the psychological effects of military defeat on the *Canadiens*.
8. After the students in the five groups have completed their classroom discussion of the five interpretations of the Conquest, they are assigned readings dealing with the Quebec Act of 1774. They may be teacher-prepared readings or readings from a textbook. Working in groups, the students examine the following questions related to the Quebec Act:
- What were the major provisions of the Quebec Act of 1774?
 - What was the “Catholic problem” in a Quebec under British rule, and how was it dealt with under the Quebec Act?
 - Describe and explain the reaction of the American colonists to the Quebec Act.
 - What are the long-term results of the Quebec Act in developing a Canadian duality of cultures?
 - What were the possible British motives for the passing of the Quebec Act?
- The students present their findings dealing with the Quebec Act to the class. The teacher leads a classroom discussion related to the importance of the Quebec Act.
9. Students read about the causes of the American Revolution and the genesis of the United Empire Loyalists in a textbook source. The teacher uses an overhead map of North America in the 18th century while conducting this lesson. Using the map, references can be made to the Thirteen Colonies and the path of the United Empire Loyalists to Quebec and Nova Scotia. The teacher leads the class in a discussion about the major causes of the American Revolution. The teacher asks students to answer the following questions:
- a) Why did the colonies of Quebec and Nova Scotia not join the American revolt against Great Britain?
 - b) What elements in Colonial America would tend to be Loyalists – or opponents of the revolution against Great Britain?
 - c) What would be the impact of the arrival of thirty thousand United Empire Loyalists in the colony of Nova Scotia, and ten thousand in the colony of Quebec?
 - d) Why did approximately three thousand Black migrants move to Nova Scotia during and after the American Revolution and what hardships did they encounter in Nova Scotia?
 - e) What was the role of Joseph Brant, the Mohawk chief, in the Revolutionary War?
- The students answer these questions in their notes. The teacher may encourage students to use alternate forms of note taking such as mind maps, symbols, charts, or pictorials.
10. Students examine Seymour Lipset’s 1965 essay, “Revolution and Counter-revolution.” (*See Canada: A North American Nation*, pp. 7-8, 12-13) Students may also examine Pierre Berton’s, *Why We Act Like Canadians* (pp.55-61). The teacher asks students to list some of the characteristics of Canadian society that may be attributed to the migration of the Loyalists to Canada. The teacher leads the class in a discussion about the validity of the Lipset thesis. Is Canadian society in general more conservative, more elitist, more law-abiding than American society, and, if so, can these “national characteristics” be traced back to the values carried by the United Empire Loyalists?
11. The arrival of the United Empire Loyalists in British North America led to the establishment of new colonies. New Brunswick was created in 1783 and Upper and Lower Canada in 1791. Students compose notes on the Constitutional Act of 1791. The teacher leads a class discussion on the significance of the Constitutional Act of 1791.
12. The teacher leads a classroom discussion that focuses on the eighteenth century British government’s policies towards Aboriginal peoples, African Americans and refugees – in the context of the events studied in Activity 1. The classroom discussion analyses the extent to which British policies coincided with gospel values and speculates about the motives of the British policies.

13. For the purpose of a review of the major topics covered in this Activity, the teacher may screen selected segments from a video such as *Canada: A People's History*, Episode 4, "Battle for a Continent."

Assessment & Evaluation of Student Achievement

T/L S # – Task/Product	Purpose	Achievement Categories	Tool/Assessor
2 – Royal Proclamation group work	Formative	Knowledge/Understanding Thinking/Inquiry	Self/Peer/Teacher roving conference
4 – Royal Proclamation written response	Formative	Knowledge/Understanding Communication	Teacher
7 – student analysis in groups of historians' interpretations of the Conquest	Formative	Knowledge/Understanding Communication Application	Teacher roving conference
8 and 9 – student analysis in groups of the Quebec Act; student analysis of the impact of the American Revolution	Formative	Knowledge/Understanding Thinking/Inquiry Communication	Self/Peer
10 and 12 – discussion of Lipset thesis and gospel values	Formative	Inquiry Application	Teacher by means of anecdotal notes

Accommodations

- Consult individual exceptional student IEPs for specific recommendation about requirements for accommodation for individuals.
- Accommodation should be made for students who have difficulty recording and/or synthesizing information. Individuals with these special needs could be grouped with students who are able to assist with these needs.
- Summaries of documents may be prepared if the primary documents are too challenging in length or level of difficulty.

Resources

Print

Bennett, Paul W. and Cornelius J. Jaenen. *Emerging Identities*. Scarborough, Ontario: Prentice-Hall Canada, Inc., 1986. ISBN 0-13-274200-4

Bennett, Paul, et al. *Canada: A North American Nation*. Toronto: McGraw-Hill Ryerson, 1989. ISBN 0-07-548860-4

Berton, Pierre. *Why We Act Like Canadians*. Markham, Ontario: Penguin Books, 1987. ISBN 0-14-010442-9

Careless, J.M.S. *Colonists and Canadiens, 1760–1867*. Toronto: Macmillan of Canada, 1971.

Catechism of the Catholic Church. Toronto, Ontario: Doubleday, 1995.

Morton, Desmond. *A Short History of Canada*. Edmonton, Alberta: Hurtig, 1983. ISBN 0-88830-253

Non-print – websites and video

Early Canadiana Online – sites dealing with primary documents– www.canadiana.org/eco/english

Canadian History – site dealing with the Conquest– www.Canadahistory.com

The Conquest– www.geocities.com/Athens/Academy/5869/index.html (Go to Year to shows all events.)

Canada: A Peoples' History, Volume 4: Battle For A Continent. Videocassette. CBC-Radio Canada, 2000.

Activity 2.2: The War of 1812 and the British North America Colonies

Time: 5 hours

Description

Through the use of research and role-playing, students gain an understanding of the major issues related to the War of 1812, and the types of societies present in Upper and Lower Canada after the war. Students become aware of a growing British Canadian nationalism in Upper Canada as a legacy of the War of 1812. The students examine the major issues of political, economic, and religious controversy in Upper Canada as background to the Rebellion of 1837. Students study development in the British North America colonies of Lower Canada, Nova Scotia, and Red River. The Catholic Church's position on armed resistance to oppression is analysed in light of the 1837 Rebellions and in light of contemporary armed rebellions.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others

CGE2d - writes and speaks fluently one or both of Canada's official languages

CGE3d - makes decisions in light of gospel values with an informed moral conscience

CGE5e - respects the rights, responsibilities, and contributions of self and others

Strand(s): Communities: Local, National, and Global; Change and Continuity; Citizenship and Heritage; Social, Economic, and Political Structures, Methods of Historical Inquiry

Overall Expectations

COV.02 - analyse the principal characteristics of the French and English colonial experiences in Canada;

COV.03 - assess the significance of successive waves of immigrants in the development of regional, provincial, and national identities in Canada;

CCV.01 - analyse how Canada's changing relationships with France, Britain, and the United States have influenced the formation and transformation of Canada's identity;

SEV.04 - describe and evaluate the nature of the Canadian political system and the groups and individuals who contributed to its development;

HIV.03 - communicate opinions and ideas based on effective research clearly and concisely.

Specific Expectations

CO2.02 - demonstrate an understanding of colonial history as it contributed to the concept of Canada as the product of "two founding nations";

CO3.02 - describe the significant waves of immigration;

CO4.01 - demonstrate an understanding of Canada's role in international affairs prior to Confederation;

CC1.01 - demonstrate an understanding of the resistance of French and British settlers to the establishment of European colonial institutions;

CC1.03 - analyse how conflicts and compromises between Canada and the United States have helped to shape Canadian identity;

CH2.03 - analyse why and how the people of Quebec have acted to preserve their political identity;

CH2.04 - describe the role of significant Quebec-based political figures in the development of the French presence in Canada;

SE4.03 - describe the role of selected significant events and legislation in the development of the current Canadian political system;

HI3.01 - communicate effectively, using a variety of styles and forms.

Prior Knowledge & Skills

- Experience with researching and role-playing a historical individual
- A geographical knowledge of the British North American colonies and the Northern United States
- Knowledge of protest movements and instances of armed resistance to oppression in contemporary history

Planning Notes

- Establish a time-frame for the various student presentations of role-playing.
- Prepare blank maps of Eastern British North America and the Northern United States for student use in completing notations of the major battles of the War of 1812.
- Review information on contemporary protest movements and instances of armed resistance to oppression in the modern world.

Teaching/Learning Strategies

1. The teacher leads the students in a review of the major provisions of the Constitutional Act of 1791. Students should note the conservative nature of the new constitutional arrangement – with representative, but not responsible, government in the two colonies, and with land provisions for the maintenance of “a Protestant clergy.”
2. In order to appreciate the contributions of the United Empire Loyalists to the British North America colonies, each student is required to produce a series of journal entries that might be written by a United Empire Loyalist over a period of time (the suggestion is 10 years). Subject areas to be covered include: a description of the Loyalist’s social, political, and cultural background; reasons for migration; the direction of the migration, both in the initial stages and the secondary migration; the impact on the colonies of Upper Canada, Nova Scotia, and New Brunswick; and the production of historically accurate mapping examples to illustrate the journal entries.
3. Students are assigned to research a number of personalities related to this segment of Canadian history. Personalities to be researched for the purpose of role-playing: Henry Clay (American Congressional leader), John C. Calhoun (American Congressional leader), James Madison (American president), William Hull (American general), Tecumseh (leader of the Shawnee); Isaac Brock, Bishop John Strachan, Laura Secord, Susanna Moodie, Catherine Parr Traill, Robert Gourlay, Louis Joseph Papineau, William Lyon Mackenzie, William Proudfoot, Egerton Ryerson, Sir Francis Bond Head. Depending on the size of the class, one or two students are assigned to the research of each individual mentioned above. One or both students role-play the individual (each is assessed separately). The preliminary role-playing may be performed in front of smaller groups in order to lessen student anxieties. The teacher should model role-playing to help ease students into this activity.
4. Students read about and compose notes on the causes of the War of 1812 under the headings:
 - a) Western posts and compensation to Loyalists
 - b) Maritime rights and the issue of impressments
 - c) American suspicion of Amerindian intrigues
 - d) The motives of the United States War HawksStudents may be encouraged to use alternate forms of note taking such as the use of mind maps, symbols, pictorials, and charts.
5. Working with a blank map of Eastern British North America and the Northern United States, students indicate the locations and names of some of the major battles of the War of 1812 and the years in which the battles were fought.

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6. The students role-playing Henry Clay, John C. Calhoun, James Madison and William Hull present the American perspective on the War of 1812.
The students role-playing Tecumseh, Isaac Brock, and Laura Secord present the British North American perspective on the War of 1812.
 7. The teacher leads the class in a discussion about the results of the War of 1812. Students are introduced to the concept of *status quo ante bellum* and to the concept that the War of 1812 was a “seedbed” for British Canadian nationalism, especially in the colony of Upper Canada. The teacher may screen selected segments about the War of 1812 from a video such as *Canada: A People’s History*, Episode 5, “A Question of Loyalties.”
 8. The teacher introduces the students to the major issues of political, religious, and economic controversy in Upper Canada in the years following the War of 1812 by having students role-play personalities from this period of time.
The following personalities are role-played by students: Susanna Moodie, Catherine Parr Traill, Bishop John Strachan, Robert Gourlay, William Proudfoot, Egerton Ryerson, Sir Francis Bond Head and William Lyon Mackenzie. Each of the personalities is required to comment upon the major issues of political, religious, and economic controversy. As a follow-up activity, the personalities may take part in a debate on the issues under consideration. After the role play, the teacher reviews with the class the issues of Crown lands, Clergy reserves, oligarchy, responsible government, state church, and government support for transportation and education.
 9. In order to analyse the background causes of the 1837 Rebellion in Upper Canada, the teacher may utilize (as an alternate activity) the exercise, “The Election of 1836 in Upper Canada: A Role-playing Activity” by Susan Smith Blocker and found in *The History and Social Science Teacher*, pp. 191–199.
 10. The teacher makes students aware of the significant immigration to Canada of Scottish settlers in this period of time. Among the personalities born in Scotland: William Proudfoot, Lord Selkirk, William McGillivray, John Strachan, and William Lyon Mackenzie. Students are asked to investigate some of the reasons for Scottish immigration and to discover the identities of other famous Scots who contributed to Canadian history in the 19th century.
 11. The teacher presents a mini-lesson on the rivalry between the North West Company and the Hudson’s Bay Company in the Canadian West. The role of William McGillivray in the economic development of the North West Company and the role of Lord Selkirk in the Hudson’s Bay Company and the settlement of Red River are examined.
 12. To understand the issues of political controversy in Lower Canada, the class listens to the grievances of the Reformers as presented by the student role-playing Louis Joseph Papineau. The teacher reviews the major issues of political controversy in Lower Canada.
 13. Reformers in Upper and Lower Canada attempted to bring about change in a non-violent manner in the years prior to 1837. The teacher asks students to brainstorm about the names of organizations that are attempting to bring about change in contemporary society in a non-violent manner. What methods are used by these organizations? In what situations does the line between legal protest and non-legal protest become blurred? According to the *Catechism of the Catholic Church*, section 2243, armed resistance to oppression is not legitimate unless all of the following conditions are met:
 - a) there is certain, grave, and prolonged violation of fundamental rights
 - b) all other means of redress have been exhausted
 - c) such resistance will not provoke worse disorders
 - d) there is well-founded hope for success
 - e) it is impossible reasonably to foresee any better solution.The teacher asks the class to apply the above conditions to contemporary situations of armed resistance.

Assessment & Evaluation of Student Achievement

T/LS # – Task/Product	Purpose	Achievement Categories	Tool/Assessor
2 – journal entries and map-work dealing with Loyalists	Formative	Knowledge/Understanding Thinking/Inquiry	Peer/Teacher roving conference
3, 6, 8 and 12 – research and role-playing of assigned personalities	Formative	Knowledge/Understanding Thinking/Inquiry Communication Application	Teacher with check list
4 and 5 – note work and map work dealing with the War of 1812	Formative	Knowledge/Understanding Communication	Teacher using anecdotal notes
12 – application of Catholic values to modern instances of armed resistance to oppression	Formative	Knowledge/Understanding Communication Application	Self/Peer/Teacher using anecdotal notes

Accommodations

- Provide a graphic organizer to assist students in organizing information about the War of 1812.
- For ESL students, provide vocabulary help and extra time for class assignments.

Resources

Print

Bennett, Paul, et al. *Canada: A North American Nation*. Toronto: McGraw-Hill Ryerson, 1989. ISBN 0-07-548860-4

Bennett, Paul W. and Cornelius J. Jaenen. *Emerging Identities*. Scarborough, Ontario: Prentice-Hall Canada Inc., 1986. ISBN 0-13-274200-4

Berton, Pierre. *The Invasion of Canada, 1812–1813*. Toronto: McClelland and Stewart, 1980.

Careless, J.M.S. *Colonists and Canadiens, 1760–1867*. Toronto: Macmillan of Canada, 1971.

Catechism of the Catholic Church. Toronto, Ontario: Doubleday, 1995.

Morton, Desmond. *A Short History of Canada*. Edmonton, Alberta: Hurtig 1983. ISBN 0-88830-253

Websites And Video

Canada: Birth of our Nation – Competition, Conquest, Colonization – sites dealing with the War of 1812, the Rebellion in Lower Canada– www.rockyview.ab.ca/bpeak/students/canada/canfront.html

Early Canadiana Online – www.canadiana.org/eco/english

Canada: A Peoples' History, Episode 5, “A Question of Loyalties 1775-1815.” Videocassette. CBC, 2000. (108 minutes).

Activity 2.3: Rebellion, Responsible Government, and Catholic Education

Time: 5 hours

Description

During this activity, the causes of, and roles played by key figures in the Rebellions of 1837 are analysed as reformers fight against the control held by the Family Compact and Chateau Clique in Upper and Lower Canada. The response of Britain, eventually culminating in the Act of Union (1840), and the implications for political and social institutions are also explored. The battle for responsible government in the colony of Nova Scotia is also analysed. Students research the origins of the Catholic School system in Canada West and participate in a mock debate about the existence of the Catholic School system in Ontario. With references to the *Catechism of the Catholic Church*, students are presented with opportunities to evaluate armed resistance against oppression and government policies related to refugees.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE5a - works effectively as an interdependent team member;

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society.

Strand(s): Communities: Local, National, and Global, Change and Continuity, Citizenship and Heritage, Social, Economic, and Political Structures

Overall Expectations

COV.03 - assess the significance waves of immigration in the development of regional, provincial, and national identities in Canada;

SEV.04 - describe and evaluate the nature of the Canadian political system and the groups and individuals who contributed to its development;

SEV.05 - assess the efforts of popular movements to reform Canadian society.

Specific Expectations

CO2.02 - demonstrate an understanding of colonial history as it contributed to the concept of Canada as the product of two founding nations;

CO2.03 - describe significant sectarian divisions within colonial society and how they shaped the political and cultural issues of the period;

CO3.02 - describe significant waves of immigration;

CC5.01 - assess whether British colonial policies were directed towards the creation of a homogeneous society in Canada;

CH2.03 - analyse why and how the people of Quebec have acted to preserve their political identity;

CH2.04 - describe the role of significant Quebec-based political figures in the development of the French presence in Canada;

SE1.02 - assess the extent to which education has been used in Canada as an instrument for shaping regional, provincial, and national identities;

SE4.03 - describe the role of selected significant events and legislation in the development of the current Canadian political system;

HI3.01 - communicate effectively, using a variety of styles and forms.

Prior Knowledge & Skills

- Comprehension of representative and responsible government
- Understanding of the political structures in Upper and Lower Canada as prescribed by the Constitutional Act (1791)
- Grasp of current issues related to public and Catholic education in Ontario

Planning Notes

- The teacher selects key excerpts dealing with the Rebellions of 1837 from *Canada: A People's History* Episode 7, "Rebellion and Reform" and prepares the excerpts for classroom use if desired.
- The teacher should be familiar with materials related to the development of the Catholic school system in Ontario.
- The teacher should prepare research material on the topic of the history of Catholic schools in Ontario.
- The teacher should prepare a paper-and-pen test which covers the material of Activities 1-3.

Teaching/Learning Strategies

1. The teacher reviews the concepts of *representative and responsible* government and the political systems in Upper and Lower Canada.
2. “Time Line of Major Events Leading to the Rebellions of 1837 in Upper Canada” (Appendix 2.3.1) is distributed to students. Using the criteria from Strategy 12 in Activity 2.2 above, students, in groups, decide if Mackenzie and his followers were morally correct in their decision to use armed resistance against the political authority of Upper Canada. A teacher-led class discussion reviewing the reasons for rebellion in 1837 should follow.
3. Students should consult readings from an approved textbook or another source concerning causes for the Rebellions of 1837 in Lower Canada. Students should make notes concerning the key role that Louis-Joseph Papineau played in the movement towards rebellion, and note similarities and differences with the causes for revolt in Upper Canada.
4. Selected segments dealing with the Rebellions of 1837 from a video such as *Canada: A People’s History*, Episode 7, may be viewed at this time.
5. Students compose notes recording key events of the Rebellions of 1837 in Upper and Lower Canada.
6. The teacher outlines key events in the aftermath of the Rebellions and outlines the important recommendations of the Durham Report (1839).
7. The teacher distributes copies of The Act of Union (1840) and the Achievement of Responsible Government in the Canadas (1841–1849) (Appendix 2.3.2). Using the material in the Appendix, the teacher explains the reasons for the Act of Union and the manner in which responsible government was achieved in the Canadas. The teacher leads a discussion concerning how responsible government would now allow the Canadas to develop with more autonomy from Britain and how this development may lead to federation with other British North America colonies.
8. The teacher makes students aware of the achievement of responsible government in the colony of Nova Scotia months before the achievement of the same in the two Canadas. Students are asked to hypothesize why Britain would grant responsible government to Nova Scotia. The work of Joseph Howe in the fight for responsible government is also examined.
9. The teacher provides students with information on the Irish Famine immigration of the late 1840s and the story of Grosse Isle in 1847. Like the Highland Scots and the United Empire Loyalists, the Irish immigrants were refugees from economic and/or political deprivations in their homeland. In the context of Canada’s history of accepting refugees, the class discusses the moral values inherent in the issue of accepting or rejecting refugees in contemporary Canadian society. The teacher makes reference to the following passage from the *Catechism of the Catholic Church* [Section 2241]: “The more prosperous nations are obliged, to the extent they are able, to welcome the *foreigner* in search of the security and the means of livelihood which he cannot find in his country of origin.”
10. The Canadian identity is intertwined with immigrant values. Hugh MacLennan has noted that “all four ethnic groups that came together to create Confederation – the French, the Loyalists, the Scotch and the Irish – were the children of four separate defeats and abandonments.” (Hugh MacLennan, “Scotland’s fate Canada’s lesson” in *MacLean’s*, October, 1973, p. 29. The teacher leads the class in a discussion about the possible implications for national identity when a nation is built on the experiences of groups that may be considered “losers” in the games of national and international politics.
11. The influx of Catholic Irish immigrants into Canada West had an impact on the establishment and growth of government-supported Catholic schools in Canada West during the 1840s and 1850s. The teacher asks students to hypothesize about reasons why legislators provided government funding for Catholic schools in the legislature of the two Canadas. The teacher ascertains that students understand that in the one legislature of Canada East and Canada West there were present a majority of Catholic representatives from Canada East and a majority of non-Catholic representatives from Canada West.

12. Students conduct research for a class debate concerning the following question: Is the Continued Existence of the Catholic System of Education in Ontario Justifiable? The teacher divides the class into two groups so that both sides of the debate will be argued. Among the topics that may be researched and used in the debate are the following:
 The schools system previous to 1840, The Common School Act (1841), The Common School Act (1850), The Tache Act (1854), The Scott Act (1863), Section 93 of the British North America Act (1867), Act to Improve the Common and Grammar Schools of Ontario (1871), The Tiny Township Case (1925-1928), Bill 30 –“Full Funding” for Catholic Schools (1984), Reassessment of Proportional Corporate Taxes (1989), Preferential Hiring of Catholics to Teach in the Catholic System Upheld by Ontario Courts (1997) [currently under appeal]
 The debate can be divided into three components: Justification of Origins, Constitutional and Legal Justification, and Contemporary Justification. Students are encouraged to use statistics and legal excerpts as support for their positions and not to simply speak on an emotional level. Class time may be allotted for research and the teacher should act as the moderator during the debate.
13. Unit test on material covered in the unit thus far.

Assessment & Evaluation of Student Achievement

T/L S # – task/product	Purpose	Achievement Categories	Tool/Assessor
2 – discussion regarding the use of armed force in resistance to oppression	Formative	Knowledge/Understanding Communication Application	Peer/Teacher roving conference
3 and 5 – note-making on the causes and events of the Rebellions of 1837	Formative	Knowledge/Understanding Thinking/Inquiry Communication	Teacher with check list
9 and 10 – discussion regarding the rights of refugees (application of gospel values) and discussion regarding parts of the Canadian identity	Formative	Knowledge/Understanding Communication Application	Teacher using anecdotal notes
12 – research and debate related to existence of Catholic Schools in Ontario	Formative	Knowledge/Understanding Communication	Teacher check list
13 – paper-and-paper test	Summative	Knowledge/Understanding Communication	Teacher with test template

Accommodations

- The teacher may offer many enrichment opportunities for gifted students; for example, students may examine the status of Catholic schools in Alberta, Newfoundland, and Quebec.
- For ESL students, the teacher may provide vocabulary aid and provide additional time to complete the unit test.

Resources

Sources on the Rebellion in Upper Canada

- Craig, Gerald M., ed. *Discontent in Upper Canada*. Toronto: Copp Clark, 1972.
- Cross, Michael., ed. *The Frontier Thesis and the Canadas*. Toronto: Copp Clark, 1970.
- Dent, J.C. *The Story of the Upper Canada Rebellions*, 2 Vols. Toronto: C.B. Robinson, 1885.
- Dunham, Aileen. *Political Unrest in Upper Canada 1815–1836*. Toronto: McClelland and Stewart, 1963.
- Earl, David W.L., ed. *The Family Compact: Aristocracy or Oligarchy?* Toronto: Copp Clark, 1967.
- Lindsey, Charles. *The Life and Times of William Lyon MacKenzie*. Toronto: Morang and Co., 1912.
- Rasporich, Anthony W., ed. *William Lyon Mackenzie*. Toronto: Holt, Rinehart and Winston, 1972.

Sources on the Rebellion in Lower Canada

Harris, R. Cole. "Of Poverty and Helplessness in Petite-Nation," *Canadian Historical Review*, Vol. LII (1971), pp. 23–50.

Manning, Helen Taft. *The Revolt of French Canada 1800–1835*. Toronto: MacMillan, 1962.

Ouellet, Fernand. *Louis Joseph Papineau: A Divided Soul*. Canadian Historical Association Booklet no. 11, Ottawa: CHA, 1964.

Schull, Joseph. *Rebellion: The Rising in French Canada*. Toronto: Macmillan, 1971.

Sources on the Union of Canada East and Canada West.

Blakely, Brian and Jacquelin Collins. *Documents in British History*, Vol. II: 1688 to the Present. Toronto: McGraw-Hill, 1993.

Careless, J.M.S. *The Union of the Canadas: The Growth of Canadian Institutions, 1841-1857*. Toronto: McClelland and Stewart, 1967.

Leacock, Stephen. *Baldwin, LaFontaine, Hincks: Responsible Government*. Toronto: Morang & Co., 1907.

Lucas, C.P., ed. *Durham's Report on the Affairs of British North America*. Oxford: Clarendon Press, 1912.

Nish, Elizabeth, ed. *Racism or Responsible Government: The French Canadian Dilemma of the 1840's*. Toronto: Copp Clark, 1967.

Ryerson, Stanley B. *Unequal Union: Confederation and the Roots of Conflict in the Canadas, 1815–1873*. Toronto: Progress Books, 1968.

Wade, Mason. *The French Canadians, 1760-1967*. Toronto: Macmillan, 1968.

Sources on Public and Catholic Education in Ontario

Franklin, W. *Catholic Education and Politics in Ontario*. Toronto: Catholic Education Foundation, 1985.

Hodgins, J. George, ed. *Documentary History of Education in Upper Canada*, Vols. IV and V. Toronto: Warwick and Rutler, 1897.

Katz, Michael B. and Paul H. Mattingly, eds. *Education and Social Change: Themes from Ontario's Past*. New York: New York University Press, 1975.

Matthews, C.J. *Catholic School Systems Across Canada*. Willowdale: Canadian Catholic School Trustees Association, 1990.

McDonald, Neil and Alf Chaiton, eds. *Egerton Ryerson and His Times*. Toronto: Macmillan, 1978.

Prentice, Alison, *The School Promoters: Education and Social Class in Mid-Nineteenth Century Upper Canada*. Toronto: McClelland and Stewart, 1977.

Stamp, R.M. *The Historical Background to Separate Schools in Ontario*. Toronto: Ontario Ministry of Education, 1985.

Wilson, J. Donald. "The Ryerson Years in Canada West," in J.D. Wilson, R.M. Stamp and L.-P. Audet, eds. *Canadian Education: A History*. Scarborough: Prentice-Hall, 1970. pp. 214–240.

Catechism of the Catholic Church. Toronto, Ontario: Doubleday, 1995.

Websites

Canada: Birth of our Nation – Competition, Conquest, Colonization – sites dealing with the Rebellion in Lower Canada, the Union of the Canadas– www.rockyview.ab.ca/bpeak/students/canada/canfront.html

Canadian Foundations – sites dealing with Lord Durham and his Report– www.ola.bc.ca

Activity 2.4: Causes for Canadian Confederation and Implications of The British North America Act (1840–1867)

Time: 6 hours

Description

During this activity, students come to understand the economic, military, and political reasons for Canadian Confederation, to appreciate the fragile nature of the union, and to understand the process by which the union of the British North America colonies was achieved. An analysis of Sections 91, 92, and 93 of the British North America Act is completed, with special emphasis on Section 93 and its constitutional guarantee for the continued existence of Catholic schools in any province that possessed the schools at the time of union. In the unit culminating activity, students role-play delegates to the Quebec constitutional conference of 1864 and receive the opportunity to demonstrate their mastery of 19th century Canadian history and of the various provisions of the British North America Act. Students further demonstrate their understanding of Canada's constitution by creating a comparison organizer involving the Quebec Resolutions of 1864 and the Charlottetown Accord of 1992.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectation

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE2b - reads, understands, and uses written material effectively;

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4b - demonstrates flexibility and adaptability;

CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Strand(s): Communities: Local, National, and Global; Change and Continuity; Citizenship and Heritage; Social, Economic, and Political Structures; Methods of Historical Inquiry

Overall Expectations

CCV.02 - demonstrate an understanding of the conflict between east-west and north-south linkages and their impact on the maintenance of Canadian identity;

CHV.02 - demonstrate an understanding of the characteristics of the French presence in Canada and its contributions to Canadian identity;

SEV.03 - assess the impact of Canada's major economic relationships on Canadian sovereignty;

SEV.04 - describe and evaluate the nature of the Canadian political system and the groups and individuals who contributed to its development;

HIV.01 - demonstrates an understanding of historians' methods of locating, gathering, and organizing research materials;

HIV.02 - critically analyse interpretations related to Canadian history, culture, and identity;

HIV.03 - communicate opinions and ideas based on effective research clearly and concisely;

HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

CO2.02 - demonstrate an understanding of colonial history as it contributed to the concept of Canada as the product of two founding nations;

CC1.03 - analyse how conflicts and compromises between Canada and the United States have helped to shape Canadian identity;

CC2.02 - demonstrate an understanding of the causes and implications of Canadian regional differences;

CH2.03 - analyse why and how the people of Quebec have acted to preserve their political identity;
SE4.02 - demonstrate an understanding of the principles of the Canadian political system;
SE4.03 - describe the role of selected significant events and legislation in the development of the current Canadian political system;
HI1.03 - organize research findings, using a variety of methods and forms;
HI2.04 - draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;
HI3.01 - communicate effectively, using a variety of styles and methods;
HI3.02 - use an accepted form of academic documentation effectively and correctly and avoid plagiarism;
HI3.03 - express ideas, opinions, and conclusions clearly, articulately, and in a manner that respects the opinions of others;
HI4.01 - demonstrates an ability to think creatively in researching conclusions about both assigned questions and issues and those conceived independently;
HI4.03 - demonstrates an ability to work independently and collaboratively and to seek and respect the opinions of others.

Prior Knowledge & Skills

- Some background concerning the American Civil War
- Familiarity with Sections 91, 92, and 93 of the British North America Act
- Knowledge of the current political and social climate of Canada and the powers which federal and provincial governments wield
- Methodologies related to citing sources and creating an annotated bibliography

Planning Notes

- Make copies of Sections 91, 92, and 93 of the British North America Act available as resource materials.
- Create an overhead map illustrating the British North America Colonies in the 1860s.
- Prepare a timeframe for the culminating activity role-playing exercise.
- Decide which historical characters best complement personalities within the class.
- Review effective techniques used in oral presentations.
- Select and prepare segments from *Canada: A People's History* Episode 8, “The Great Enterprise” for classroom use if desired.

Teaching/Learning Strategies

1. The students read about the economic, military, and political reasons for Confederation and compose notes on this material.
2. The teacher leads a classroom discussion on the causes of Confederation. Among the topics to be covered: the attitude of Great Britain, railway building, “political deadlock” in the two Canadas, external threats, and the roles of individual politicians. The teacher uses an overhead map of the British North America colonies during the discussion. The map may be used to highlight Fenian pressure points, the building of railways, and the relative isolation of the Red River, Vancouver Island, and Newfoundland colonies.
3. Students examine the objectives of the four main Canadians at the Charlottetown Conference in September 1864 – the goals of John A. Macdonald, Georges Cartier, George Brown, and Alexander Galt. Students examine the reasons why Antoine-Aimé Dorion opposed Confederation in the Assembly of the two Canadas.

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4. The teacher asks the students to examine the question of whether or not the passage of the Quebec Resolutions was a democratic process. The Resolutions won approval by a vote of 91-33 in the legislature of the two Canadas. However, the voters in the British North America colonies were not directly consulted. In New Brunswick in 1865, when Confederation was the issue in an election, the pro-Confederation party of Leonard Tilley lost the election. By what means was Tilley able to bring New Brunswick into Confederation, and what strategy did Charles Tupper employ in Nova Scotia to bring that colony into Confederation?
 5. The class reviews the major reasons for the achievement of Confederation by viewing selected segments from a video such as *Canada: A People's History*, Episode 8, "The Great Enterprise."
 6. The teacher distributes copies of Sections 91, 92, and 93 of the British North America Act and introduces the constitutional concepts of "residual powers," "ultra vires," and "intra vires." The teacher directs students' attention to Section 93 of BNA act and the provision that the provinces have exclusive jurisdiction over education with the proviso that "nothing in any ... law shall prejudicially affect any right or privilege with respect to denominational schools which any class of persons have by law in the province at the Union." The class discusses the significance of the proviso above with respect to Roman Catholic schools in Ontario.
 7. Debate over the appropriateness of the British North America Act has continued since its passage in 1867. In the unit culminating activity, students have the opportunity to participate in a mock constitutional conference: the Quebec Conference of 1864.
The format for this role-playing assignment is of a "town hall" design. The physical set-up of the room will be a "round-table" format. Characters are invited to present their petitions of support or opposition to the Conference Chair Etienne P. Tache.
 - There are twenty assigned characters in this constitutional role-playing. In classes with more than twenty students, the teacher assigns more than one student to certain characters. Thus two students may be assigned to the role of John A. Macdonald and to the role of A.A. Dorion.
 - Every student must provide both an oral and a written petition on behalf of the character assigned, either praising or condemning aspects of the Quebec Resolutions 'sensitive' to that character. Each student in his/her role-playing is also encouraged to present rebuttals to the arguments of other characters.
 - Students use the 'Card Method' of research (See Appendix 2.4.1) to garner information about their assigned character and his position on the seventy-two resolutions passed at the Quebec Conference.
 - The role-playing is an approximation of the arguments presented at Quebec City in October 1864. Two assigned characters, A.A. Dorion and Joseph Howe, were not actually present at the historical Quebec Conference. However, both of these men had strong statements to make about Canadian Confederation and therefore are included in the mock Constitutional Conference.
 - In performing research on their respective "Fathers of Confederation," some students (with characters such as John A. Macdonald and Georges Etienne Cartier) will have an easier task than others (students with characters such as T.H. Haviland and F.B.T. Carter). The teacher should take this factor into consideration when assessing the respective students' performance tasks.
 - In some cases, students may have to do some "reasonable speculation" about their respective characters' attitudes toward the Quebec Resolutions. For example, the students role-playing T.H. Haviland from the colony of Prince Edward Island and F.B.T. Carter from the colony of Newfoundland may use the generally accepted arguments for these colonies' opposition to the Quebec Resolutions.

8. The teacher reviews the requirements of the role-playing assignment (Appendix 2.4.1). The teacher presents the advantages of employing an organizational method when researching materials. Students use the ‘Card Method’ of research for this unit culminating activity (Appendix 2.4.1). The teacher reviews with the class methodologies related to citing sources and creating an annotated bibliography. Class time is allotted for students to begin researching the background of their chosen/assigned character. The teacher reviews effective techniques in making oral presentations and skills needed to be an effective listener. The teacher reviews the evaluation criteria for the exercise with students (Appendix 2.4.2). Plans should be made to convert the classroom into a reasonable facsimile of the setting during the Quebec Conference. The teacher should act as the moderator and timekeeper for oral petitions made during the role-playing simulation.
9. As a follow-up activity to the mock constitutional conference of 1864, the teacher requires students to perform research on the constitutional conferences that resulted in the Charlottetown Accord of 1992. Students are required to create a comparison organizer outlining the significant similarities/differences between the process and results of the Quebec Resolutions of 1864 and the Charlottetown Accord of 1992.

Assessment & Evaluation of Student Achievement

T/LS – task/product	Purpose	Achievement Categories	Tool/Assessor
2, 3 and 4 – note-making and discussion on the causes of Canadian Confederation	Formative	Knowledge/Understanding Communication	Teacher observation
6 – student research on designated character and 500-word report	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application	Teacher with rubric
7 – student role-playing of the designated character in mock constitutional conference	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application	Teacher with rubric
8 – research and creation of comparison organizer for Quebec Resolutions and Charlottetown Accord	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application	Teacher with rubric

Accommodations

- There are numerous enrichment opportunities for gifted students who may research in further depth the Quebec Resolutions, the Meech Lake Accord, and the Charlottetown Accord.
- Students with difficulties in oral communication skills may present their petition to the teacher without an audience.

Resources

Bonenfant, Jean Charles. *The French Canadians and the Birth of Confederation*. Canadian Historical Association Booklet No. 21. Ottawa: CHA, 1966.

Cook, Ramsay, ed. *Confederation. Canadian Historical Readings Series*. Toronto: University of Toronto Press, 1967.

Cornell, Paul G. *The Alignment of Political Groups in Canada, 1841–67*. Toronto: University of Toronto Press, 1962.

Morton, W.L. *The Critical Years: The Union of British North America, 1857–1873*. Toronto: McClelland and Stewart, 1964.

Rawlyk, G.A. *The Atlantic Provinces and the Problems of Confederation*. Halifax: Breakwater Press, 1979.

Ryerson, Stanley B. *Unequal Union: Confederation and the Roots of Conflict in the Canadas, 1815–1873*. Toronto: Progress Books, 1968.

Wade, Mason. *The French Canadians, 1760–1967*. Toronto: Macmillan, 1968.

Waite, P.B. *The Charlottetown Conference*. Canadian Historical Association Booklet No. 15. Ottawa: CHA, 1970.

Whitelaw, W.M. *The Quebec Conference*. Canadian Historical Association Booklet No. 20. Ottawa: CHA, 1972.

National Library of Canada – Towards Confederation – factors leading to Confederation, including a series of maps – www.NLC-BNC.ca

Canada: Birth of our Nation – Competition, Conquest, Colonization – sites dealing with various aspects of Canadian Confederation – www.rockyview.ab.ca/bpeak/students/canada/canfKront.html

Appendix 2.3.1

Timeline of Major Events Leading to the Rebellions of 1837 in Upper Canada

1817 - Robert Gourlay's statistical survey revealed a widely held view that the progress of the colony was hindered by the large tracts of land that lay idle as clergy and crown reserves.

1818 - Gourlay called a convention of township representatives at York, where the pioneer farmers could express their opinion and choose delegates to present their grievances directly to the British government.

1819 - Gourlay was found guilty of seditious libel and banished from Upper Canada.

1820 - William Lyon Mackenzie arrived in Upper Canada from Scotland.

1821 - Barnabus Bidwell, an American who had taken the oath of allegiance, was disqualified from sitting in the Legislative Assembly because he was considered a non-citizen. Later his son, Marshall Spring Bidwell was also expelled on the same grounds.

1824 - The Reformers won a majority in the Legislative Assembly. They passed a bill allowing Methodist ministers to solemnize marriages, but the bill was vetoed by the Legislative Council. Mackenzie founded the *Colonial Advocate*, to promote Reform policy.

1826 - The Reformers attempted to secularize the clergy reserves and use the proceeds from the sale of the land for public education. The legislation was blocked by the Legislative Council and Mackenzie's printing press was thrown into the Toronto harbour by Tories.

1828 - In the election of this year, Egerton Ryerson, the leader of the Methodist religion, aligned his followers with the Reformers. He rallied opinion against clergy reserves and the Anglican monopoly of higher education, and for the rights of all Protestant denominations. Mackenzie was elected to the Legislative Assembly with a majority of Reformers.

1829 - 53 bills passed by the Legislative Assembly dealing with revenues, clergy reserves, the election of judges, and other reforms were vetoed by either the Legislative or Executive Councils.

1830 - Tories won the election after the death of King George IV. The Tories passed a bill that finally gave control of income and expenditures to the Legislative Assembly, but in return for a permanent amount of money automatically supplied to the Executive Council each year.

1832 - Mackenzie spent a year and a half in Britain to petition the British government for reforms in the colonial government of Upper Canada. He carried a petition with 25 000 signatures but he had little success and came home disillusioned.

1833 - Ryerson, uneasy with Mackenzie's more radical course, withdrew Methodist support for the Reform movement.

1834 - The election saw the Reformers again form a majority in the Legislative Assembly.

1835 - A committee of the Legislative Assembly under Mackenzie's direction drew up the *Seventh Report on Grievances* and submitted it to the British government. The report included complaints about the clergy reserves, the disposition of public lands, the privileges of the Church of England, the Canada Land Company, and the power of the banks. The Report demanded an elected Legislative Council, like the United States Senate, and an Executive Council which was responsible to the Assembly.

1836 - After dropping the term "Colonial" from the *Colonial Advocate* in 1833, Mackenzie adopted a new title for his paper, the *Constitution*. Sir Francis Bond Head replaced John Colborne (1828-1836) as Governor. Head called an election and the Tories used intimidation, "ballot stuffing", and "name calling" in the rough campaign that followed. Head accused the Reformers of Republicanism and disloyalty to the Crown. Ryerson threw the support of the Methodists behind the Governor. Voting by open ballot favoured the Tories who used patronage and intimidation. The Tories won the election.

Appendix 2.3.2

The Act of Union (1840) and the Achievement of Responsible Government in the Canadas (1841–1849)

The United Province of Canada

Canada West Population: 450 000 42 members in the elected Assembly	Canada East Population: 650 000 42 members in the elected Assembly
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Political Parties in the Two Canadas

The Clear Grits: They wanted an elective system on American lines. Promoted the separation of Church and State, development of the west, and “representation by population.” Led by George Brown.

The Conservatives (Tories): They promoted development of business and were strong supporters of the Railway. Led by John A. McDonald.

Parti Bleu: They desired to protect French rights and to develop English business interests. They were conservative and pro-Church. Led by George Etienne Cartier.

Parti Rouge: An anti-clerical revival of Papineau radicalism. Desired an American style of government. Led by Antoine-Aimé Dorion.

The Achievement of Responsible Government in the Canadas

1841 - Reformers Robert Baldwin and Louis Lafontaine are allowed to sit in the Legislative and Executive Councils, but the Governors dominate affairs.

1846 - Repeal of the *Corn Laws* in Britain indicating a policy of ‘free trade’ in the British Empire. Lord Grey, the new Colonial Secretary, believed in self-government for the colonies.

1847 - Lord Elgin, Lord Durham’s son-in-law, was sent to the Canadas as Governor to carry out Grey’s policy.

1848 - The reformers won a large majority in the election. Governor Elgin called on Baldwin and Lafontaine to form the first responsible one-party cabinet. This cabinet would be responsible to the majority in the Legislative Assembly.

1849 - *The Rebellion Losses Bill* passed through the Legislative Assembly. This law would provide compensation for people who had suffered losses in the Rebellions of 1837 in Lower Canada. After the bill passed through all Councils, the Tories placed enormous pressure on Governor Elgin not to sign the legislation as they claimed that the bill was a reward for rebels. After Elgin signed the bill, Tory supporters rioted in Montreal, Elgin’s carriage was stoned, and the Parliament buildings in Montreal were burned down, but “responsible government” was a reality.

Appendix 2.4.1

Culminating Activity: The Quebec Conference (1864) Revisited

In order to organize researched material efficiently it is important to develop a method helpful to this end. Students use the ‘Card Method’ of research to collect information related to the character studied:

- Note cards will be categorized and have the following information on them:

The source should be the author’s surname or a key word that can be cross-referenced with the entry in the bibliography. The category indicates a grouping of your research, and the page reference from that source should be listed if applicable. Below is an example of a note card.

Whitelaw	The Quebec Conference	pp. 122-123

- Students must use *at least* three sources for their information and will be required to submit research cards created during the process. Theoretically, each of the cards used in a student’s report should represent a required citation.

Upon completion of the research, students are to create a 500-word petition which provides the background of their character and evaluates the Quebec Resolutions from that character’s perspective. Students must employ proper citations and provide an annotated bibliography for this report.

Students role-play their character as they present their arguments to Etienne P. Tache, the chair of the conference. This oral presentation will last between two and three minutes. Students are encouraged to present rebuttals to the arguments of other characters in the role-playing. The teacher acts as the moderator for these presentations. The evaluation criteria can be found on the evaluation rubric (Appendix 2.4.2).

The following is a list of characters that *may* be chosen by or assigned to students:

Canada West

John A. Macdonald
George Brown
Thomas D’Arcy McGee
Oliver Mowat
William MacDougall

Nova Scotia

Charles Tupper
Joseph Howe
A. G. Archibald

Prince Edward Island

A. A. Macdonald
T.H. Haviland

Canada East

Georges Etienne Cartier
Etienne P. Tache
A. A. Dorion
Alexander T. Galt
Hector Langevin

New Brunswick

Leonard Tilley
Edward Chandler
John Hamilton Gray

Newfoundland

F.B.T. Carter
Ambrose Shea

The assigned character should be able to comment on some or all of the following issues discussed at the Quebec Conference: federal and provincial powers; the role and powers of an upper house or Senate; representation by population in the lower house or House of Commons; the role of the governor general; the designation of “residual powers” to the federal government; economic arrangements and federal taxation and subsidies; educational rights for denominational schools; criminal law and the appointment of judges: use of the French language in courts and parliament and the *code civile*.

Students should address some of the above-mentioned issues in their written petitions.

Appendix 2.4.2

Assessment Rubric: The Quebec Conference (1864) Revisited (Oral Presentation)

Note: This rubric may serve as a model for the development of other task-specific rubrics.

Student Name: _____

Categories/ Criteria	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
Knowledge/ Understanding Demonstrates an understanding of issues related to the Quebec Resolution	- demonstrates a limited understanding of issues related to the Quebec Resolution	- demonstrates some understanding of issues related to the Quebec Resolution	- demonstrates considerable understanding of issues related to the Quebec Resolution	- demonstrates a high degree of understanding of issues related to the Quebec Resolution
Thinking/Inquiry Uses critical thinking skills to determine point of view of his/her character	- uses critical thinking skills to determine point of view of his/her character with limited effectiveness	- uses critical thinking skills to determine point of view of his/her character with moderate effectiveness	- uses critical thinking skills to determine point of view of his/her character with considerable effectiveness	- uses critical thinking skills to determine point of view of his/her character with a high degree of effectiveness
Communication Organizes his/her research in a clear and effective oral presentation	- communicates information and ideas in an oral form with limited effectiveness	- communicates information and ideas in an oral form with moderate effectiveness	- communicates information and ideas in an oral form with considerable effectiveness	- communicates information and ideas in an oral form with a high degree of effectiveness
Application Applies Quebec Resolutions to the perspective of the designated character in an oral presentation	- applies Quebec Resolutions to the perspective of the designated character in an oral presentation with limited effectiveness	- applies Quebec Resolutions to the perspective of the designated character in an oral presentation with moderate effectiveness	- applies Quebec Resolutions to the perspective of the designated character in an oral presentation with considerable effectiveness	- applies Quebec Resolutions to the perspective of the designated character in an oral presentation with a high degree of effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Comments: