

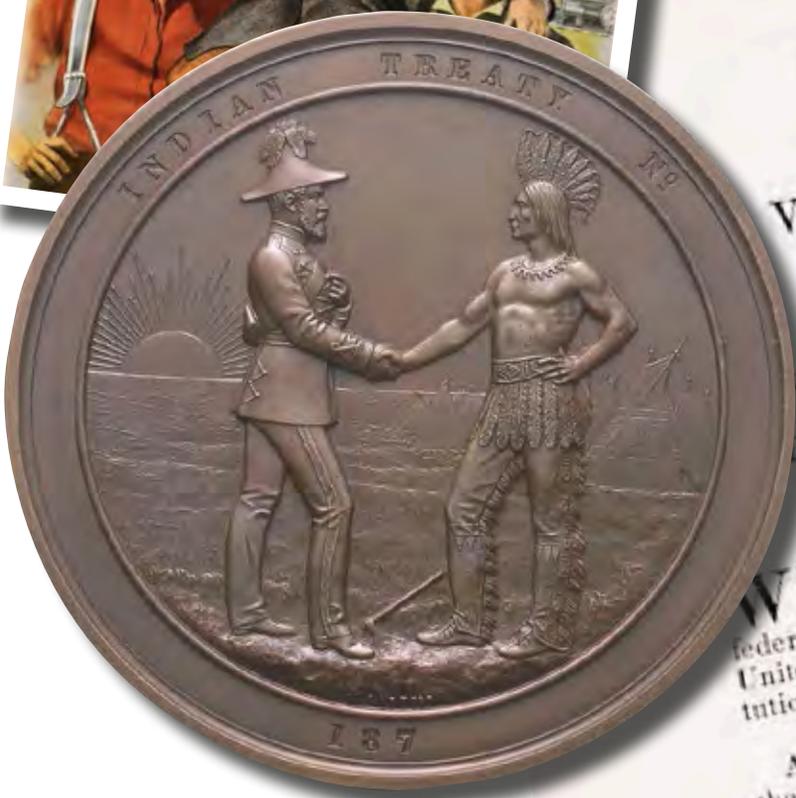


GRADE
11

2
CLUSTER

History of Canada

British North America (1763–1867)



Cluster 2 Overview



British North America (1763–1867)

11.2.1

How did British colonial rule change during this period, and what was its impact on life in North America?



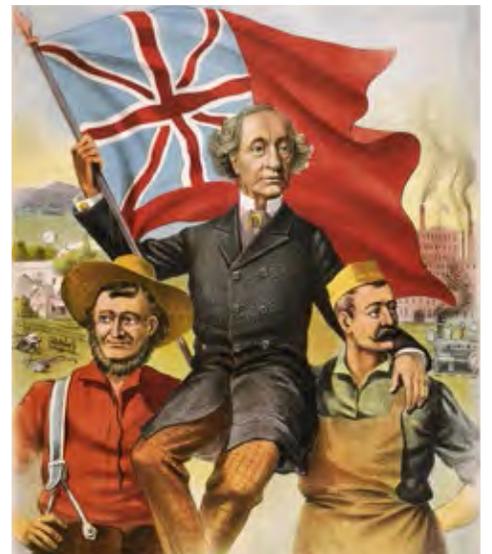
11.2.2

How did the fur trade, European settlement, and the rise of the Métis nation transform life for the peoples of the Northwest?



11.2.3

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



EQ 11.2.1



Essential Question 11.2.1

How did British colonial rule change during this period, and what was its impact on life in North America?

Historical Thinking Concepts

- HS** Establish historical significance
- E** Use primary source evidence
- C&C** Identify continuity and change
- C→C** Analyze cause and consequence
- HP** Take historical perspectives
- ED** Understand the ethical dimensions of history



Description of the Learning Experience

Students develop an understanding of the challenges faced by the British in governing their newly acquired colony of Québec and of how the British met these challenges. Students acquire knowledge of the development of responsible government and British North America’s relationship with the newly independent United States. They also explore the everyday life of people and examine economic development in British North America.

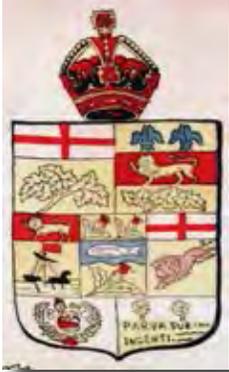
Learning and Assessment Focus

Students will apply historical thinking concepts and engage in inquiry on selected historical content as they focus on the following enduring understandings.

Enduring Understandings

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

EQ 11.2.1

**Historical Background**

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

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

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

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

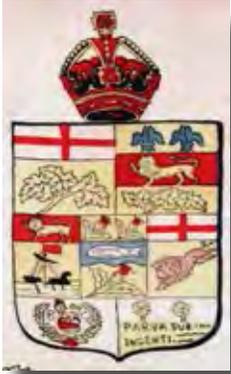
Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Governing the peoples of British North America

- Challenges of governing Québec: the Royal Proclamation (1763); *Quebec Act* (1774)
- Territorial disputes with First Nations: Pontiac's Resistance (1763)
- Arrival and impact of Loyalists following 1776 (Note: See topic 2 below.)

EQ 11.2.1



- Further challenges of governing Québec: *The Constitutional Act* (1791); *Act of Union* (1840) and Lord Durham's Report
- The Great Migration (1815–1850)
- *Gradual Civilization Act* (1857)
(Note: See suggestion at end of item #3 below.)

2. The United States of America

- The American War of Independence (1776–1783) and its impact on Canada
- Arrival and impact of United Empire Loyalists (include Black Loyalists and First Nations Loyalists)
- Jay's Treaty (1794)
- The War of 1812, role of First Nations as allies of Britain (Tecumseh), Treaty of Ghent (1814)
- Anglo-American Convention of 1818 (49th parallel boundary agreement) and subsequent border disputes (e.g., Ashburton Treaty, Oregon Treaty . . .)
- Ongoing issues in Canada–U.S. relations (e.g., Annexation Manifesto of 1849, Reciprocity Agreement of 1854, Fenian Raids, fear of U.S. attack)
- American Civil War (1861–1865) and its impact on Canada (e.g., Black immigration to Canada)

3. Towards responsible government

- Issues related to responsible government: oligarchies, Chateau Clique in Lower Canada; Family Compact in Upper Canada; reform leaders Papineau and Mackenzie respectively; Joseph Howe in Nova Scotia
- Rebellions of 1837–1838 in Upper and Lower Canada
- The Baldwin-Lafontaine coalition (1842)
- Responsible government in united Province of Canada and in Nova Scotia; Rebellion Losses Bill (1849)
(Note: Include elements of social and economic history from various perspectives throughout the learning experience [e.g., home, work, family, role of women, education, religion, arts, the Industrial Revolution, agriculture, construction and impact of canals and railways].)

EQ 11.2.1

**NOTE**

See “Planning for Teaching and Learning” on page II-46

**Learning Resources**

- *Early Canadiana Online*
This site, which requires a subscription for access, includes a collection of the acts passed in the Great Britain parliament that were related to Canada.
www.canadiana.org/view/42695/0030
- *The Royal Proclamation, 1763*
This site, which requires a subscription for access, includes the proclamation that outlined the future government of Quebec.
www.canadiana.ca/citm/_textpops/constitution/doc28_e.html
- *The Quebec Act, 1774*
This site includes original text from the *Quebec Act*, which was an act of the Parliament of Great Britain that established the procedures of governance in Quebec.
www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=f1AR Tf0010013
Images of the Battle of Quebec (Secondary Sources)
- *View of the Taking of Quebec, September 13, 1759 (artist unknown, 1797)*
This painting gives a narrative of the entire Battle of Quebec in 1759, which can be used to help students visualize the setting.
<http://historicalthinking.ca/sites/default/files/ATT%206%20View%20of%20the%20Taking%20of%20Quebec%20-%20painting.jpg>
- *The Death of Wolfe (Benjamin West, 1770)*
This is a 1770 painting by Benjamin West that depicts the death of British General James Wolfe during the 1759 Battle of Quebec. This painting can be used to help students visualize the setting.
<http://historicalthinking.ca/sites/default/files/ATT%202%20Death%20of%20Wolfe.jpg>
- *Jay’s Treaty, 1794*
This site includes the text of the treaty between Great Britain and the United States, which was signed in London on November 19th, 1794.
http://avalon.law.yale.edu/18th_century/jay.asp

EQ 11.2.1



- *The Historica-Dominion Institute: War of 1812 Educational Portal*
This site includes resources dealing with the War of 1812, including Heritage Minute videos, classroom resources, a timeline, and supplements to the Historica print guide series.
www.historica-dominion.ca/1812
- *The Historical Thinking Project: The War of 1812*
This site includes a variety of useful lessons dealing with the War of 1812.
<http://historicalthinking.ca/war1812>
- *University of Victoria: Durham Report, 1839 extracts*
This site includes excerpts from Lord Durham's 1839 report, advocating responsible government for Upper and Lower Canada, as published in *Canadian History in Documents, 1763-1996*.
<http://web2.uvcs.uvic.ca/courses/lawdemo/webread/durham.htm>
- *Canada in the Making: Constitutional History*
This site "deals with the period after the rebellions in 1837 and 1838. In the decade that followed, responsible government gradually came closer into being, until, at last, it became a reality in 1848."
www.canadiana.ca/citm/themes/constitution/constitution11_e.html

EQ 11.2.1

NOTES

11.2.1

Essential Question

- How did British colonial rule change during this period, and what was its impact on life in North America?

**Core Concept:
Citizenship**

Enduring Understandings

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

Historical Thinking Concepts and Skills

Historical Content Focus

Student Tasks to Demonstrate Learning

Assessment of learning

Assessment as, for learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- [Early Canadiana Online](#)
- [The Royal Proclamation, 1763](#)
- [The Quebec Act, 1774](#)
- [View of the Taking of Quebec, September 13, 1759 \(artist unknown, 1797\)](#)
- [The Death of Wolfe \(Benjamin West, 1770\)](#)
- [The Jay Treaty, 1794](#)
- [The Historica-Dominion Institute: War of 1812 Educational Portal](#)
- [The Historical Thinking Project: The War of 1812](#)
- [University of Victoria: Durham Report, 1839 extracts](#)
- [Canada in the Making: Constitutional History](#)

EQ 11.2.2



Essential Question 11.2.2

How did the fur trade, European settlement, and the rise of the Métis nation transform life for the peoples of the Northwest?

Historical Thinking Concepts

- HS** Establish historical significance
- E** Use primary source evidence
- C&C** Identify continuity and change
- C→C** Analyze cause and consequence
- HP** Take historical perspectives
- ED** Understand the ethical dimensions of history



Description of the Learning Experience

Students explore changes occurring in Western Canada with the creation of Rupert’s Land, the expansion of the fur trade, and the rise of the Métis nation. They investigate rivalries between the Hudson’s Bay Company and the North West Company, including the competition that existed between the two companies for First Nations’ support. Students examine the Métis way of life, the buffalo hunt, and the creation of the Selkirk (Red River) settlement.

Learning and Assessment Focus

Students will apply historical thinking concepts and engage in inquiry on selected historical content as they focus on the following enduring understandings.

Enduring Understandings

- First Nations, Métis, and Inuit peoples have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.
- Canada’s history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.

EQ 11.2.2

**Historical Background**

During the period of the existence of British North America (1763–1867), the Northwest was largely the preserve of First Nations and Métis in the West and Inuit in the far North. Until 1869, when the Hudson’s Bay Company sold Rupert’s Land to Canada, Britain was largely content to allow the HBC to govern Western Canada. The company’s main interest was the fur trade, and the only settlements of any note were those created by Lord Selkirk and the Métis after 1812. The Métis and First Nations lived as independent peoples running their own affairs, although during this period the population of the First Nations declined drastically due to their vulnerability to European diseases. Events elsewhere in North America and the impact of the fur trade also led to some shifts of territory among various First Nations.

Hudson’s Bay Company and the North West Company struggled for control of the fur trade until their merger in 1821. This competition, along with the establishment of the Selkirk settlement at Red River and the threat of American expansion, combined to give the British government a more direct interest in the West. The Hind and Palliser expeditions reported that parts of the West—in particular, the Red River and North Saskatchewan River valleys—were suitable for agriculture, thereby increasing outside interest in the region. A gold rush brought attention to the Pacific Northwest when in 1846, following an agreement between Britain and the United States, the international border along the 49th parallel was extended to the Pacific Ocean. Vancouver Island and British Columbia were united into a single British colony in 1866. When Canada was created as a self-governing Dominion in 1867, one of its first actions was to take possession of the West, which it regarded as a valuable source of raw materials and agriculture, a potential market for its goods, a place for immigrants to settle, and a means of creating a larger Canada stretching from the Atlantic to the Pacific.

The Canadian government viewed the Indigenous inhabitants of the West as impediments to Canadian expansion. First Nations were aware of the Robinson Superior and Huron Treaties negotiated in 1850, and demanded similar agreements with Canada. The Métis viewed Canadian expansion with mounting apprehension, perhaps due to the agitations of the Canadian Party, whose members had been active in Red River for a decade. Both the Métis and First Nations would attempt to ensure their survival in the face of an uncertain future: the Métis through organized resistance, and First Nations through the negotiations of the numbered treaties.

EQ 11.2.2

**Historical Content**

Select topics from the following list of suggested historical content to guide student inquiry:

1. Fur trade and settlement rivalries

- Brief review of the western fur trade (e.g., Hudson's Bay Company, voyageurs, Montreal traders, relations with First Nations) (Refer back to EQ 11.1.3.)
- Creation and operation of North West Company in Montreal (1783)
- Rivalry and conflict between HBC and NWC (e.g., trade routes, conflict with settlers, merger in 1821)
- Selkirk and Red River settlement (1812); relations with First Nations, HBC, NWC, and the Métis

2. The Métis nation

- Birth of the Métis Nation, role in the fur trade, Métis settlement along the Red and Assiniboine rivers
- Way of life, buffalo hunt, lands, language, religion, role of women
- Pemmican proclamation, 1814; Seven Oaks incident (1816) (e.g., Cuthbert Grant, Métis Leader; Robert Semple, HBC Territorial Governor)
- Métis reaction to the Selkirk Settlement
- The end of HBC monopoly (Pierre Guillaume Sayer trial [1849]; Métis opposition to HBC monopoly of trade)
- Decline of the fur trade and buffalo hunt and impact on traditional way of life (Note: Refer to EQ 11.3.1.)

3. Towards the Pacific coast

(Note: This should be a brief treatment of key developments leading to British Columbia's entry into Confederation.)

- Westward explorations (e.g., Mackenzie [1793]; Vancouver [1792–94]; Thompson [1792, 1811]; Fraser [1808])
- Palliser and Hind expeditions (1857) (agricultural potential of the Prairies)
- Oregon issue (1846) establishes Canada-U.S. border in far west (Note: See EQ 11.2.1.)
- British colonies and role of HBC on Pacific coast
- Gold Rush and impact (Fraser River [1858]; Cariboo [1860])
- Dispossession of First Nations

EQ 11.2.2



NOTE

See “Planning for Teaching and Learning” on page II-46



Learning Resources

- *Manitoba Government: A History of the Legislative Assembly of Assiniboia*
This site links directly to a PDF of the document *A History of the Legislative Assembly of Assiniboia* by Norma Hall, Clifford P. Hall, and Erin Verrier.
www.gov.mb.ca/ana/pdf/mbmetispolicy/laa_en.pdf
- *Pemmican Proclamation, 1816, extract*
This site, which requires a subscription for access, includes the document *The Remarkable History of the Hudson’s Bay Company* by George Bryce, which includes an extract of the Pemmican Proclamation of 1816.
www.canadiana.org/ECO/PageView/30050/0267

11.2.2

Essential Question

- How did the fur trade, European settlement, and the rise of the Métis nation transform life for the peoples of the Northwest?

Core Concept:
Citizenship

Enduring Understandings

- First Nations, Métis, and Inuit peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions.
- The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from autonomous co-existence to colonialism to the present stage of renegotiation and renewal.
- Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.

Historical Thinking Concepts and Skills

Historical Content Focus

Student Tasks to Demonstrate Learning

Assessment of learning

Assessment as, for learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *Manitoba Government: A History of the Legislative Assembly of Assiniboia*
- *Pemmican Proclamation, 1816, extract*

EQ 11.2.3



Essential Question 11.2.3

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

Historical Thinking Concepts

- HS** Establish historical significance
- E** Use primary source evidence
- C&C** Identify continuity and change
- C→C** Analyze cause and consequence
- HP** Take historical perspectives
- ED** Understand the ethical dimensions of history



Description of the Learning Experience

Students examine the political, economic, and security challenges faced by the British colonies in North America. Students explore the possible solutions to these challenges, including some proposed by Britain and others proposed by the colonies. Students also investigate factors favouring a confederation of colonies, the passage of the *British North America Act*, and the creation of the Dominion of Canada.

Learning and Assessment Focus

Students will apply historical thinking concepts and engage in inquiry on selected historical content as they focus on the following enduring understandings.

Enduring Understandings

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

EQ 11.2.3

Historical Background

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

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

Historical Content

Select topics from the following list of suggested historical content to guide student inquiry:

1. Challenges facing British North America

- The issue of representation by population in the Canadas (Canada East and Canada West)
- Political deadlock in the Canadas; French-English tensions and consequences of the Act of Union (Note: Refer to EQ 11.2.1.)
- Economic challenges (e.g., construction of railroads and canals, need for investment)
- Territorial and trade challenges from the United States: end of reciprocity (1866); Civil War tensions; manifest destiny and U.S. expansionism, Fenian raids
- British support for Confederation; reduction in colonial and military defence costs in North America and maintenance of good relations with the United States

EQ 11.2.3



2. Seeking political solutions

- The “Great Coalition” (1864) of Brown, Macdonald, and Cartier
- The movement for Maritime union
- The Charlottetown Conference (1864)
- The Quebec Conference (1864) and the 72 Resolutions (negotiation of federal-provincial responsibilities)
- Reasons to support and oppose Confederation in each of the colonies (Canada East, Canada West, Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland)

3. Making Confederation a reality

- The London Conference (1866–1867), participating colonies (Canada East, Canada West, Nova Scotia, and New Brunswick)
- Ratification of federal-provincial powers
- Enactment of the *British North America Act*, and proclamation of the Dominion of Canada on July 1, 1867
- Major features of Canadian federalism (e.g., British Parliamentary system; monarchy, role of Governor General, division of federal-provincial powers)

NOTE

See “Planning for Teaching and Learning” on page II-46

**Learning Resources**

- *The Union Act*
This Quebec history site features a reading about the *Union Act* (1840-41), written by Claude Belanger of the Department of History at Marianopolis College (2000).
<http://faculty.marianopolis.edu/c.belanger/QuebecHistory/readings/1840.htm>
- *The 72 Quebec Resolutions*
This Canadian history site by Library and Archives Canada includes the 72 Quebec Resolutions of October 1864.
www.collectionscanada.gc.ca/confederation/023001-7104-e.html
- *The British North America Act, 1867*
This site includes the full text of the *British North America Act* of 1867.
http://en.wikipedia.org/wiki/British_North_America_Acts

EQ 11.2.3



- *Library and Archives Canada: Canadian Confederation*
This Library and Archives Canada site “tells the story of how Canada came to be, from the original four provinces in 1867 to the present. Historical essays showcase documents, articles, and photographs of the people, places, and events that have shaped our country.”
www.collectionscanada.gc.ca/confederation/index-e.html
- *Library and Archives Canada: Confederation Political Cartoons*
This Library and Archives Canada site focuses on the vital role of political cartoons in the progress of Confederation in British North America.
www.collectionscanada.gc.ca/confederation/023001-6000-e.html
- *Quebec and Confederation: The Scheme of Confederation*
This Quebec history site includes the 1864 *Montreal Gazette* article “The Scheme of Confederation.”
<http://faculty.marianopolis.edu/c.belanger/quebechistory/docs/SchemeofConfederation.html>

11.2.3

Essential Question

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

**Core Concept:
Citizenship**

Enduring Understandings

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

Historical Thinking Concepts and Skills

Historical Content Focus

Student Tasks to Demonstrate Learning

Assessment of learning

Assessment as, for learning

Learning and Assessment Strategies

Activate

Acquire

Apply

Learning Resources (including primary source evidence)

- *The Union Act*
- *The 72 Quebec Resolutions*
- *The British North America Act, 1867*
- *Library and Archives Canada: Canadian Confederation*
- *Library and Archives Canada: Confederation Political Cartoons*
- *Quebec and Confederation: The Scheme of Confederation*

