

# Conflict & Challenges

— Grade 7 —

Written by Eleanor M. Summers & Ruth Solski

This history series was developed to make history curriculum accessible to students at multiple skill levels and with various learning styles. The content covers key topics required for seventh grade history and supports the updated **2013 Ontario Curriculum: History Grade 7**. Each topic is presented in a clear, concise manner, which makes the information accessible to struggling learners, but is also appropriate for students performing at or above grade level. Illustrations, maps, and diagrams visually enhance each topic covered and provide support for visual learners.

The reading passages focus on the significant people, historic events, and changes in the government that were important to **Canadian history between 1800 and 1850**, giving students a good overall understanding of this time period.



**Eleanor Summers** is a retired elementary teacher who continues to be involved in various levels of education. Her goal is to write creative and practical resources for teachers to use in their literacy programs.

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## Title: Conflict & Challenges 1800 – 1850

Each student activity worksheet meets one or more of the following expectations from the Ontario Curriculum: History Grade 7

### LEARNING EXPECTATIONS

#### I. APPLICATION

**Analyse aspects of lives of various groups (1800 – 1850); compare and contrast with lives of people in Canada in 1713-1800.**

- |   |   |
|---|---|
| 1 | Analyse, compare and contrast social and political values and related aspects of life for different groups in Canada between 1800 and 1850. |
| 2 | Analyse some of the main challenges facing individuals or groups between 1800 and 1850  |
| 3 | Analyse the displacement of various groups: native and newcomers to Canada between 1800 and 1850  |

#### II. INQUIRY

**Investigate perspectives of different groups on significant issues, events and developments that affected life in Canada between 1800 and 1850.**

- |   |   |
|---|---|
| 1 | Investigate the perspectives of different groups on significant issues, developments and events                             |
| 2 | Organize information and evidence related to issues, developments and events for this time period; use a variety of sources |
| 3 | Analyse and construct maps and timelines of events, developments or issues affecting Canada during this time period.        |
| 4 | Analyse information and interpret evidence related to investigations using a variety of tools                               |
| 5 | Evaluate evidence and state conclusions about perspectives of different groups living during this time period               |
| 6 | Communicate the results of the investigations using suitable vocabulary and formats.  |

#### III. UNDERSTANDING

**Describe significant developments, events and people living in Canada between 1800 and 1850 and explain their impact on the times.**

- |   |   |
|---|---|
| 1 | Identify leading factors that resulted in key events happening in Canada between 1800 and 1850                                    |
| 2 | Identify key legal and political changes that occurred in this period and explain the impact on various groups and communities.   |
| 3 | Identify key social and economical changes that occurred in this period and explain the impact on various groups and communities. |
| 4 | Describe interactions between different groups and communities living in Canada during this period.                               |
| 5 | Identify important individuals and groups of this period and explain their contribution to Canadian heritage.                     |

# Table of Contents

|  |      |
|--|------|
| At a Glance .....  | ii   |
| To the Teacher .....                                       | v    |
| Master the Facts Review Game .....                         | vi   |
| Teacher Assessment Rubrics .....                           | vii  |
| Student Self Assessment Rubric.....                        | viii |
| <b>The War of 1812</b> .....                               | 1    |
| Important Battles in the War of 1812 .....                 | 3    |
| The End of the War of 1812 .....                           | 4    |
| Worksheets .....   | 5    |
| <b>War Heroes</b>  |      |
| Sir Isaac Brock .....                                      | 10   |
| Tecumseh .....   | 11   |
| Laura Secord .....   | 12   |
| Worksheets .....   | 13   |
| <b>Colonial Government: Upper &amp; Lower Canada</b> ..... | 16   |
| Worksheets .....   | 17   |
| <b>Lower Canada</b>  |      |
| The Beginning of Unrest .....                              | 19   |
| Worksheets .....   | 21   |
| The Protest Movement .....                                 | 24   |
| Worksheets .....   | 26   |
| Unrest Explodes into Rebellion .....                       | 29   |
| Worksheets .....   | 30   |
| <b>Lower Canada: Rebel Leaders</b>                         |      |
| Louis-Joseph Papineau .....                                | 32   |
| Cyrille Cote .....   | 33   |
| Wolfred Nelson .....                                       | 33   |
| Robert Nelson .....  | 34   |
| Worksheets .....   | 35   |
| <b>Upper Canada</b>  |      |
| The Beginning of Unrest .....                              | 37   |
| Worksheets .....   | 38   |
| The Reform Movement .....                                  | 40   |
| Worksheets .....   | 41   |



|   |    |
|---|----|
| <b>Upper Canada (cont'd)</b>  |    |
| Unrest Explodes into Rebellion . . . . .  | 43 |
| Worksheets . . . . .  | 44 |
| <b>Upper Canada: Rebel Leaders</b>  |    |
| William Lyon Mackenzie . . . . .  | 46 |
| John Rolph . . . . .  | 47 |
| Peter Matthews . . . . .  | 47 |
| Anthony Van Egmond . . . . .  | 48 |
| Samuel Lount . . . . .  | 48 |
| Worksheets . . . . .  | 49 |
| <b>The Rebellions of 1837: Results</b> . . . . .                                  | 51 |
| Political Leaders: Lord Durham . . . . .  | 53 |
| Worksheets . . . . .  | 54 |
| <b>The Union Act of 1840</b> . . . . .  | 57 |
| Worksheets . . . . .  | 59 |
| <b>Transition to Responsible Government</b> . . . . .                             | 62 |
| <b>Responsible Government: Nova Scotia</b> . . . . .                              | 62 |
| <b>Nova Scotia: Political Leaders</b>   |    |
| Joseph Howe . . . . .   | 63 |
| James Boyle Uniacke . . . . .   | 64 |
| Worksheets . . . . .  | 65 |
| <b>Responsible Government: Province of Canada</b> . . . . .                       | 67 |
| <b>Province of Canada: Political Leaders</b>                                      |    |
| Robert Baldwin . . . . .  | 69 |
| Louis Lafontaine . . . . .  | 69 |
| Worksheets . . . . .  | 70 |
| <b>Responsible Government: New Brunswick &amp; Prince Edward Island</b> . . . . . | 73 |
| Worksheets . . . . .  | 74 |
| <b>Responsible Government: Newfoundland</b> . . . . .                             | 76 |
| <b>Newfoundland: Political Leaders</b>  |    |
| William Carson . . . . .  | 77 |
| Phillip Little . . . . .  | 78 |
| John Kent . . . . .   | 78 |
| Worksheets . . . . .  | 79 |
| <b>Answer Key</b> . . . . .   | 82 |





## Canada: Conflicts & Challenges 1800 – 1850

### To the Teacher

This history series was developed to make history curriculum accessible to students at multiple skill levels and with various learning styles. The content covers key topics required for seventh grade history and supports the updated **2013 Ontario Curriculum: History Grade 7**. Each topic is presented in a clear, concise manner, which makes the information accessible to struggling learners, but is also appropriate for students performing at or above grade level. Illustrations, maps, and diagrams visually enhance each topic covered and provide support for visual learners.

The reading passages focus on the significant people, historic events, and changes in the government that were important to Canadian history between 1800 and 1850, giving students a good overall understanding of this time period.

The premise of this series is that if students can first “master the facts” of history – know what happened when, where, and why – a foundation for historical and critical thinking has been created. There are two levels of questions for each topic. The questions on the Activity Pages test basic comprehension and will help to assess whether students have “mastered the facts.” Once it has been determined that students have a good basic understanding of the information, they can move on to the Think About It question pages. These pages give students an opportunity for critical thinking as they compare life in Canada during different time periods and contrast that life with present-day society. A variety of applications can be used to express their opinions and ideas.

Sprinkled throughout this book are **Word Power** and **Fast Fact** boxes. The Word Power boxes provide definitions of words that may not be familiar to students. The Fast Fact boxes feature an interesting fact related to the content on the page.

The reading passages and question pages for each topic form a complete lesson that can be integrated into your existing history curriculum. The material allows for flexibility and can be used in whatever way best supports your curriculum needs.

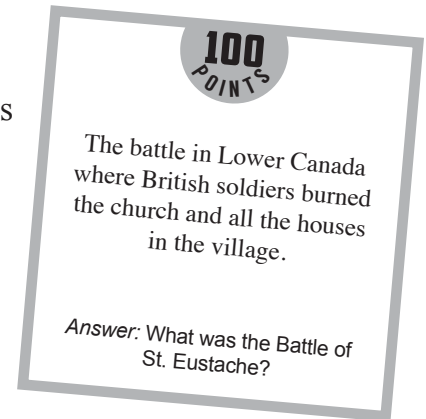
This resource contains three pages for teacher information and use. **At a Glance** lists expectations from the 2013 Ontario Curriculum: History Grade 7. The **Teacher Assessment Rubric** allows the teacher to assess student understanding and performance based on a four-level scale. The **Student Self-Assessment Rubric** gives the student an opportunity to evaluate their strengths and identify areas that require improvement.



## Master the Facts Review Game

Once the students have completed all the lessons in this book, the review game is a very effective tool for determining each student's mastery of the facts. This is a Jeopardy-style game that will entertain students while reinforcing important history facts.

There are 48 game cards, and each card has a clue and an answer in the form of a question. There is also a point value assigned to each card – 20, 50, or 100 points. The point value represents the difficulty of the clue. Use the cut marks as a guide to cut out the cards with a paper cutter. Once the cards have been cut, they can be stored in a zip-lock bag for future use.



## Playing the Game

This game can be played with three to five players and will need a clue-giver as well as a scorekeeper. The clue-giver will shuffle the cards before play begins. After a clue is read, the student who raises his/her hand first gives the answer in the form of a question. If the answer is correct, the scorekeeper records the point value shown on the game card and assigns it to that player. If the answer is incorrect, another player may try answering the question. Once the clue has been given, a timer can be used to add an extra element of excitement and urgency to the play. That card is then placed in a discard pile.

Play can continue until all of the clues have been answered, or can be confined to a specific amount of time, or until a student reaches a particular number of points. After play is completed, the student with the highest score may then receive a predetermined special classroom privilege.

## Play Options

There are clues from each topic covered in the book. To test students on a particular section of the material, organize the game cards accordingly. This option can provide more immediate feedback on how a student is progressing through the material.

## Expanded Uses

Shuffle the cards and ask a student to pick one of the cards and read the clue and the answer. At this point, the student can then be assigned to do further research on that topic, or, depending on the clue/answer, be asked to create a map, graph, or comparison chart relating to that topic. Another option is to ask the student to tell what else they already know about that clue/answer or to give an opinion about the person, place or event. Again, the cards can be organized in specific groupings – people, events, sections of the book, etc. – and the expanded activity can be customized to fit that grouping.



# The Union Act of 1840



In 1840, Upper and Lower Canada were united by the Union Act. After this date the two Canadas would exist under one name – **The Province of Canada**. This new unified province would have a **Governor** who was the true head of the government. It would have an **Executive** and **Legislative Council** whose members were still appointed by the Governor. There was also a **House of Representatives**, which consisted of 42 elected representatives from each of the Canadas, even though the population of Lower Canada was much larger than that of Upper Canada. The revenues and debts of the two provinces were consolidated. Lower Canada kept its legal system, but the French language was not used for written records. It was to be used for translation purposes only.

There were 62 articles in the Union Act, which established the new province and its government.

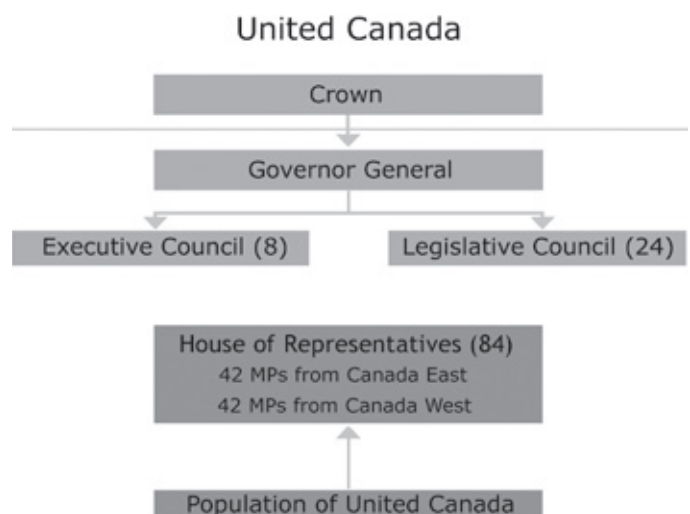
## Key Points of the Union Act

- The electoral districts of Upper Canada were redone so that there would be more of them.
- The electoral districts of Lower Canada were redone so that there would be fewer of them.
- The Governor would proclaim elections.
- In order to run as a candidate in an election, a person must own property worth more than 500 pounds after all bills were paid.
- Parliament was to last for four years, unless the government decided otherwise.
- The Governor could refuse to pass a bill if he so desired.
- The British government reserved the right to disallow a bill up to two years after it had been passed.

- Any questions regarding navigation, commerce, or lands owned by the churches or the crown would be dealt with by the British Parliament.

The Union Act showed a lot of unfairness toward Lower Canada. It was an attempt to wipe out any trace of the French language and culture. It eliminated the small amount of self-government that the French Canadians had enjoyed since 1791. In general the French-speaking people were poorer than the English-speaking, so they owned less property. The rule requiring candidates to have property worth more than 500 pounds kept most French-speaking people from running for election. The French language was given second-class status and the French civil law system was threatened because of the English-speaking majority in the House.

Having an equal amount of representatives from each Canada was unfair to Lower Canada because they had a larger population and were not properly represented. It was unfair to Lower Canada when the revenues and debts were combined. Lower Canada had greater revenues and no debt. Upper Canada had less revenues and debts of \$5,900,000.







## The Union Act of 1840 (continued)

**The Union Act was doomed to fail for three reasons:**

1. The lack of responsibility in government upset every Reformer in the new province. Soon problems were going to surface.
2. The union could only survive if everyone saw an advantage to the union. It was clear from the start that the advantage was to Upper Canada. Lower Canada did not see any advantages to the union.
3. In order to be successful, all the people in the new province had to be loyal to the government. Since each section had an equal number of representatives that only cared about their own issues, there was a political deadlock when it came to getting anything done.

### FAST FACT

The Union Act was only in effect for 26 years. In 1867, a new Act replaced it.



Name \_\_\_\_\_



## The Union Act of 1840

Answer the following questions in complete sentences.

1. After the Union Act of 1840, what were the two Canadas known as?

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2. Name two reasons that the Union Act of 1840 was unfair to the French.

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3. What caused political deadlock after the two provinces were unified under a new government?

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4. What would need to happen for this new union to survive?

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5. How did the Union Act deal with the fact that there were more people in Lower Canada than in Upper Canada?

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## The Union Act of 1840

Each of the following statements is false. Rewrite each statement to make it true.

1. Under the new government, parliament was to last six years, unless it was decided otherwise.

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---

2. Upper Canada had greater revenues than Lower Canada and no debt.

---

---

3. There was a House of Representatives that had 45 elected representatives from each of the Canadas.

---

---

4. A person must own property worth more than 800 pounds to run for election.

---

---

5. There were 48 articles in the Union Act, which established the new province and its government.

---

---



# The Union Act of 1840

Use the information pages, library resources, and the internet to help you complete your answers.

In 1840, Upper and Lower Canada were united by the Union Act. They became known as The Province of Canada. The Union Act was criticized as being unfair to the population of Lower Canada, most of which were French-speaking.

- Complete the chart by describing the conditions of the Union Act as they affected each group.

| Section of Union Act           | How English-speaking people were affected | How French-speaking people were affected |
|--------------------------------|---|--|
| electoral districts            |   |  |
| candidate eligibility          |   |  |
| language                       |   |  |
| number of representatives      |   |  |
| combining of revenues and debt |   |  |

- Was the Union Act of 1840 doomed to fail? Give reasons for your answer.

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- What is a “political deadlock”? What needs to happen to break a deadlock?

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**MASTER  
THE FACTS**

## REVIEW GAME

Canada:  
Conflicts &  
Challenges  
1800-1850



**MASTER  
THE FACTS**

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1800-1850



**MASTER  
THE FACTS**

## REVIEW GAME

Canada:  
Conflicts &  
Challenges  
1800-1850

**50**  
POINTS

When someone is captured and forced to serve in the military.

*Answer:* What is impressment?

**20**  
POINTS

The last war between the United States and Britain.

*Answer:* What was the War of 1812?

**100**  
POINTS

In 1812, it had a population of 8,000,000 people.

*Answer:* What was the United States?

**20**  
POINTS

A well-respected chief of the Shawnee.

*Answer:* Who was Tecumseh?

**20**  
POINTS

The British officer who was in command of the British forces in Upper Canada during the War of 1812.

*Answer:* Who was Isaac Brock?

**50**  
POINTS

The first American fort attacked by British soldiers during the War of 1812.

*Answer:* What was Fort Michilimackinac?

**100**  
POINTS

Towards the end of the War of 1812, British ships shelled Fort McHenry from here.

*Answer:* What was the Baltimore harbour?

**20**  
POINTS

Isaac Brock was shot and killed during this battle.

*Answer:* What was the Battle of Queenston Heights?

**50**  
POINTS

The American commander of Fort Detroit.

*Answer:* Who was General William Hull?

**20**  
POINTS

This peace agreement ended the War of 1812.

*Answer:* What was the Treaty of Ghent?

**100**  
POINTS

The commander of the outpost at Beaver Dams.

*Answer:* Who was Lieutenant James Fitzgibbon?

**20**  
POINTS

Her heroic actions saved a British regiment from being attacked.

*Answer:* Who was Laura Secord?