**SOCIAL STUDIES 7 UNIT 4B NOTES Response to Rebellions and the Road to Confederation Name \_\_\_\_\_\_\_\_\_\_\_\_**

1. **What is RESPONSIBLE GOVERNMENT? (see glossary, red textbook)**

**Do Upper and Lower Canada, New Brunswick, Nova Scotia, P.E.I, and NFLD have responsible government at the time of the rebellions?**

1. **Britain’s response to the rebellions. (Blue Textbook, pp.222-233)**

Lord Durham and the Durham Report:

**The United Province of Canada 1841**

**Though Lord Durham recommended it, Britain still did not allow Canada to have RESPONSIBLE GOVERNMENT!**

1. **How responsible government came about.**

Two **reformers**, one from Upper Canada and one from Lower Canada, worked together to make it happen.

1. **A new capital city for Canada**

Queen Victoria chose Bytown (later renamed **Ottawa**) in **1857**.



**SOCIAL STUDIES 7 UNIT 4B CONFEDERATION: Research, Critical Challenge, Video Information**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Write your research information on the bottom half of this page or on the attached loose leaf sheet.**

What is **CONFEDERATION**?

I Netbook Research. Go to Confederation for Kids website. www.collectionscanada.gc.ca/confederation/kids/index-e.html

* 1. Read the Introduction page (first page).
  2. Read the pages on How Canada Was Formed. Make note of any information in these pages that you did **not** know.
  3. Go to the Provinces page, and click on the province or territory you will be writing an assembly speech for. On your attached sheet of loose leaf, write down reasons your province joined confederation and when. If stated, you must also record any reasons your province did not want to join initially.
  4. On your province page, look at the before and after confederation maps of Canada.
  5. Go to the People page. Read about both people listed for your province, and write down their names on your attached sheet.

How did Confederation come about?

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| Reasons for considering Confederation |

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| --- |
| Confederation Proposal – 4 Parts |

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| **Charlottetown** Meeting  September 1864 |

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| **Quebec** Meeting  October 1864 |

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| --- |
| Voting in 6 provinces |

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| **London** Conference  December 1866 – March 1867 |

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| **CONFEDERATION**  **JULY 1, 1867** |

**UNIT 4B CRITICAL CHALLENGE ASSIGNMENT**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_**My Province \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pro(Yes) Con (No)

**Critical Challenge:** Should my province join Confederation (become part of the new unified nation of Canada)? Would joining benefit us or bebad for us?

**Task**

1. Read blue text, ch. 8, pp. 235-267 (skip p. 236, do not read “Respond” boxes).
2. Write a speech in support of, **or** opposing, Confederation. Imagine you are an elected Assembly member, and you want to persuade your government to accept or reject it. You must use all the information you can find from your notes, from the Confederation for Kids website, and from the textbook resources listed below. Make your speech as persuasive and eloquent as possible – remember, you really want your Assembly to listen and vote your way!

**Confederation Speech Textbook Resources**

|  |  |  |
| --- | --- | --- |
| Province | Red Text | Blue Text |
| Ontario | 181 | 240, 243-245 |
| Quebec | 181 | 241, 243-245 |
| Nova Scotia | 182, 185, 188 | 242-245, 252 |
| New Brunswick | 182, 184, 186-187 | 242-245, 252 |
| Prince Edward Island | 182-183, 185, 208-209 | 242-245, 252, 263-264 |
| Newfoundland | 183, 185 | 242-245, 252 ,265-267 |
| British Columbia | 205-207 | 260-262 |

Those who are willing to present their speech in class may earn up to 4 bonus points.

SEE RUBRIC ON REVERSE. PLEASE HAND THIS SHEET IN WITH YOUR SPEECH.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Speech Rubric | Powerful 4 | Proficient 3 | Passing 2 | Pathetic 1 |  |
| **Position Sentence** | Position is clearly stated and consistently maintained. Clear references to the issue are stated. | Position is clearly stated and consistently maintained. References to the issue are missing. | Position is stated, but is not maintained consistently throughout paragraph. | Statement of position not stated and/or cannot be determined. | X 1 = |
| **Supporting information** | Evidence clearly supports the position. Three or more excellent reasons are stated. Opposing argument is anticipated and dealt with thoroughly. | Evidence clearly supports the position. Three or more reasons are stated, but arguments are somewhat weak in places. Opposing argument is acknowledged and dealt with briefly. | Argument is supported by limited evidence. Two reasons are made but with weak arguments. Opposing argument is mentioned or ignored. | Evidence is unrelated to argument. Arguments are weak or missing. Less than two reason stated. Opposing argument is ignored. | X 3 = |
| **Organization** | Structure of paragraph is clearly developed. | Structure developed reasonably well, but lacks some clarity. | Some attempt to structure the argument has been made, but the structure is poorly developed. | There is a total lack of structure. | X 1 = |
| **Mechanics, grammar, and Spelling** | Paragraph has no errors in punctuation, capitalization, and spelling. | Paragraph has one or two punctuation, capitalization, and spelling errors. | Paragraph has three to five punctuation, capitalization, and spelling errors. | Paragraph has six or more punctuation, capitalization, and spelling errors. | X 1 = |
| **Diction** (choice ofwords, mode of expression – ie. Do you sound like who you say you are??) | Diction is precise; composition is skillful with a convincing voice. | Diction is specific; composition is considered, with a capable voice. | Diction is adequate; composition is conventional with an appropriate voice. | Diction is imprecise and/or inappropriate. Composition is vague, with an undiscerning voice. | X ! = |

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| --- | --- | --- | --- | --- | --- |
| **Oral**  **Presentation**  (Optional – Bonus marks)  X 1 | Voice is audible, well-modulated, emphatic, and clear, with few, if any, pauses. Speakers maintain eye contact with the audience. | Voice is audible, well-modulated, and clear, with few, if any, pauses. Speakers maintain eye contact with audience most of the time. | Voice is audible and clear most of the time. There are occasional pauses. Speakers maintain eye contact with audience most of the time. | Voice is mostly inaudible. Communication is halting.  Eye contact with audience rarely maintained. | X 1 =    28 |

**SOCIAL STUDIES 7 UNIT 4B Canada: A People’s History – Confederation (Part 8 The Great Enterprise)**

Read the information over before you watch the video so you know what to listen for. If you miss a blank, don’t worry about it; just listen for the next one.

**I Strangers in Charlottetown**

1. In the fall of 1864, for the first time in 21 years, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has come to Charlottetown, P.E.I. At the same time, the most influential politicians are on their way to discuss Confederation.
2. George Brown (Reform leader, Canada West - Upper Canada), has made peace with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Tory leader, Canada West - U. Can.) and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Bleu leader, Canada East - L. Can.), though each leader goes to Charlottetown with different motives.
3. a. Cartier wants to convince the Maritimes to join the union so that their combined population will help to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Canada West.

b. Brown dreams of the end of French domination in English affairs, and the end of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

c. Macdonald worries about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ aggression. The Maritimes will give increased resistance.

1. When the Canadian politicians arrive, the Maritime politicians are discussing a Maritime union; but they interrupt their meetings to meet with the Canadians, who spend days trying to persuade Maritimers of the advantages of Confederation.
2. Everyone is elated, but the \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of nation building begins in Quebec City.

**II Three Weeks in Quebec**

1. The autumn is chilly in October 1864 when delegates from Nova Scotia, P.E.I., New Brunswick, Newfoundland, and Canada gather in Quebec City. There are torrential storms the whole time.
2. Though many of the delegates are lawyers, few are as skilled in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as Macdonald and Cartier.
3. Only four of the 33 delegates are French; Cartier has decided **he** will speak for his people.
4. In town at the same time are the railway delegates, who are hoping to get politicians to agree to a railway linking \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. Dorion (Parti Rouge, L. Can) is Cartier’s greatest critic. He claims the railway project is merely designed to make a few people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. Most of the conference takes place in secret, and it lasts \_\_\_\_\_\_\_ weeks. In the evening there is entertainment, where often delegates meet in separate rooms to discuss issues.
7. Fifty of the seventy-two resolutions are written by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The main fear on the part of the Maritime delegates is that Ottawa has been made \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. P.E.I. is particularly uncomfortable, feeling isolated, their request for help in buying land from absentee landlords ignored.
8. Although consensus is not enthusiastic, events in the U.S. cast long shadows over Canadian affairs, and invasion by the U.S. again becomes a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Macdonald pushes for unity, for strength against the world.
9. There is agreement of \_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_, on separate governments for each province, and the desire for peace, order, and good government. George Brown is positive, and Cartier too confident.

**III Let Their Memory Be Dark**

1. Nobody is happy about the choice of Ottawa as the capital, except perhaps the stone masons (who are working on the parliament buildings.).
2. French Canadians do not accept confederation, but Dorion and the Parti Rouge face opposition from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which Cartier urges to instruct people to support him and Confederation.
3. In the end, Macdonald and Cartier put confederation to a vote in the legislature of the United Province; it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because there are so many English, but the French are split down the middle.
4. The people of the province do not get the opportunity to vote directly on the 72 resolutions; but the proponents (supporters) of confederation are re-elected in the next election.

**IV Good Management and Means (Reaction in the Maritimes)**

1. In the mid-1860s the Maritimes are booming; lumber and shipbuilding have brought prosperity. The Cunard fleet of ships is the fastest and safest. But most Maritimers don’t do business with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Tilley, the leader of New Brunswick’s government, is convinced confederation is the way to go, but he \_\_\_\_\_\_\_\_\_\_\_\_\_ the next election, and an anti-Confederation government takes his place.
3. The British government, however, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the union (ie. Confederation).
4. One London politician claims New Brunswick is ridiculous to try standing on its own against Canada with five or six times the population. The “upstart” government is ordered to be brought down.
5. Tilley needs money to get back into power, and he turns to his new friend, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. In Montreal there are those willing to support Tilley, especially people connected to the Grand Trunk railway (who want to build the railway into the east, and save the bankrupt company).
6. In Nova Scotia trouble is brewing. Charles Tupper hopes the deal will sail through legislature in Halifax, but it doesn’t, due to the efforts of one man, who has been entertaining readers of the Morning Chronicle with articles about confederation, which he has renamed “Botheration”. This man, no longer in politics, but known and loved as the man who brought responsible government to Nova Scotia, is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He compares Nova Scotia joining Canada to Scotland uniting with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. Attitudes begin to change in April 1865, with the death of Lincoln and the end of the Civil War (in the States). Disbanded soldiers have scores to settle in Canada, and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Brotherhood has been planning for years to do battle with the British army in North America, tying them down so that the Irish can rid Ireland of the English.
8. A few hundred brag they will capture Canada; but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (volunteers) are called out all over the colony to repel them.
9. These groups do little damage, and are more a psychological \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than a military one; but Confederation advocates know the Fenians help their cause – unite the colonies and build a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to make us invulnerable to outside attack.
10. People begin to listen. In both New Brunswick and Nova Scotia opinion swings toward Confederation, supporting it along with Canada. One last \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ remains – across the ocean.

**V “A Great Revolution”**

1. In November 1866, Queen Victoria is finally coming out of mourning for her husband, Prince Albert. Cartier and Macdonald, as well as other delegates from Canada, New Brunswick

and Nova Scotia, come to London, England. No one has come from Newfoundland or P.E.I., where the deal is in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Issues are debated hotly in meetings, delegates from each area watching carefully to ensure their own interests are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. From February into March, tension rises; the Conservative British government totters, endangering the safe passage of the Canadian bill. The final push is given by the colonial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Lord Carnarvon.
3. On March 29, 1867, Queen Victoria gives her \_\_\_\_\_\_\_\_\_\_\_\_\_\_, and Canada, New Brunswick, and Nova Scotia become the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Cartier proudly states that, unlike the French, we have undergone a major political revolution without spilling any \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which they have done so prodigiously.

**VI July 1, 1867**

1. “John A.” is now Sir John A. Macdonald”, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Canada. In Toronto, George Brown has been up all night writing a 9,000 word ode to the new country.
2. Celebrations take place all over the new country; brass bands play in every town; in Kingston crowds gather to ring in the new country; in Quebec City a cannon is fired on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. In Nova Scotia, the British Colonist expresses the official view: the days of isolation are past; henceforth, we are a united people. Not everyone is happy – an effigy of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is burnt.
4. P.E.I. has little to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; like Newfoundland, they have not entered Confederation for now. Not until 1874 will P.E.I. celebrate Confederation with the rest of Canada.
5. In Hamilton, Ontario, a young girl describes the night-time fireworks; her father tells her she’s a lucky little girl to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Trivia questions: When did Canada get its own flag?

What flag was used for Canada until that time?