

Peoples and Stories of Canada to 1867

From British Colony to Confederation (1763 to 1867)

GRADE

5

4

CLUSTER





Cluster 4

Learning Experiences: Overview

5.4.1 Early Immigration and the Impact of the Loyalists

KI-010 Describe the cultural diversity of pre-Confederation Canada.

Examples: English, First Nations, French, German, Inuit, Irish, Métis, Scottish...

KI-011 Describe ways in which migration to another country or contact with other cultures may affect identities.

KH-037 Give reasons for the migration of the United Empire Loyalists and describe their impact on Canada.

Include: American Revolution, hardships, settlement areas, cultural diversity of the Loyalists.

VI-006 Appreciate the historical roots of the multicultural nature of Canada.

5.4.2 Sharing the Land

KL-023 Locate on a map of western Canada traditional Métis lands and communities.

KH-039 Describe the reasons for, main events of, and impact of the Selkirk Settlement of the Red River.

KG-045 Identify global factors that influenced immigration to Canada.

Examples: political and social issues, European famine, increasing European populations...

VI-005 Value the contributions of First Nations, Inuit, Métis, French, British, and diverse cultural communities to the development of Canada.

VG-013 Appreciate the connections Canadians have with various places in the world.

5.4.3 Conflict and Reform

KI-013 Compare daily life in Canada East and Canada West.

Include: language, religion, government, laws.

KH-038 Identify the causes, major events, and results of the War of 1812.

KH-040 Identify people, events, and results of the 1837 to 1838 Rebellions and explain their impact on the development of Canada.

Include: Durham Report, Act of Union, establishment of responsible government, French-English relations.

VI-004 Appreciate Canadian history and geography as important contributors to personal identity.

5.4.4 Negotiating Confederation

KL-022 Locate on a map of Canada the four provinces of Confederation in 1867.

KH-041 Describe the origins of Confederation and give arguments for and against Canadian Confederation.

Include: significance of the British North America Act; resistance of Prince Edward Island, Newfoundland, and Nova Scotia to Confederation.

KH-042 Describe the roles of individuals in building Canadian Confederation.

Include: John A. Macdonald, Georges Étienne Cartier, Charles Tupper, Thomas D'Arcy McGee, George Brown, Samuel Tilley, John H. Gray.

VH-010 Value history as a way of understanding contemporary Canada.

5.4.5 Citizenship Then and Now

KC-001 Give examples of the responsibilities and rights of citizens of Canada in 1867.

KC-002 Identify differences in citizenship rights for various groups in 1867.

Include: First Nations, French, British, women.

KC-003 Compare what it meant to be a citizen of Canada in 1867 to what it means today.

KI-012 Describe how European views of First Peoples changed from 1763 to 1867.

Examples: First Peoples regarded as dependents and inferiors rather than allies and equals...

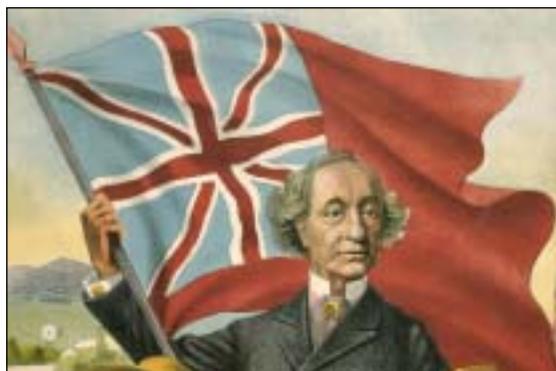
VC-001 Respect the rights, opinions, and perspectives of others.

VC-002 Be willing to contribute to their groups and communities.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.
-  **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** the end of cluster summative assessment activity.

Cluster Description



Students examine life and citizenship in British North America. This study includes a focus on the United Empire Loyalists, War of 1812, Selkirk Settlement, 1837 to 1838 Rebellions, and the people, issues, and events surrounding the origins of Canadian Confederation. Students explore cultural diversity in early Canada, including relationships between Europeans, First Peoples, and Métis people. They also consider issues related to traditional Métis lands and communities, immigration, culture, and identity.



Engaging Students in the Cluster

- Students attach push pins to a world map to show places with which they have a connection (e.g., heritage or places visited).
- Students contribute to a bulletin board display that illustrates what it means to be Canadian.
- Students create a bulletin board display of pictures of the Fathers of Confederation.
- Students listen to songs and read poetry created by early Canadian artists.
- Conduct a literature circle using works of fiction about this time period of Canadian history.
- Students visit a local museum to view images and artifacts of daily life from this time period.
- Invite a member of a historical society or organization to visit the classroom in period dress and to describe daily life during this time period.
- Create a book display of fiction and non-fiction about this time period.

Learning Experiences Summary

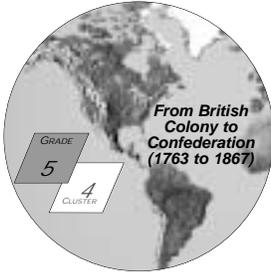
5.4.1 Early Immigration and the Impact of the Loyalists

5.4.2 Sharing the Land

5.4.3 Conflict and Reform

5.4.4 Negotiating Confederation

5.4.5 Citizenship Then and Now



Learning Experience: 5.4.1 Early Immigration and the Impact of the Loyalists

- KI-010 Describe the cultural diversity of pre-Confederation Canada.
Examples: English, First Nations, French, German, Inuit, Irish, Métis, Scottish...

- KI-011 Describe ways in which migration to another country or contact with other cultures may affect identities.

- KH-037 Give reasons for the migration of the United Empire Loyalists and describe their impact on Canada.
Include: American Revolution, hardships, settlement areas, cultural diversity of the Loyalists.

- VI-006 Appreciate the historical roots of the multicultural nature of Canada.

Description of the Learning Experience

Early Canada was a culturally diverse society composed of Aboriginal peoples and immigrants of European descent. Its population was transformed by the arrival of a large number of United Empire Loyalists during the time of the American Revolution.

Students explore the cultural diversity of early Canada’s population, study the experiences of the United Empire Loyalists, and consider the impact of the arrival of the Loyalists on Canadian society and history.

Vocabulary: United Empire Loyalists, Upper and lower Canada, Thirteen Colonies, cultural diversity, migration, revolution, multiculturalism (See Appendix D for Vocabulary Strategies.)

5.4.1 Early Immigration and the Impact of the Loyalists

Assessment	Outcomes	Strategies
	<p>KI-010 KI-011 KH-037 VI-006</p>	<p>Activate</p> <p>Using a Concept Builder Frame, students work in pairs to create a representation of cultural diversity, including its possible negative and positive consequences. TIP: Students may revisit and refine their Concept Frame at the end of this cluster in order to reflect on what they have learned.</p> <p style="text-align: center;"> BLM: Concept Builder Frame: Cultural Diversity </p> <p style="text-align: right;"><i>(continued)</i></p>
<p>_____ or _____</p>		
<p>Teacher Reflections</p>		

5.4.1 Early Immigration and the Impact of the Loyalists

Assessment	Outcomes	Strategies
 <p>Appendix A Skill 3a</p>	<p>KI-010 KI-011 KH-037 VI-006</p>	<p>Activate <i>(continued)</i></p> <p>Students brainstorm the names of cultural groups that lived in early Canada (e.g., various First Nations, Inuit, Europeans of French descent, Europeans of English, Scottish and Irish descent, Canadiens and Acadiens, who, by the 1700s identified themselves as cultures distinct from the French, and Métis). Students discuss the concepts of cultural identity and cultural diversity.</p> <p>TIP: Encourage students to hypothesize about the development of cultural identity in colonized countries (e.g., <i>How many generations does it take to develop a culture distinct from that of the colonizing nation? When diverse cultures come together and live together, how might they change one another? How does the environment and geography cause the original culture of immigrants to change? What are some of the reasons why various groups of people choose to migrate to a new land?</i>) Students may make connections to present-day Canada and its even more diverse population than that of early Canada. Help students to recognize that, in a sense, all cultures are hybrid and that immigration does not involve the simple transfer of an existing culture to a new land.</p>
		<p>or</p>
 <p>Appendix A Skill 9a</p>	<p>KI-010 KI-011 KH-037 VI-006</p>	<p>Present the following scenario to students:</p> <p><i>Imagine that you live in a country that is a colony of Britain, and that the people of that country are rising up in war against Britain because they want greater independence. You are considered to be a traitor if you do not agree with this war. Your property and land is confiscated from you, and you've been ordered to leave your land. You can only take with you what you can carry. What do you do? How do you feel? Where would you go? What would you find to be the most difficult problems in migration? How do you think your life and identity would change?</i></p> <p>Using Think-Pair-Share, students discuss, record, and share their thoughts about the effects of migration and contact with other cultures.</p>
		<p><i>(continued)</i></p>
<p>or</p>		
<p>Teacher Reflections</p>		

5.4.1 Early Immigration and the Impact of the Loyalists

Assessment	Outcomes	Strategies
	KI-010 KH-037 VI-006	<p>Activate <i>(continued)</i></p> <p>Students view and compare a 1774 map of Canada and a 1791 map of Canada, and note differences in the political divisions of Canada at each time. Students discuss possible reasons for the changes to the map and how the population of Canada may have changed during that period.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.4.1 b BLM: A Changing Map of Canada</p> <p>5.4.1 c BLM: A Changing Map of Canada—Key</p>
	KI-011 KH-037	<p>Acquire</p> <p>Students review examples of expressions using the term “revolution”. Students discuss the meaning of the word and, using dictionaries and other sources, verify their predictions. Students create a definition of the term “revolution” in their own words and discuss possible reasons why revolutions occur in history.</p> <p>NOTE: Help students to focus on the idea that in a revolution the existing structures of government are completely transformed or replaced by the governed.</p> <p>5.4.1 d BLM: What is a Revolution?</p>
	KI-010 KI-011 KH-037 VI-006	<p>or</p> <p>Students view a video segment of CBC’s <i>Canada, A People’s History</i> (Episode 5 – A Question of Loyalties) about the United Empire Loyalists and their arrival in Canada. Students note details about who the Loyalists were, why they came to Canada, where they settled and how their arrival changed the Canadian population in eastern Canada. Following the viewing, students share and discuss the information they have gathered.</p> <p>TIP: As it is difficult to observe several elements at once in a single viewing of a video, groups of students may take responsibility for noting different topics or questions, sharing their information after the viewing.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		or

5.4.1 Early Immigration and the Impact of the Loyalists

Assessment	Outcomes	Strategies
	KI-010 KI-011 KH-037 VI-006	<p>Acquire <i>(continued)</i></p> <p>Using print and electronic resources, students research the American Revolution, including the causes, who was involved, and why some residents of the Thirteen Colonies chose to leave for Canada. Students share information with peers and discuss why Canada chose not to join the Americans in demanding independence from Britain.</p> <p>NOTE: Encourage students to become aware of the long-term consequences of wars (e.g., Canada had been dramatically affected by the Seven Years' War; this war had been so costly to Britain, it was trying to recover its losses by heavily taxing its colonies.) Students need to also note the fact that while the Thirteen Colonies had representative government, the British colonies in Canada did not. Canadians had been so accustomed to the colonial rule of France prior to the British conquest, their political attitudes tended to differ from those of the Americans.</p> <p>5.4.1 e BLM: Note-Taking-Frame—The American Revolution</p> <p>5.4.1 f BLM: Note-Taking-Frame—The American Revolution—Key</p> <p style="text-align: center;">or</p>
		<p>Using print and electronic resources, students research the cultural diversity of the United Empire Loyalists (i.e., English, Scottish, Irish, German, Dutch, African, First Nations). Students record the motivations these diverse groups may have had in common in coming to Canada.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: center;">or</p>
		<p>Using print and electronic resources, students research reasons that motivated the Black Loyalists and First Nations loyalists (e.g., Joseph Brant, Molly Brant), to move to Canada.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: right;"><i>(continued)</i></p> <p style="text-align: center;">or</p>
<p>Teacher Reflections</p>		

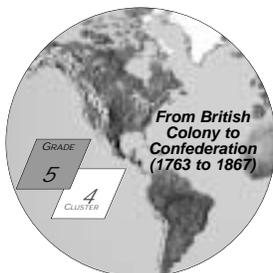
5.4.1 Early Immigration and the Impact of the Loyalists

Assessment	Outcomes	Strategies
 <p>Appendix A Skill 1</p>	<p>KI-010 KI-011 KH-037 VI-006</p>	<p>Acquire <i>(continued)</i></p> <p>Students listen to extracts from Loyalist or Patriot (pro-Independence) speeches, poems, songs, or literature and discuss the motivations of each group.</p> <p>NOTE: Encourage students to highlight the conviction expressed by each side that theirs was the only morally defensible position. This may help them to understand why the Loyalists were treated as traitors in the American colonies.</p> <p>5.4.1 g BLM: British Loyalty or American Independence (2 pages)</p>
or		
 <p>Appendix A Skill 11a</p>	<p>KI-010 KI-011 KH-037 VI-006</p>	<p>Using print and electronic resources, students research the experiences and hardships encountered by United Empire Loyalists as they came to Canada to establish new lives. Students discuss the consequences of the arrival of almost 50 000 people without homes or resources, and consider what the British colonial government did to help this wave of refugees.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
or		
 <p>Appendix A Skill 7d</p>	<p>KI-010 KI-011 KH-037 VI-006</p>	<p>Using strips of paper with (undated) key events from 1763 to 1791, collaborative groups of students place events in chronological order. Students then create an illustrated timeline of those events.</p> <p>5.4.1 h BLM: Timeline of Events 1763 – 1791</p> <p>5.4.1 i BLM: Timeline of Events 1763 – 1791—Key</p>
or		
 <p>Appendix A Skill 9a</p>	<p>KI-010 KI-011 KH-037 VI-006</p>	<p>Apply</p> <p>Students write a journal response to the statement: “<i>The story of Canada is the story of many people coming to this land in search of a better life</i>”.</p>

(continued)

5.4.1 Early Immigration and the Impact of the Loyalists

Assessment	Outcomes	Strategies		
 	KI-010 KI-011 KH-037 VI-006	Apply <i>(continued)</i> Students create a graphic organizer to illustrate the consequences of the arrival of the Loyalists on Canadian society, including: <ul style="list-style-type: none"> • creation of Upper and Lower Canada and province of New Brunswick • population majority changed to English-speaking • cultural interaction • greater demand for representative government, contribution to agricultural development  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >		
		or		
		 	KI-010 KI-011 KH-037 VI-006	Collaborative groups of students create their own “Heritage Minute” video, illustrating the diversity of pre-confederation Canada and the experiences and challenges faced by Loyalists.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
				or
 	KI-010 KI-011 KH-037 VI-006	Collaborative groups of students role-play an interview between a Loyalist and a member of the American Revolution in which they describe the reasons for their decisions and the experiences of the loyalist immigration. TIP: This activity is an opportunity to discuss the concept of refugees and to relate the historical experiences of the Loyalists to the experiences of refugees in contemporary Canada.		
		or		
 	KI-010 KI-011 KH-037 VI-006	Students create and present a ballad or story describing the experiences and challenges faced by the Loyalists and the reaction of the Canadians to the sudden influx of this population. TIP: Develop criteria with the class for a quality poem or story: <ul style="list-style-type: none"> • historical description of time and place • realistic description of experiences • references to historical events of the period 		
		Teacher Reflections		



Learning Experience: 5.4.2 Sharing the Land

- KL-023 Locate on a map of western Canada traditional Métis lands and communities.

- KH-039 Describe the reasons for, main events of, and impact of the Selkirk Settlement of the Red River.

- KG-045 Identify global factors that influenced immigration to Canada.
Examples: political and social issues, European famine, increasing European populations...

- VI-005 Value the contributions of First Nations, Inuit, Métis, French, British, and diverse cultural communities to the development of Canada.

- VG-013 Appreciate the connections Canadians have with various places in the world.

Description of the Learning Experience

Immigration, agricultural settlement, and intercultural contact are important influences in Canadian history, shaping a diverse and changing population.

Students consider questions related to Métis traditional lands in western Canada, conduct research into the history and impact of the Selkirk Settlement of the Red River, and examine the reasons motivating immigration to Canada, particularly western Canada, in the early 1800s.

Note to Teachers: There is some overlap in topics with the outcomes in Cluster 3 related to the Métis nation and Selkirk settlers; however, this Learning Experience is intended to consider the role of immigration and the sharing of the land in Canadian history and considers issues that extend past the fur-trade era.

Vocabulary: immigration, multicultural, communities (See Appendix D for Vocabulary Strategies.)

5.4.2 Sharing the Land

Assessment	Outcomes	Strategies
	KH-039 KG-045 VI-005 VG-013	<p>Activate</p> <p>Students discuss factors that affected the changing population of western Canada during the fur-trade era (e.g., growth of the Métis nation, Scottish immigration, the settlement of British, French and Scottish fur traders and Hudson’s Bay Company employees, westward migration of Canadians from the eastern colonies...), and ways in which the population growth changed the land.</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	

5.4.2 Sharing the Land

Assessment	Outcomes	Strategies
	KH-039 KG-045 VI-005 VG-013	<p>Activate <i>(continued)</i></p> <p>Using a Word Splash, students brainstorm reasons why people immigrated to Canada from Scotland, Ireland, and England from 1810 to 1820, including the Selkirk settlers, as well as experiences settlers may have encountered as they interacted with the Métis.</p> <p>5.4.2 a BLM: Word Splash: Reasons for Immigrating</p>
		<p style="text-align: center;">or</p> <p>Students view images of traditional Métis communities and ways of life, as well as images of the Selkirk Settlement of the Red River and discuss ways in which the two cultures may have interacted.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
	KH-039 KG-045 VI-005 VG-013	<p>Acquire</p> <p>Using a ‘Now and Then’ strategy, pairs of students read an information text on Métis land and hunting rights in Canada. They discuss the article, revising any misconceptions they may have had on the subject, and consider some of the difficulties that have arisen in Canada over time concerning sharing of the land, immigration, and the displacement of peoples.</p> <p>TIP: As the definition of Métis, Métis homeland, and Métis land and hunting rights are ongoing issues in Canada, encourage students to continue to collect news clippings on the subject after the conclusion of this Learning Experience, and discuss ongoing developments as they arise throughout the year.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.4.2 b BLM: Métis Land Rights and Hunting Rights</p>
		<p style="text-align: right;"><i>(continued)</i></p> <p style="text-align: center;">or</p> <p>Teacher Reflections</p>

5.4.2 Sharing the Land

Assessment	Outcomes	Strategies
	KH-039 KG-045 VI-005 VG-013	Acquire <i>(continued)</i> Students read primary sources and reflect in their journals on life in this time period.
		 5.4.2 c BLM: Famous Letters in Canadian History—Selkirk
		 5.4.2 d BLM: Famous Letters in Canadian History—Carleton
		or
	KL-023 VI-005	Using an outline map of the Prairie provinces, and referring to historical maps as well as detailed maps of the Prairie provinces, students locate traditional Métis lands and communities. Students observe and discuss patterns or similarities in the locations of these communities in western Canada.
		 Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
		 5.4.2 f BLM: Métis Communities in Western Canada
		or
	KH-039 KG-045 VI-005 VG-013	Students read an information text about the reasons for the so-called “Great Migration to Canada from Europe” in the early 1800s. They discuss and verify their predictions regarding the reasons for immigration.
		SUGGESTED TEXT: Chapter 13 of <i>Beginnings: From the First Nations to the Great Migration</i> . Marshall Jamieson (1996), Reidmore Books.
		NOTE: This reading could be done as a cooperative activity, with one group assigned to read and present each of the following sections to their peers: 1) The Voyage to Canada; 2) The Scots; 3) The English; 4) The Welsh; 6) the Irish.
		<i>(continued)</i>
or		
Teacher Reflections		

5.4.2 Sharing the Land

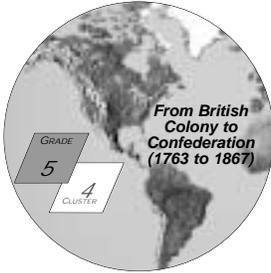
Assessment	Outcomes	Strategies	
	KH-039 KG-045 VI-005 VG-013	<p>Acquire <i>(continued)</i></p> <p>Students take a field trip to a museum or historic site that commemorates the history and life of the Red River settlers. They discuss what they have learned by observing the artifacts and consider how the settlers surmounted the many difficulties they encountered.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>	
		or	
		<p>Using print and electronic sources, students research the reasons for, main events, and impact of the Selkirk settlement of the Red River. Students record and organize their notes and sources as the basis for preparing a presentation to the class.</p> <p>NOTE: Review guidelines for taking and recording notes with students. The class may collaboratively prepare a Note-Taking-Frame or graphic organizer to be used in this research activity. Encourage students to decide ahead of time which presentation format they prefer to use.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>	
or			
	KH-039 KG-045 VI-005 VG-013	<p>Using print and electronic sources, students find and compile a collective list of historic sites in Manitoba dedicated to the Selkirk settlers (e.g., Upper Fort Garry Gate; Scots Monument; Red River Settlement plaques, Kildonan Presbyterian Church...), and the names of schools and other places in Manitoba that are named for Selkirk settlers or their descendants (e.g.: Selkirk, Kildonan, Polson, John Henderson, John Pritchard, Munroe, Angus McKay, Neil Campbell, John Black Avenue...). Students reflect on and discuss the ongoing historical impact of the Selkirk settlers (e.g., place names, first agricultural settlement in western Canada, change the concept of the northwest from a fur-trade area to an agriculturally productive area...).</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>	
		or	
<p>Teacher Reflections</p>			

5.4.2 Sharing the Land

Assessment	Outcomes	Strategies
	KH-039 KG-045 VI-005 VG-013	<p>Acquire (<i>continued</i>)</p> <p>Collaborative groups of students gather information on the assistance offered by Chief Peguis (Saulteaux or Ojibway nation) to the Selkirk settlers during their first winters in the Red River Valley. Students discuss their findings and reflect on the significance of intercultural collaboration as diverse peoples came to share the land in Canadian history.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
	KH-039 KG-045 VI-005 VG-013	<p>Apply</p> <p>Students use the research information they have gathered to plan and present a short skit depicting the reasons for, main events, and impact of the Selkirk Settlement of the Red River. Scenes to re-enact may be divided among collaborative groups as follows:</p> <ol style="list-style-type: none"> 1) Lord Selkirk and the reasons for emigrating from Scotland 2) The voyage by ship through to Hudson's Bay and then to the Red River Valley 3) The initial building of the colony 4) The first winters and assistance offered by Chief Peguis 5) Subsequent arrivals of new settlers and livestock 6) Conflicts with the Métis and the North West fur traders 7) A Day in the Life of a Man/Woman/Child in the Selkirk Settlement.
	KL-023 KH-039 KG-045 VI-005 VG-013	<p>or</p> <p>Students write a description of a traditional Métis community from the point of view of a Selkirk settler, or a description of the Selkirk settlers from the point of view of a member of the Métis community. They share their writings with peers in collaborative groups.</p> <p>NOTE: In this exercise students are asked to take the point of view of a particular historical group, in other words, <i>to take on a bias</i>. Remind students that they need to include both facts and opinions in their texts, and that they need to be able to explain the reasons why each group held certain opinions of the other. Caution them to maintain a respectful tone, regardless of the mutual distrust that existed between these two groups, recalling that, over time, they came to share the land without prolonging the hostilities between them.</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		or

5.4.2 Sharing the Land

Assessment	Outcomes	Strategies	
	KH-039 KG-045 VI-005 VG-013	Apply <i>(continued)</i> Students create a diorama illustrating a main event in the development of the Selkirk Settlement. Students display their scenes and circulate to view and respond to them.	
		or	
			KL-023 KH-039 KG-045 VI-005 VG-013
or			
	KH-039 KG-045 VI-005 VG-013		
		Teacher Reflections	



Learning Experience: 5.4.3 Conflict and Reform

- KI-013 Compare daily life in Canada East and Canada West.
Include: language, religion, government, laws.

- KH-038 Identify the causes, major events, and results of the War of 1812.

- KH-040 Identify people, events, and results of the 1837 to 1838 Rebellions and explain their impact on the development of Canada.
Include: Durham Report, Act of Union, establishment of responsible government, French–English relations.

- VI-004 Appreciate Canadian history and geography as important contributors to personal identity.

Description of the Learning Experience

British North America experienced conflict and significant changes in population, government, and daily life in the first half of the nineteenth century as the colonies pursued more responsible government.

Students engage in research, role plays, and discussion to explore significant social and political change in the Canadas in the first half of the nineteenth century.

Vocabulary: rebellion, reform, moderate, radical, assimilation, responsible government (See Appendix D for Vocabulary Strategies.)

5.4.3 Conflict and Reform

Assessment	Outcomes	Strategies
	KI-013 KH-040 VI-004	Activate Students read or listen to excerpts from Lord Durham’s report on problems in Canada following the Rebellions of 1837-1838. Students discuss Durham’s main points and make predictions about the solutions he will propose. Students share their predictions with each other and discuss what they think life may have been like in Upper Canada and Lower Canada at this time, making connections to some of the ongoing historical issues faced by Canada as a nation.
		BLM: Lord Durham’s Report (2 pages)
Teacher Reflections		or _____ (continued)

5.4.3 Conflict and Reform

Assessment	Outcomes	Strategies
	KI-013 KH-040 VI-004	<p>Activate <i>(continued)</i></p> <p>Present the following scenario to the class:</p> <p><i>For the next two weeks, all decisions in this classroom will be made by myself in consultation with a group of three students whom I will select. Only these students will have any say in my decisions. Only these students will obtain special privileges. The preferences and opinions of these three students, whom I will call the Clique, will always have priority over the preferences and opinions of the rest of the class, even if the whole class is in disagreement with them. New class rules will be set up by the Clique, subject to my approval. Other students may only obtain special privileges (e.g., choosing where they may sit, being given free time, choosing what groups they work with), if they agree with the opinions of the Clique. The Clique alone has the privilege of making a request directly to me. All the rest of the class members must make their requests through the Clique. The class cannot change any of the rules, decisions or privileges made by the Clique and myself. Members of the Clique are allowed to give special favours to their friends, and are allowed to receive bribes or special favours from class members in order to try to influence them. None of these privileges can be changed by the class – only I can change any privileges.</i></p> <p>Explain to students that this in effect was the scenario of living in Upper Canada or Lower Canada in the early 1800s. In collaborative groups, students discuss what they think this scenario tells them about British colonial rule at that time (e.g., ordinary citizens had no say in decisions, all power was held by non-elected British officers, only a select few in the colonies had a direct voice in government, jobs and favours could be bought and sold...). Students discuss the types of problems living in this sort of situation may have caused and how it might have been resolved by the citizens.</p>
		<p>or</p>
	KI-013 VI-004	<p>Students discuss places they have visited in Canada and relate similarities and differences they have observed or experienced in other places with respect to daily life, language, education, values and belief about government, work and play. Students discuss the influences of history and geography on personal identity and write a journal reflection on how “past” and “place” affect who they are.</p>
		<p><i>(continued)</i></p>
<p>or</p>		

5.4.3 Conflict and Reform

Assessment	Outcomes	Strategies
	KH-038 VI-004	<p>Activate <i>(continued)</i></p> <p>Using Think-Pair-Share, students consider whether there has ever been a war between Americans and Canadians, and if so, what may have caused the war, and how and when the U.S–Canada border may have come to be established? Students share and discuss their predictions with peers.</p> <p>TIP: The border between the United States and Canada is said to be the longest unprotected border in the world. Even when the Americans were at war with England for their independence, the British colonies in Canada did not engage in battle against the Americans.</p>
		<p>or</p>
	KI-013 KH-040 VI-004	<p>Review with students the consequences of the arrival of large numbers of Loyalists on the government of British North America (i.e., the Constitution Act of 1791 which divided the Province of Québec into Upper Canada and Lower Canada and established an elected assembly for each province). Collaborative groups of students Sort and Predict characteristics of Upper Canada and Lower Canada to describe differences between the two provinces.</p>
		<p>5.4.3 b BLM: Sort and Predict: Upper Canada and Lower Canada</p> <p>5.4.3 c BLM: Sort and Predict: Upper Canada and Lower Canada—Key</p>
	KI-013 KH-038 KH-040 VI-004	<p>Pairs of students read a text about the origins of Canada as “Two Canadas” and discuss whether they think this is an accurate description of the Canada they live in today. Students share their ideas with the class and discuss what they know about English–French relations in contemporary Canada.</p>
		<p>5.4.3 d BLM: Two Canadas?</p>
<p>Teacher Reflections</p>		

5.4.3 Conflict and Reform

Assessment	Outcomes	Strategies
	KI-013 KH-040 VI-004	<p>Acquire</p> <p>Using print and electronic resources, collaborative groups of students research and create a diagram explaining the structure of government in Upper and Lower Canada in the early 1800's. Using a set of Word Cards of the various components of government, students arrange the cards on a poster to illustrate how government decisions were made and who held power in Upper and Lower Canada.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.4.3 e BLM: Government in Upper and Lower Canada 1791 to 1841 – Word Cards</p> <p>5.4.3 f BLM: Government Upper and Lower Canada Sample Chart</p>
		<p>or</p>
	KI-013 KH-038 KH-040 VI-004	<p>Students read primary sources and reflect in their journals on life in this time period.</p> <p>5.4.3 g BLM: Famous Letters in Canadian History—Elgin</p> <p>5.4.3 h BLM: Famous Letters in Canadian History—Durham</p> <p>5.4.3 i BLM: Famous Letters in Canadian History—Brock</p> <p>5.4.3 j BLM: Famous Letters in Canadian History—Simcoe</p>
		<p>(continued)</p>
<p>Teacher Reflections</p>		

5.4.3 Conflict and Reform

Assessment	Outcomes	Strategies	
	KI-013 KH-038 VI-004	<p>Acquire <i>(continued)</i></p> <p>Students read an informational text about the causes, main events, and effects of the War of 1812 and discuss the relationships between the causes, events and results. Students record the impacts of the war on the development of Canada.</p> <p>5.4.3 k BLM: The War of 1812 (2 pages)</p> <p style="text-align: center;">or</p>	
			<p>Using print and electronic resources, collaborative groups of students research the story of a person or event from the War of 1812. Students create a Readers' Theatre based on the story of their person or event.</p> <p>5.4.3 l BLM: People in the War of 1812</p> <p style="text-align: center;">or</p>
			<p>Using print and electronic resources, students research daily life in the early 1800s in Upper Canada (in 1841, Canada West), and in Lower Canada (in 1841, Canada East). Students create a comparison chart of daily life in both colonies.</p> <p>TIP: Consider using a Jigsaw strategy to organize the research, organized under the following areas:</p> <ul style="list-style-type: none"> • Language, religion, and population in Upper Canada • Language, religion, and population in Lower Canada • Government and laws in Upper Canada • Government and laws in Lower Canada • Social groups, work, and daily life in Upper Canada • Social groups, work, and daily life in Lower Canada <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.4.3 m BLM: Upper Canada and Lower Canada: Comparison</p> <p style="text-align: right;"><i>(continued)</i></p> <p style="text-align: center;">or</p>
<p>Teacher Reflections</p>			

5.4.3 Conflict and Reform

Assessment	Outcomes	Strategies
	KI-013 KH-040 VI-004	<p>Acquire <i>(continued)</i></p> <p>Students view a video about daily life in early Canada and note their observations about daily life for men, women, and children in Pre-Confederation Canada.</p> <p>TIP: Select a segment from <i>Life in Early Canada</i> (Montreal, National Film Board of Canada, 1997)</p>
or		
	KI-013 VI-004	<p>Students select extracts from the writings of Susanna Moodie and Catherine Parr Traill, describing what daily life was like in the 1800s in Upper Canada. Students share their selections in small groups and discuss what the writings illustrate about life in the “backwoods”, the difficulties of pioneer life, attitudes toward First Nations, and French–English relations.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
or		
	KI-013 KH-040 VI-004	<p>Using print and electronic resources, students research people or groups involved in the Rebellions of 1837 to 1838, as well as the aftermath of the Rebellions. Students record the position and actions of the individual during and after the rebellions.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Role Cards: Rebellions of 1837 and 1838</p>
<i>(continued)</i>		
or		
Teacher Reflections		

5.4.3 Conflict and Reform

Assessment	Outcomes	Strategies
	KH-040 VI-004	<p>Acquire (<i>continued</i>)</p> <p>Students listen to the lyrics of the traditional French folk song, <i>Un Canadien Errant/ A Wandering Canadian</i>, about an exiled Patriote following the Rebellion in Lower Canada. Students discuss the feelings expressed in the song, and other observations (e.g., their impressions of the consequences of the rebellions, whether they think the punishment of the rebels was fair, did the reformers make the right choice in resorting to violence, and were their actions effective in changing government?).</p> <p>NOTE: This song has been recorded by Leonard Cohen, Nana Mouskouri, and a number of francophone Canadian artists.</p> <p>5.4.3 o BLM: <i>Un Canadien Errant/A Wandering Canadian</i></p>
or		
	KI-013 KH-040 VI-004	<p>Using print and electronic resources, students research the “demand” for responsible government in British North America and create a Concept Frame explaining the characteristics of responsible government.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.4.3 p BLM: Responsible Government: Concept Frame</p>
or		
	KI-013 KH-040 VI-004	<p>Students analyze the Durham Report recommendations and the government changes made by the Act of Union in 1841 and record the resulting consequences.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.4.3 q BLM: Government Reform: Durham and the Act of Union</p> <p>5.4.3 r BLM: Government Reform: Durham and the Act of Union—Key</p>

5.4.3 Conflict and Reform

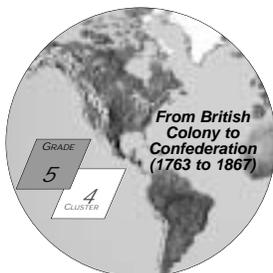
Assessment	Outcomes	Strategies
	KI-013 KH-038 VI-004	<p>Apply</p> <p>Students write a journal reflection on what they consider to be the most important and longstanding result of the War of 1812, for both Canada East and Canada West. Students share and discuss their observations with each other.</p> <p>TIP: Encourage students to consider how the cultures, languages, and government of both Canadas would have been different had Canada accepted the American proposal that they surrender and annex themselves to the United States of America.</p>
	or	
		KI-013 KH-038 KH-040 VI-004
or		
	KI-013 KH-040 VI-004	<p>Students assume the role of an individual involved in the 1837 and 1838 Rebellions (e.g., the radicals Louis-Joseph Papineau in Lower Canada, William Lyon Mackenzie in Upper Canada), or the moderates (e.g., Louis-Hippolyte Lafontaine in Lower Canada and Robert Baldwin in Upper Canada), and prepare and present a persuasive speech expressing their position.</p> <p>TIP: Refer to the Acquiring Strategy earlier in this Learning Experience that refers to roles in the Rebellions (BLM 5.4.3o—Role Cards: Rebellions of 1837 and 1838). As a part of their presentation, the students representing the reformer groups may collaborate to develop action plans to counteract the Family Compact in Upper Canada and the Château Clique in Lower Canada.</p>
(continued)		
or		
<p>Teacher Reflections</p>		

5.4.3 Conflict and Reform

Assessment	Outcomes	Strategies
 	KI-013 KH-040 VI-004	Apply <i>(continued)</i> Students assume the role of a citizen in Canada East or Canada West (e.g., a French-Canadian woman in rural Lower Canada, a radical reformer in Upper Canada...), and write a letter to the editor of a newspaper in 1841, responding to the recommendations of the Durham Report and the changes proposed in the Union Act.
		or
 	KI-013 KH-040 VI-004	Students create a Compare and Contrast chart of government in Canada before the Act of Union, and after the Act of Union.
		 BLM: Comparison: Constitution Act (1791) and Act of Union (1841)
	KI-013 KH-038 KH-040 VI-004	Collaborative groups of students create annotated illustrations of important people and events in the first half of the nineteenth century in Canadian history for the class timeline. TIP: Ask students to review their notes and projects to choose the events they consider to be the most important. Students with the same choices of people and events may then collaborate to create their “station” for the timeline.
		<i>(continued)</i>
Teacher Reflections		or

5.4.3 Conflict and Reform

Assessment	Outcomes	Strategies
 <p>Appendix A Skill 3b</p>	<p>KI-013 KH-040 VI-004</p>	<p>Apply <i>(continued)</i></p> <p>Students prepare a short speech describing the difference between representative government and responsible government and explaining the importance of both types of government in the context of Canadian democracy.</p> <p>NOTE: Review the following background information with students prior to this activity.</p> <p><i>Since 1791, both colonies had representative government – that is, they had a legislative assembly elected by the eligible voters (adult male landowners of European descent). However, neither colony had responsible government (e.g., the government did not have to answer to the people for its actions and decisions). After the Act of Union, most decision-making power still was in the hands of appointed – not elected – officials, at the pleasure of the Governor General. The British government did not agree to responsible government until 1847, under Lord Elgin as Governor General.</i></p> <p style="text-align: center;">— or —</p>
 <p>Appendix A Skill 11g</p>	<p>KI-013 KH-038 KH-040 VI-004</p>	<p>Collaborative groups of students create a multimedia presentation describing why Canada is a bilingual and multicultural country today, and why it is not a part of the United States. Combine group presentations in a class presentation.</p>
<p>Teacher Reflections</p>		



Learning Experience: 5.4.4 Negotiating Confederation

KL-022 Locate on a map of Canada the four provinces of Confederation in 1867.

KH-041 Describe the origins of Confederation and give arguments for and against Canadian Confederation.

Include: significance of the British North America Act; resistance of Prince Edward Island, Newfoundland, and Nova Scotia to Confederation.

KH-042 Describe the roles of individuals in building Canadian Confederation.

Include: John A. Macdonald, Georges Étienne Cartier, Charles Tupper, Thomas D'Arcy McGee, George Brown, Samuel Tilley, John H. Gray.

VH-010 Value history as a way of understanding contemporary Canada.

Description of the Learning Experience

Canada began as a federal union of provinces when an agreement called Confederation was negotiated in 1867.

Students engage in research, historical interpretation, role play and discussion to explore Canada's political beginnings in Confederation and the British North America Act. They are introduced to concepts such as federalism and representation by population (rep by pop) and some of the ongoing issues that shape government in Canada.

Vocabulary: representation by population, Confederation, federal, British North America Act, federalism (See Appendix D for Vocabulary Strategies.)

5.4.4 Negotiating Confederation

Assessment	Outcomes	Strategies
	KH-041	<p>Activate</p> <p>Students view pictures of the Fathers of Confederation and discuss what the images tell them about the culture of Canada in that era and the political origins of the country (e.g., all male, mostly English, Scottish and Irish names, some French names...).</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: right;">(continued)</p>
	KH-042	
VH-010		
Teacher Reflections		or

5.4.4 Negotiating Confederation

Assessment	Outcomes	Strategies
	KL-022 KH-041 VH-010	<p>Activate <i>(continued)</i></p> <p>Students view a map of Canada in 1867, comparing it to earlier maps of British North America. Students share their observations and discuss possible reasons for changes in the political boundaries of Canada.</p> <p>TIP: It may be useful to have students also compare the map of Canada 1867 to a map of Canada today, and to initiate a discussion about the types of events that provoke changes in political boundaries of countries.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Map of Canada, 1867</p>
or		
	KH-041 KH-042 VH-010	<p>Students complete the Know and Want-to-know columns of a KWL chart regarding Confederation. Students revisit the KWL chart at the end of the Learning Experience to complete the Learned column.</p>
or		
	KH-041 KH-042 VH-010	<p>Students engage in an activity to understand the concept “rep by pop”. Divide the class into two unevenly numbered groups (e.g., for a class of 28 students, one group of 18 and one group of 10). Each group is told that they will be allowed to choose one representative to send to a school meeting at which each representative obtains one vote. Students from each of the two groups discuss among themselves how they would feel about this level of representation. A spokesperson for each group presents their collective statement to the class. In a guided plenary session, explain that Canada East and Canada West had equal numbers of representatives in the Legislative Assembly, regardless of their respective populations. Students discuss whether this is fair representation and are introduced to the idea of “rep by pop”, or proportional representation.</p> <p style="text-align: right;"><i>(continued)</i></p>
or		
Teacher Reflections		

5.4.4 Negotiating Confederation

Assessment	Outcomes	Strategies
	KH-041 KH-042	<p>Activate <i>(continued)</i></p> <p>Students view a political cartoon about Confederation and respond to it, generating explanations about what it says and why.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Caricature of Confederation</p>
		<p>or</p>
	KH-041 KH-042 VH-010	<p>Using their historical knowledge, and consulting dictionaries if needed, collaborative groups of students conceive and represent what is meant by the term <i>Confederation</i>. At the end of the Learning Experience, students revisit their definitions and assess what they have learned about the meaning of the term <i>Confederation</i> and how the term defines Canada.</p> <p>TIP: Provide students with some or all of the following prompts to assist them as needed: the prefix <i>con-</i> means “with” or “together”; the suffix <i>-tion</i> refers to “the action of”, and <i>federate</i> is from a Latin word meaning “to make a union or league”. Throughout this Learning Experience, help students to understand Confederation not only as a historical event but also as an ongoing process.</p> <p> BLM: Defining Confederation</p>
		<p>or</p>
	KL-022 KH-041 KH-042 VH-010	<p>Acquire</p> <p>Collaborative groups of students use the results of their research on the provinces involved in Confederation debates to create a chart summarizing the advantages and disadvantages of Confederation, trying to take into consideration the good of the entire population of British North America at that time. The groups share their ideas in a guided plenary session.</p> <p>TIP: This activity offers the opportunity to make connections to some of the ongoing political issues of Canadian government, and to raise students’ awareness of contemporary questions such as minority rights, bilingualism, First Nations land and treaty rights, Québec independence, etc.</p>
		<p><i>(continued)</i></p>
<p>Teacher Reflections</p>		<p>or</p>

5.4.4 Negotiating Confederation

Assessment	Outcomes	Strategies
	KL-022 KH-041 KH-042 VH-010	<p>Acquire <i>(continued)</i></p> <p>Students read an information text about the issue of representation by population (rep by pop) and discuss the concept, focusing on why it was important in the pre-Confederation discussions. Referring to the 1867 map of Canada, students generate explanations as to which groups in particular would be most concerned about obtaining “rep by pop”, and which might be negatively affected by “rep by pop” (e.g., the French-speaking minority in Canada East and the small population of Prince Edward Island). Students summarize their conclusions and discuss the principles and problems of “rep by pop” in Canada (e.g., all votes are equal, fair representation of voters, but no assurance that the minorities will be heard.)</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.4.4 d BLM: “Rep by Pop” (2 pages)</p>
		<p>or</p>
	KH-042 VH-010	<p>Students read primary sources and reflect in their journals on life in this time period.</p> <p>5.4.4 e BLM: Famous Letters in Canadian History—Lafontaine</p> <p>5.4.4 f BLM: Famous Letters in Canadian History—Howe</p>
		<p>or</p>
	KL-022 KH-041 KH-042 VH-010	<p>Using an outline map of Canada, students create a map of the newly formed Dominion of Canada in 1867, identifying the four provinces of Confederation as well as the other provinces that attended some or all of the negotiations (e.g., Newfoundland, Prince Edward Island). Students create symbols to represent each of the provinces’ attitudes toward Confederation at that time, interpreting these symbols in the map’s legend. Students share and discuss their maps.</p> <p>TIP: Encourage students to be creative in their maps, avoiding stereotypical images and anachronisms as they invent symbols for each of the provinces. They may also design a title for the map that expresses a central idea related to Confederation.</p> <p>5.1.2 b BLM: Outline Map of Canada</p>
		<p><i>(continued)</i></p>

5.4.4 Negotiating Confederation

Assessment	Outcomes	Strategies
	KL-022 KH-041 KH-042 VH-010	<p>Acquire <i>(continued)</i></p> <p>Collaborative groups of students research reasons why particular regions were for or against joining the Canadian Confederation. Students are divided into six groups, representing the colonies of British North America after 1841 [Canada East (Québec); Canada West (Ontario); Prince Edward Island; Nova Scotia; New Brunswick; and Newfoundland]. Students research reasons for and against their particular region joining Confederation, as expressed by some of the leaders of their province at the time of Confederation. Each group appoints two spokespersons to present their reasons for both points of view regarding Confederation. Spokespersons present a brief summary of their group's position, using a wall map of Canada to point out the location of their region and its strategic importance to the union, to Britain, or to the United States. Students debrief in a plenary session, highlighting the goals and interests the provinces held in common, as well as those that divided them in the prelude to Confederation.</p> <p>Suggested individuals to include in each of the provincial delegations: (Individuals preceded by an asterisk * indicate that they are important and should be included.)</p> <ul style="list-style-type: none"> • Canada East (Québec): *Sir Georges-Étienne Cartier, Sir Alexander Tilloch Galt, *Thomas d'Arcy McGee • Canada West Ontario: *Sir John A. Macdonald, *George Brown; Sir Alexander Campbell • Prince Edward Island: William Henry Pope, George Coles • Nova Scotia: *Charles Tupper, Adams Archibald; Joseph Howe • New Brunswick: *Samuel Tilley, *John Hamilton Gray • Newfoundland: Ambrose Shea, Sir Frederick Carter <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Confederation: For or Against?</p>
Teacher Reflections		or <i>(continued)</i>

5.4.4 Negotiating Confederation

Assessment	Outcomes	Strategies
	KH-041 KH-042 VH-010	<p>Acquire <i>(continued)</i></p> <p>Collaborative groups of students consider a list of possible historical reasons that motivated Confederation. Students discuss the list and reach consensus on a priority listing of these reasons or motivations. Students present and discuss their lists with each other, defending their order of priority and providing reasonable justification based on historical evidence.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.4.4 h BLM: Reasons for Confederation (3 pages)</p> <p style="text-align: center;">or</p>
		<p>Students read a text outlining the main steps of the negotiation process as the provinces moved toward Confederation. Using print and electronic resources, students gather details about the results of each of step of the process. Students verify the information gathered as a class, and share ideas about the elements of successful negotiation.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.4.4 i BLM: The Negotiation Process (2 pages)</p> <p>5.4.4 j BLM: The Negotiation Process—Key</p> <p style="text-align: right;"><i>(continued)</i></p> <p style="text-align: center;">or</p>
<p>Teacher Reflections</p>		

5.4.4 Negotiating Confederation

Assessment	Outcomes	Strategies
	<p>KH-041 KH-042 VH-010</p>	<p>Acquire <i>(continued)</i></p> <p>Using print and electronic resources, collaborative groups of students read a short text describing the structure and functioning of government in the newly formed Dominion of Canada in 1867. Students create a diagram to explain the main principles of the new federal government and discuss the new form of government, referring to issues raised during the debates (e.g., <i>Does the new union provide responsible government? Does it provide “rep by pop?” Does it assure the voice of the Atlantic provinces will be heard? Does it protect the rights of the French-speaking people of Lower Canada?</i>)</p> <p>TIP: Students do not need to carry out an exhaustive study of government, but rather should come to understand the significance of the British North America Act and the key changes in government that resulted from Confederation. They will study government processes more in detail in Grade 6. Students need to understand that an important principle of a federal system is a strong central government (to which the provincial governments are subject), that the Canadian system is modelled on the British parliamentary system, and that the British North America Act outlined how federal and provincial responsibilities would be shared. Students may begin this task by reading about some of the key provisions of the BNA Act as included in the accompanying BLM.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: The British North America Act, 1867</p> <p> BLM: British Government and Crown—Chart</p>
		<p><i>(continued)</i></p>
<p>Teacher Reflections</p>		

or

5.4.4 Negotiating Confederation

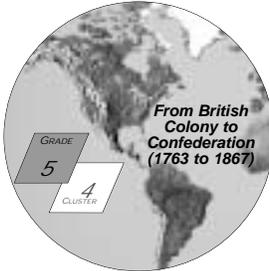
Assessment	Outcomes	Strategies
 	KH-041 KH-042 VH-010	<p>Acquire <i>(continued)</i></p> <p>Using print and electronic sources, students research the background and role of an individual involved in the 1864 to 1867 Confederation negotiations. Students design an Identity Card for their selected individual, including sufficient detail to develop a role play of a Confederation debate.</p> <p>Suggested individuals to include in each of the provincial delegations:</p> <ul style="list-style-type: none"> • New Brunswick: Samuel Tilley, John Hamilton Gray • Newfoundland: Ambrose Shea, Sir Frederick Carter • Nova Scotia: Charles Tupper, Adams Archibald; Joseph Howe • Prince Edward Island: William Henry Pope, George Coles • Québec: Sir George-Étienne Cartier, Sir Alexander Tilloch Galt, Thomas d'Arcy McGee • Ontario: Sir John A. Macdonald, *George Brown; Sir Alexander Campbell <p>TIP: To add other individuals to this list as needed, consult the National Library of Canada website: Canadian Confederation, People.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.4.4 m BLM: Identity Card: The Confederation Debates</p> <p>5.4.4 n BLM: What They Said</p>
		<p>Apply</p> <p>Using their completed Identity Cards (see Acquiring Strategy above), students randomly draw one Identity Card describing key individuals involved in the Confederation debates. Students prepare a position statement representing the views of their selected person in order to engage in a role play of a Confederation debate.</p> <p>TIP: It would be preferable to have half the class engage in the discussion at one time, while the other half observes. Establish with the class the procedures to be followed prior to beginning the discussion, allowing time for each person to make a short statement, as well as time for open discussion. The observing students may be given the task of evaluating their peers' representation of the important points. Allow time for debriefing after each group completes the simulation.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>_____ or _____</p>		
<p>Teacher Reflections</p>		

5.4.4 Negotiating Confederation

Assessment	Outcomes	Strategies
 	KH-041 KH-042 VH-010	Apply <i>(continued)</i> Students create a political cartoon representing one important aspect or event of Confederation. They post their cartoons and circulate to view and respond to them.
		or
 	KH-041 KH-042 VH-010	Students read and discuss a short text regarding the origins of the name of Canada, writing a reflective response in their journals about the historical origins and significance of the name of our country.
		 BLM: Canada, the Country (2 pages)
 	KL-022 KH-041 KH-042 VH-010	Collaborative groups of students create a historical newspaper for a date of their choice during the Confederation period. Newspapers should include headline reports, editorials, maps, interviews with key personalities, and letters to the editor. Students plan the main articles and photos to be included in their paper, sharing the writing and page layout tasks.
		<i>(continued)</i>
Teacher Reflections		or

5.4.4 Negotiating Confederation

Assessment	Outcomes	Strategies	
	KH-041 KH-042 VH-010	<p>Apply <i>(continued)</i></p> <p>Collaborative groups of students develop an imaginary but realistic agenda for the delegates' meetings in Charlottetown, Québec or London, including both business and social activities for the period of the conference. (Note that one of the major social events of the London Conference was the marriage of John A. Macdonald and Agnes Bernard on February 16, 1867.)</p> <p>The itinerary should specify the meeting hours and purposes, allowing for reasonable free time for the delegates. It must also provide occasions to develop camaraderie and a sense of a common goal among the delegates. Students present their agendas to other groups, discussing what these occasions may have been like.</p>	
		<p>— or —</p>	
			KH-041 KH-042 VH-010
<p>— or —</p>		KL-022 KH-041 KH-042 VH-010	<p>Using graphics software, students create a flow chart illustrating the progress of the Confederation negotiations, showing the decisions made at various points along the way, and indicating which province did or did not join Confederation at that time, and the reasons why or why not.</p> <p>TIP: Encourage students to consult a map as they carry out this activity, and to consider the influence of geography on the decisions of the respective provinces. For example, Nova Scotia and New Brunswick more or less had to agree or disagree together because of their geographic locations and proximity to each other; they were also most likely to be afraid of United States expansion, and would receive the greatest benefits from an intercolonial railway. The maritime locations of Prince Edward Island and Newfoundland made them more isolated and was reason for different concerns.</p>
<p>Teacher Reflections</p>			



Learning Experience: 5.4.5 Citizenship Then and Now

KC-001	Give examples of the responsibilities and rights of citizens of Canada in 1867.
KC-002	Identify differences in citizenship rights for various groups in 1867. <i>Include: First Nations, French, British, women.</i>
KC-003	Compare what it meant to be a citizen of Canada in 1867 to what it means today.
KI-012	Describe how European views of First Peoples changed from 1763 to 1867. <i>Examples: First Peoples regarded as dependents and inferiors rather than allies and equals...</i>
VC-001	Respect the rights, opinions, and perspectives of others.
VC-002	Be willing to contribute to their groups and communities.

Description of the Learning Experience

Citizenship, as full and equal participation in Canadian society, has changed and continues to change over the course of history.

Students compare the responsibilities, rights, and privileges of citizenship in Canada's past to citizenship today, considering the perspectives of diverse groups in Canada. They explore examples of how they can support active democratic citizenship in their lives.

Vocabulary: citizenship, subjects (in a monarchy), responsibilities, rights, equality (See Appendix D for Vocabulary Strategies.)

Note to Teachers: In this document the expression *rights and responsibilities* has deliberately been reordered to read *responsibilities and rights*. This has been done for several reasons:

- Firstly, to emphasize that human rights within a particular society or polity can only be meaningful and powerful if there is a social contract which promotes an understanding of the principles of reciprocity and inclusion, and there is a willingness for all individuals to comply with both the spirit and intent of human rights legislation. Human rights legislation and protections become powerful when all members of a society collectively accept the responsibility to implement rights, and behave in ways that are informed by an awareness of the universality of human rights.
- Secondly, the application of human rights in every day life, within organizations and the political/legal system is a complex process that often requires a balancing of the rights of different groups. Often, there is a need to balance the rights of one individual with those of other individuals, or of individual rights with group rights, or the rights of a particular group with other groups. It is important, therefore, to consider the rights of an individual or a particular group with the countervailing rights of other individuals and/or groups. For example, an individual's right to free speech and freedom of expression may need to be restrained when the speech or expression impinges on the rights of other individuals to be protected from racial discrimination and harassment.
- Lastly, the change in word order is intended to place more emphasis on the idea of human rights as being an essential part of responsible citizenship. Every member within a democratic society has an individual and a collective responsibility to interact and behave towards others in ways that demonstrate understanding and commitment to the protection of human rights for every member of that society. All too often there is a tendency, particularly in adolescents living in a litigious society, to consider human rights from an egocentric or self-centred perspective (that is, as a personal entitlement rather than a concern for the well-being of all citizens). Numerous examples exist in every day life and in the courts where individuals demand that their rights be recognized, while at the same time that they are unwilling to respect and protect the rights of other individuals or groups. Human rights exist to protect individual rights; however they exist within a social context and have the attendant responsibility of considering and protecting the rights of others.

5.4.5 Citizenship Then and Now

Assessment	Outcomes	Strategies
	KC-001 KC-002 KC-003 KI-012 VC-001 VC-002	<p>Activate</p> <p>Students review key topics in Canadian history studied over the course of this year. Using Think-Pair-Share, students reflect on the ideas and discuss significant events and relationships.</p> <p>NOTE: This Learning Experience is a means of wrapping up the essential understandings that the students have developed in their study of Canadian history throughout the year. It is assumed that students will be better able to explore the concept of citizenship and its changing characteristics once they have acquired a foundation of what has happened to shape Canada and its people through the past. However, reflecting on citizenship and on connections between the past and present remains an important part of the study of history throughout the year, and not just as a concluding experience. Teachers may choose to integrate these learning outcomes with previous Learning Experiences and focus on one culminating activity as a means of helping students to synthesize what they have learned.</p> <p>5.4.5 a BLM: Essential Lessons in Canadian History</p>
	KC-001 KC-002 KC-003 KI-012 VC-001 VC-002	<p>Collaborative groups of students brainstorm responsibilities and rights important to citizens in a democratic society. Each group prioritizes their list and presents it to the class. Students identify similarities and create a single list of citizenship responsibilities and rights in Canada. Students discuss examples of events in early Canadian history where groups of people have been excluded from having the rights of citizenship, as well as examples of events where the principles of democratic citizenship have been respected.</p> <p>It may be useful to use the model of the classroom or school to review the relationship between responsibilities and rights. Note that students were introduced to the concepts of citizenship, responsibilities, and rights in Grade 3; in Grade 4 they were introduced to the concept of democratic ideals (i.e., equality, freedom and citizen participation in government).</p> <p style="text-align: right;"><i>(continued)</i></p>
or		
Teacher Reflections		

5.4.5 Citizenship Then and Now

Assessment	Outcomes	Strategies
	KC-001 KC-002 KC-003 KI-012 VC-001 VC-002	Activate <i>(continued)</i> Students brainstorm rights and privileges they enjoy today as citizens of Canada. Students discuss examples from the past where these rights and privileges were not available to all the people of Canada.
		— or —
	KC-001 KC-002 KC-003 KI-012 VC-001 VC-002	Students view a video about Confederation in 1867 and discuss the aspirations it represented to many Canadians at that time, and how these aspirations may compare to those of Canadian citizens today. TIP: Consider using these videos: CBC Canada, A People’s History, Episode 8 Segment “The People of British North America” (demographic survey of pre-Confederation Canada) Closing segment “July 1, 1867” (The Celebrations of a New Nation)
	KC-001 KC-002 KC-003 KI-012 VC-001 VC-002	Acquire Students list issues important to most citizens in Canada in 1867 and those important to most citizens today. Students compare the issues and identify concerns that are consistent for both groups, as well as issues that have changed. Students discuss reasons why issues may have changed. TIP: Encourage students to bring in newspaper clippings and headlines as well as letters to the editor, and discuss these with the class at the beginning of each social studies period. You may wish to create a bulletin board display of citizenship issues and concerns, or have students create individual annotated scrapbooks on the topic.
		<i>(continued)</i>
Teacher Reflections		— or —

5.4.5 Citizenship Then and Now

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
	KC-001 KC-002 KC-003 VC-001	<p>Collaborative groups of students describe and explain what they consider to be meant by the phrase “active democratic citizenship”. Students brainstorm historical and contemporary examples of people whose actions, decisions, and values have demonstrated active democratic citizenship, and discuss similarities and differences in ideas of citizenship in Canada over time.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p>5.4.5 b BLM: Active Democratic Citizens</p>
or		
	KC-001 KC-002 KC-003 KI-012	<p>Using a chart, students compare the basic responsibilities and rights of citizenship in Canada in 1867 as compared to those of citizenship today.</p> <p>5.4.5 c BLM: Citizenship Then and Now</p>
or		
	KC-001 KC-002 KC-003 VC-001	<p>Collaborative groups of students read an excerpt from a historic speech by John A. Macdonald related to citizenship and loyalty in Canada. Students paraphrase the key ideas of Macdonald’s speech, and create a modern version using the same main ideas. Students present their speeches and discuss the differences and similarities regarding the responsibilities of citizenship in the past and citizenship today.</p> <p>5.4.5 d BLM: Loyal Subjects (2 pages)</p>
<i>(continued)</i>		
or		
Teacher Reflections		

5.4.5 Citizenship Then and Now

Assessment	Outcomes	Strategies
 	KC-001 KC-002 KC-003 KI-012 VC-001 VC-002	<p>Acquire <i>(continued)</i></p> <p>Collaborative groups of students prepare and conduct a survey of Canadians' attitudes toward government (e.g., relatives, neighbours, students in other grades, staff members...). Students analyze the results to determine whether Canadians' attitudes toward government have changed since the time of Confederation.</p> <p> BLM: A Citizenship Survey (2 pages)</p>
		or
		<p>Using print and electronic resources, students research ways in which the values, responsibilities, and rights of citizenship in Canada have changed over time.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Responsibilities and Rights of Citizens</p>
or		
 	KC-002 KI-012 VC-001	<p>Collaborative groups of students research the treaties of the pre-Confederation period. Students speculate why they are known as the Peace and Friendship Treaties and identify reasons why the creation of a new Confederation (or "Dominion"), may have had a negative effect on the relationship between First Peoples and Europeans.</p> <p>NOTE: Students may collect newspaper articles that present contemporary examples of how First Peoples are reclaiming self-determination and traditional lands. Encourage students to highlight examples from their study of pre-Confederation history, such as fur-trading partnerships, agreements for shared access to land and resources, peace treaties, military alliances, and laws to protect traditional territories such as the Royal Proclamation of 1763. Students will be considering the process and terms of treaty-making after Confederation in greater detail in Grade 6. The focus here is on changing views of First Peoples from early European exploration to Confederation.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Changing Views of First Peoples</p>
		or
		<p><i>(continued)</i></p>
<p>Teacher Reflections</p>		

5.4.5 Citizenship Then and Now

Assessment	Outcomes	Strategies
	KC-001 KC-002 KC-003 KI-012	<p>Acquire <i>(continued)</i></p> <p>Using print and electronic resources, students research historical milestones in order to create a timeline of the major changes in citizenship rights between 1867 and today (e.g., women obtain the right to vote in Canada (1918); Canadians become Canadian citizens rather than British subjects (1947); Aboriginal people obtain unrestricted right to vote (1960); racial discrimination removed from immigration policies (1962)...).</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		<p>Apply</p> <p>Students assume the role of an individual living in Canada prior to Confederation who did not have full citizenship rights (e.g., First Nations, Inuit, and Métis peoples, women, Acadians during early British rule, French Canadians...). Students create a poster to convince the British and Canadian government officials to recognize injustices and to make appropriate changes.</p>
or		
	KC-001 KC-002 KC-003 KI-012 VC-001 VC-002	<p>Students write two letters to the editor: one about an important citizenship issue in 1867, the other about an important citizenship issue in the present. Students share letters with each other and discuss how citizenship issues have changed in Canada over time.</p>
		<p>Apply</p> <p>Students write two letters to the editor: one about an important citizenship issue in 1867, the other about an important citizenship issue in the present. Students share letters with each other and discuss how citizenship issues have changed in Canada over time.</p>
or		
	KC-001 KC-003	<p>Collaborative groups of students review the Canadian Citizenship and Immigration citizenship test and design a test as it may have appeared in 1867. Students administer the test to peers and discuss ways in which it differs from contemporary citizenship tests.</p> <p>TIP: A copy of the Canadian Citizenship and Immigration Citizenship test is available at the Government of Canada website.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: right;"><i>(continued)</i></p>
or		
<p>Teacher Reflections</p>		

5.4.5 Citizenship Then and Now

Assessment	Outcomes	Strategies
 	KC-002 KC-003 KI-012 VC-001	<p>Apply <i>(continued)</i></p> <p>Students complete a Concept Frame describing the conditions necessary for individuals to be treated as equals, beginning with a reflection based on personal experience (e.g., I am treated as an equal when someone asks me my opinion and listens to it, whether or not they agree; when I have a say about decisions that affect me personally; when I have freedom to make my own decisions within certain guidelines or responsibilities...). Students develop a description of the conditions that are essential to equality and freedom, and consider historical examples of views of First Peoples that have supported or denied these rights.</p> <p>NOTE: The same activity may be done using historical examples of women, French-Canadians, Acadians, immigrants of non-European origins.</p> <p>5.4.5 h BLM: Equals and Allies, Free and Independent (2 pages)</p> <hr/> <p style="text-align: center;">or</p>
	KC-001 KC-002 KC-003 KI-012 VC-001 VC-002	<p>Using the criterion, “events that had the most ongoing impact on citizenship for all cultural groups in Canada”, collaborative groups of students select their Top Five Events in Canadian history to 1867. Groups present their top five to the class, justifying their choices with reasons that relate to citizenship (i.e., not in the narrow legal sense, but in the sense of full membership and participation in democratic society).</p> <hr/> <p style="text-align: center;">or</p>
 	KC-003 VC-001 VC-002	<p>Collaborative groups of students create a poster illustrating the concept of active democratic citizenship and concrete examples of actions they can take that exemplify the characteristics of active democratic citizens. Students share examples with each other and discuss the effects of the actions.</p> <p>5.4.5 i BLM: What We Can Do</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p style="text-align: center;">or</p>
<p>Teacher Reflections</p>		

5.4.5 Citizenship Then and Now

Assessment	Outcomes	Strategies
	KC-003 VC-001 VC-002	Apply <i>(continued)</i> Collaborative groups of students develop a class action plan for improving democratic participation in the classroom, focusing on respect for the rights, opinions, and perspectives of others, and encouraging the active participation of all members in the class and school community. Groups prepare their plan in a format of their choice and share it with the class. The class as a whole determines which elements of each plan presented they will put into action.
		or
	KC-003 VC-001 VC-002	Students write a personal reflection and self-evaluation in response to the following prompts: <ul style="list-style-type: none"> • What do I do to contribute to the groups and communities to which I belong? • What do I do to demonstrate respect for the rights, opinions, and perspectives of others?
		or
	KC-001 KC-002 KC-003 KI-012	Students write and present a persuasive speech designed to convince the class that a particular historical individual is the most important citizen of Canadian history up until 1867. Following the speeches, students may wish to propose a vote or post a Citizenship Who's Who List.
<p>Teacher Reflections</p>		

Cluster 4—Connecting and Reflecting

Using their “From British Colony to Confederation (1763 to 1867)” portfolio, students reflect on life in Canada from 1763 to 1867 and explain how they will demonstrate respect for the rights, opinions, and perspectives of diverse cultures.



5.4.5 BLM: From British Colony to Confederation (1763 to 1867)—Connecting and Reflecting

Teacher Reflections