

Confederation

The Dominion of Canada

Grades 7-8

About this book:

Help students understand the significant events, including coalition government and the Quebec Conference, that led to the creation of the Dominion of Canada in 1867. Students will develop an understanding of the diverse groups and important individuals, such as Sir John A. Macdonald, who contributed to the formation and growth of Canada when other provinces and territories joined Confederation.

This book supports many of the fundamental concepts and learning outcomes from the curriculums for these provinces: Alberta, Grade 7, Social Studies, Canada, Origins, Histories & Movement of People, 7.1 Toward Confederation, 7.2 Following Confederation, Canadian Expansions; British Columbia, Grade 5, Social Studies, Governance, C1 Demonstrate Knowledge of How Confederation Formed Canada as a Nation; Ontario, Grade 8, History, Confederation.

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Learning Expectations

Students will:

- demonstrate an understanding of the factors that contributed to Canada's Confederation.
- analyse and describe current issues and their potential impact on Confederation today.
- demonstrate an understanding of the diverse groups and individuals who contributed to formation and growth in Canada.
- demonstrate an understanding of the social, political and economic make-up of the British North American colonies in the 1860's.
- identify the colonies that joined Confederation and their dates of entry.
- identify the contributions of each political region to Canadian Confederation today.
- identify recent developments in Confederation.

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Teacher Information

The information in this unit has been provided to enable a teacher to make reproducible handouts or overheads for large group lessons or they may be used to supplement a teacher's knowledge pertaining to Confederation of Canada. The information may be used in any order the teacher wishes and in any format. Teachers may select the amount of information needed by his/her class.

Lesson Plan Instructions

The lesson plans are to be used as a guide for ideas on how to introduce, teach and reinforce the different aspects of Confederation in Canada. There is a follow-up provided for each lesson. Not all lessons need to be taught and not all follow-ups need to be completed. The teacher will use discretion and choose the ones that emphasize the curriculum guidelines for his/her provincial curriculum and local school board. An objective(s) has been included for each Lesson Plan. Some Lesson Plans and Reproducible Worksheets may have to be adapted to meet the needs of all students.

List of Vocabulary

abrogation, absentee landlords, American Civil War, annexation, British North America, British North America Act - 1867, Canada Act - 1982, Canada East, Canada West, Charlottetown Accord, Charlottetown Conference, Charter of Rights and Freedoms, Chesapeake Incident, coalition, Coalition Ministry, colony, conference, Confederation, consensus government, Conservatives, constitution, Constitutional Act - 1791, Corn Laws, cradle of civilization, distinct society, electoral district, Fathers of Confederation, federation, Fenians, House of Commons, intercolonial railway, lands question, Legislative Council, London Conference, Mainland Reformers, Manifest Destiny, Meech Lake Accord, Métis, Métis Bill of Rights, neutrality, parliament, political deadlock, province, Québec Act, Québec Conference, reciprocity, Red River Rebellion, referendum, Reformers, representation by population, Rupert's Land, Seventy-Two Resolutions, St. Alban's Raid, Statue of Westminster - 1931, terms of union, territory, Trent Affair

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Teacher Notes

Ideas For Using This Book

Ways To Extend This Unit

1. Divide your class into six groups. Each group is assigned one colony - Canada East, Canada West, New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland. Each colony must assemble as much information as possible on its colony viewpoint at the early Confederation discussions.

Next stage a debate on Confederation using proper parliamentary procedures. There may be more than one viewpoint within some groups. Take notes of what the other groups are saying and try to rebut their arguments.

2. Choose one of the following men and prepare a short talk about the one that you chose. Include interesting anecdotes and pictures or a drawing of him.

- a) John A. Macdonald
- b) Georges-Etienne Cartier
- c) George Brown
- d) Joseph Howe
- e) Ambrose Shea

3. What would happen if each province had its own

- a) postal system?
- b) money?
- c) system of weights and measures?

4. Hold a debate on this statement:

“Newfoundland should have joined Confederation in 1867”

5. Examine a physical map of Canada. What route would you choose for a railway between Montreal and Vancouver? How close is your route to the one which was actually taken?



Lesson One - British North America

Expectations:

Students will demonstrate an understanding of the social, political and economic make-up of the British North American colonies in the 1860's.

Discussion Time:

Reproduce the Information Card entitled "**British North America**" or pull it up on the whiteboard. Instruct the students to read the information or follow along as you read. It would be helpful to have a map of British North America so you are able to point out the locations of the various colonies mentioned. Have the students answer the following questions about what has been read:

1. What does Confederation refer to? (*The union of British Colonies in British North America in 1867 into the Dominion of Canada.*)
2. What was the only independent nation in North America in 1867? (*The United States*)
3. How was Canada different in the 1860's from the present? (*It did not exist as a country, but was made up of separate British Colonies.*)
4. What British colonies made up British North America? (*Vancouver, British Columbia, Rupert's Land, the Northwest Territories, the Province of Canada, New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland.*)
5. Why did these colonies depend on Britain and the United States? (*They depended on these countries for their markets.*)
6. Where did the majority of the population of British North America live? (*They lived on farms, in lumber camps and in sea coast villages.*)
7. What was the main industry in Nova Scotia? (*It was shipbuilding.*)
8. What was the main industry of New Brunswick? (*It was the production of lumber.*)
9. What colonies made up the province of Canada? (*The colonies were Canada East (Lower Canada) and Canada West (Upper Canada)*)
10. How were the people of Canada East and Canada West different? (*Canada West was mainly English-speaking Protestants and Canada East was mainly French-speaking Catholics.*)
11. When was Confederation first proposed? (*It was first proposed in 1839 by Lord Durham.*)
12. Why did the colonies refuse to consider such a union? (*They were restricted by physical barriers. The smaller colonies feared that the union would be dominated by Canada. The French-Canadians feared they would lose their religious and cultural rights. The Maritimes did not trade with the central and western colonies.*)
13. How was the birth of Canada unique? (*It did not come from war, rebellion, an uprising or a call for independence. It developed because the colonies had problems they could not solve on their own.*)



Follow-Up Activities:

1. Present a map of British North America to the students and have them draw in the boundaries of the present-day provinces and territories of Canada.
2. Using a chart of the population of the colonies in 1861, create a bar graph to show the population distribution within the colonies.

Answers: (Pages 9-10):

1. False 2. True 3. False 4. False 5. True 6. True 7. False 8. True 9. False 10. False 11. True
12. False 13. False 14. True 15. False 16. True 17. False 18. False 19. True 20. True 21. False
22. True 23. True 24. False 25. True 26. True 27. False 28. True 29. True 30. False



British North America

Confederation of Canada refers to the union of colonies of British North America into the Dominion of Canada. This union was established by the British North American Act on July 1, 1867.

Before 1869, North America had only one independent nation - the United States. What is now Canada was called British North America and consisted of the British colonies of *Canada East*, *Canada West*, *New Brunswick*, *Prince Edward Island*, *Nova Scotia*, *Newfoundland*, *Rupert's Land*, *the Northwest Territories*, *British Columbia* and *Vancouver*. Each of the Atlantic colonies had developed a way of life based on fishing, shipbuilding and logging. The central colonies depended on some manufacturing, the fur trade and farming. The western colonies were still made up primarily of native groups and fur traders and depended primarily on the fur trade. All of the colonies depended on markets in Britain or the United States and had very little connection with each other.

In the 1860's, more than eighty per cent of the population of British North America lived beyond the few towns and cities, mainly on farms, in lumber camps, and in tiny sea coast villages. The major industries were directly connected with the forests, the land and the sea. Nova Scotia built ships that were launched from every coastal port to carry fish, coal and lumber to Europe, the United States and the West Indies. New Brunswick specialized in the production of lumber, while in the Province of Canada farming and lumbering were of equal importance.

Population of British North America in 1861

Colony	Population
Nova Scotia	330,857
New Brunswick	252,047
Prince Edward Island	80,857
Canada East (Québec)	1,111,566
Canada West (Ontario)	1,396,091
British Columbia	51,524
Northwest Territories	6,691

The *Province of Canada* was created from Upper and Lower Canada and was called *Canada*



East and *Canada West*. Although the united province shared the same government, little else was shared among the two sections. Canada East and Canada West remained two distinct entities. The people of Canada West were primarily English-speaking Protestants while the people of Canada East were mostly French-speaking Catholics.

The union of the colonies was first proposed by *Lord Durham* in 1839 in his report on the affairs of British North America. It was rejected then and again when it was discussed in the Canadian Legislature in 1858. The colonies were too separated by physical barriers to feel any sense of nationhood and too diverse in their economic activities to see any advantages in such a union. The smaller colonies thought the union would be dominated by Canada, and the French Canadian minority believed its religious and cultural rights would be lost. The Maritime colonies were part of a trading system that looked outward to the Atlantic Ocean instead of toward the west. Their geographical location had developed strong loyalties that hindered any progress toward union with the central and western colonies.

The birth of the country of Canada was in many ways unique. It was not achieved by war or by revolution. It was not a popular uprising of the people, nor was it a call for independence from Great Britain. Each colony faced problems that it seemed unable to solve on its own. At the same time, Great Britain wished to draw away and as the United States became more powerful, the solution seemed more to lie in a union that would be better able to deal with the economic and political challenges.

