Lesson Designed for GRADE EIGHT Students

THEME OF LESSONS: CONFEDERATION of 1867—The “Birth” of the Canadian Nation

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• Catherine Broom in her article “History from a Philosophic Perspective” states, “rather than paint[ing] a rosy picture of Confederation as “birthing” Canada, students should learn of the political conflicts and turmoil involved, of the opposition to it by certain groups, of the lethargy to it by others, of its exclusionary nation, of the odd personality and heavy drinking of Macdonald.”¹

• This is the inspiration behind my eight lessons assignment. The nation building simple narrative of Confederation will be complicated. Students will question the simplistic narrative of Confederation and attempt to see how this was a divisive moment in Canadian history.

NOTE: I referenced two textbook sources within these eight lessons (not including primary sources). When I discuss specific examples regarding dates, historical events or people, the information was obtained from these textbooks:


¹ Broom, History from a Philosophic Perspective, 6.
Lesson One: Introduction to Canadian Confederation

Overview: What does this lesson entail and how does it relate to the broader aim of the unit?
• This lesson is constructed as an introduction to Confederation.
• This lesson begins with an Assessment for learning activity. Students will be asked to draw a quick picture or write a few words that describe a Canada Day Celebration (both in the present and in 1867). This will serve as a brief introduction to the time period and will encourage students to complicate their understandings of July 1, 1867.
• The second part of the lesson will be a review of the time period. The major players and themes of the 1860s will be reviewed in order to put the period into context. This prior knowledge is needed in order for students to truly understand why Confederation was proposed.

Learning Goal: What knowledge/skills/habits of the mind do you want students to learn/practice/understand?
• Students will begin to question the simple Confederation narrative and begin to understand that Confederation is much more complex and characterized by divisions.
• Students will understand the political, social and religious atmosphere in the Province of Canada during the 1860s.
• Students will recall the political beliefs of important political figures (John A. Macdonald, George Etienne Cartier and George Brown) and the major political parties (Clear Grits and Liberal-Conservatives) in the Canadas.

Curriculum Expectation:
• Grade 8
• Section A: Creating Canada
• Specific Curriculum Expectation: A1.1—Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory.

Materials
• Primary Source Documents:
  o Picture of Canada Day Celebration, July 1, 1867 (Can be found on Slide Four of PowerPoint) (Sourced as Appendix 1.1)
  o Picture of Nova Scotia Anti-Confederation Banner, summer 1867 (Can be found on Slide Five of PowerPoint) (Sourced as Appendix 1.2)
  o Statistics on Population of Canada East and West (Can be found on Slide Eight of PowerPoint) (Sourced as Appendix 1.3)
• Chart paper or blackboard (somewhere to write down student’s answers to “Imagining Canada Day”)
• PowerPoint (Appendix 1.4)

PLAN OF INSTRUCTION: (Lesson to be presented alongside PowerPoint (titled PowerPoint #1). The italicized words call for a change in the PowerPoint slide)

WARM UP: (Where is the wonder? Provoking awe) 30 minutes in total

“Imagining Canada Day” (Assessment FOR Learning Activity: Teacher can use this activity as a way to determine student’s prior knowledge regarding Confederation)
• 5 minutes (Slide Two) Students will be asked to draw a picture or jot down a few words that describe a Canada Day celebration they have witnessed.
  o What did this celebration look like? Sound like? Feel like?
  o Where was it taking place?
  o Further guiding questions may include: Who was there? What were people wearing? What were people doing? What events were happening?
5 minutes (Slide Three) Now ask students to imagine they are at the First Canada Day celebration on July 1, 1867. Draw a second picture or jot down a few words describing this moment.
- Again ask: What did the celebration look like? Sound like? Feel like?
- Where was it taking place?
- Further guiding questions may include: Who was there? What were people wearing? What were people doing? What events were happening?

5 minutes After this individual drawing activity, students will share their drawings with a partner. They will discuss the differences and similarities between their drawings and explain why they chose to portray Canada Day celebrations in that way.

10 minutes Next, the class will come together for a group discussion.
- (Slide Four) Show the picture of the Canada Day Celebration from July 1, 1867 in Ottawa
- Ask students:
  - Do their drawings resemble this photograph? How are they similar? How are they different?
  - Where did they imagine their celebration taking place? This photograph was taken in Ottawa, do student’s locations differ?
  - Why did you choose that location?
- To complicate students views ask the question, Do you think all provinces celebrated in the same way? Where there celebrations everywhere?
  - (Slide Five) This was an image displayed in Nova Scotia following Confederation. This Anti-Confederation banner was hung in Halifax in the summer of 1867. Nova Scotia’s reaction to Canada becoming a nation does not seem too positive.
  - Keep this division in mind throughout the unit.

5 minutes (Switch Six) Inform students of what this unit will be about. What will be asked of students:
- Students will be asked to think critically about the topic of Confederation. Simply understanding the national narrative is not sufficient. They will be challenged to expand their understanding and question the simplistic.
- Students should keep the following questions in mind throughout the eight lessons:
  - What does it mean to be independent? Did Canada become independent through Confederation in 1867? Does independence mean complete separation from Britain? The creation of a constitutional document? International recognition?
  - Who were the main players in Confederation? Who were left out of the larger historical narrative? Is it fair to only highlight the roles of the “Fathers of Confederation”?
  - What role did regionalism play in the confederation debates? To what extent are these regional divisions still around today?
- Note: This is an activity in Modeling. By asking these questions, the teacher is illustrating to the students the kinds of thinking patterns and analysis they must do as historical thinkers. Students must move away from the simple narrative of Confederation and begin questioning in order to obtain a true historical understanding.
- These questions are intended to encourage students to question and get them excited to hear the real and complex story surrounding the “birth” of our country.

DISCUSSION: (to activate background knowledge) 20 minutes in total

The remainder of the class will be a review period. Together we will review the political, social and religious situation in the Province of Canada in order to show students how this atmosphere led some politicians to argue in support for the creation of a British North American Union.
- NOTE: Students should already have this knowledge from pervious classes (this discussion serves as a
review to make sure all students are on the same page).

- **(Slide Seven) Ask the class:**
  - Where did we leave off? (With the Province of Canada in Political Deadlock)
  - Who are the main political parties and who are the main politicians we have been studying? (Clear Grits, led by George Brown and The Liberal-Conservatives, led by John A. Macdonald and George Etienne Cartier)
- **10 minutes** Ask students to make a chart comparing the two political parties and major actors.
  - Note: Teacher should model one chart example before proving students time to work on it themselves. In this case I have chosen to model the Clear Grits support for Rep by Pop (see RED on the chart below)
  - Note: This is an activity in Guided Practice. Give students a few minutes to work with a partner to fill out this chart

An example of the chart students may design:

<table>
<thead>
<tr>
<th>Clear Grits</th>
<th>Liberal Conservatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Led by George Brown</td>
<td>• Led by a coalition between John A. Macdonald (Canada West) and George Etienne Cartier (Canada West)</td>
</tr>
<tr>
<td>• The Clear Grits party supported Representation by Population (rep by pop)</td>
<td>o Both were aware that they did not have enough support individually to retain control of the government, had to work together.</td>
</tr>
<tr>
<td>o (Slide Eight) Unjust to have equal representation of Canada East and West because Canada West population had grown higher than Canada East’s. Rep by pop meant that each politician in the legislature would represent the same number of people. Thus, according to this model, Canada West, due to their higher population, would have more politicians in the legislature, meaning more votes)</td>
<td>• Cartier was raised Catholic and was from Canada East. He encouraged commercial development in Canada East and supported the railway boom.</td>
</tr>
<tr>
<td>• Annexation of the Northwest</td>
<td>• Macdonald held more conservative (Tory) viewpoints. Main supporter of retaining British roots. Also favored businesses and railways</td>
</tr>
<tr>
<td>• Anti-Catholic (wanted the complete separation of church and state)</td>
<td>• In general, these two men were more calm and level headed, in comparison with Brown who was more aggressive and hot headed.</td>
</tr>
<tr>
<td>• This party had the most supporters in Canada West</td>
<td></td>
</tr>
</tbody>
</table>

- **10 minutes** The class will now come together and discuss their completed charts. Note: This is an activity of Sharing/Discussion/Teaching
- After completing this chart students should understand that the Province of Canada is in political deadlock, with neither party being able to retain enough votes to govern adequately.

**CONCLUSION of the Lesson:** *(Slide Nine)* Macdonald’s comment illustrates the political instability and deadlock in the Canadas
- It is within this atmosphere of political crisis that the creation of a larger Canadian Confederation is proposed as a solution.

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**Lesson Two:** A Look at the Major Players of Confederation, with a focus on exploring the concept of HISTORICAL SIGNIFICANCE
Overview: What does this lesson entail and how does it relate to the broader aim of the unit?
• This lesson will begin by getting students to question, what is significance?
• As a class we will come up with criteria to define this term.
• Students will then examine several secondary sources related to Confederation and evaluate what these sources deem significant.
• Students will question who is left out of the traditional narrative and evaluate whether other figures may be seen as significant.

Learning Goal: What knowledge/skills/habits of the mind do you want students to learn/practice/understand?
• Students will learn the traditional narrative of Confederation (in its simplest form), and the significant role the “fathers of confederation” played in creating the Dominion of Canada (internal factors that played a role in the creation of the Dominion).
• Through questioning and an analysis of primary documents Students will understand that the national narrative is too simplistic and that it ignores many groups of people.
• Students will explore the impact of women on the creation of the Dominion of Canada.
• Students will understand that significance is constructed.

Curriculum Expectations:
• Grade 8
• Section A: Creating Canada
• Specific Curriculum Expectation: A1.1—Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory.
• Second Curriculum Expectation Covered: A 3.5—Identify a variety of significant individuals and groups in Canada during this period and explain their contribution to Canadian heritage and/or identity.
• Historical Thinking Concept: Historical Significance

Materials:
• Primary Source Documents:
  o George Brown’s address to the legislative assembly
  o George Brown’s private letter to his wife Anne
  o Both of these documents can be found on Homework Handout, titled “George and Anne Brown” (Appendix 2.1)
  o Picture of the Charlottetown Conference (Can be found on slide Six of PowerPoint) (Appendix 2.2)
• “Community Portrait: The Charlottetown Conference as a Political Community” Article (Appendix 2.3)
• PowerPoint (Appendix 2.4)
• Video clip on Confederation (http://www.canadahistoryproject.ca/1867/)
• Confederation Song (http://www.songsforteaching.com/canada/sa/confederationcanada.htm)

PLAN OF INSTRUCTION: (lesson to be presented alongside PowerPoint (Titled PowerPoint #2). The italicized words call for a change in the PowerPoint slide)

WARM UP: 10 minutes in total

<table>
<thead>
<tr>
<th>What is Significance?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Slide One)</strong> Begin by asking students, If history is the study of the past through evidence, what is “THE PAST”</td>
</tr>
<tr>
<td>o Teacher should write down student answers on the board.</td>
</tr>
<tr>
<td>o Answers may include: Everything that has happened; everything that is not happening in the present…</td>
</tr>
<tr>
<td>Explain to the class, that historians cannot study everything about the past. Historians use the concept of significance to decide what is important to study.</td>
</tr>
</tbody>
</table>
It is the job of historians to decide what is significant and therefore what to study.

• (Slide Two) Pose the question to the class—What is Significance? How do historians decide if something is significant? What makes something significant?
  o Ask students to brainstorm in pairs answers to these questions.
  o Possible answers—this event or person resulted in change and is revealing.
• Draw a concept map on the board with the word “Significance” in the centre. When students have an answer have them come up to the map and write it down.
• When the concept map is filled, begin discussing the answers students wrote on the board. Discuss why certain words were used to define significance.

End this discussion by explaining to the class that SIGNIFICANCE IS CONSTRUCTED BY THE HISTORIAN. No one event, person or issue is innately significant. Historians deem a person, event or issue significant. Historical Significance VARIES depending on time and group
• For example, The War of 1812 can be examined many different ways. Different figures may be deemed significant depending on the perspective of the historian
  o An aboriginal historians may focus on Tecumseh’s contribution to the war and the great aboriginal involvement in battles.
  o A feminist historian may focus on the actions of Laura Secord
  o A military historian may focus on the actually battles fought during the war.

DISCUSSION: 20 minutes

10 Minutes Now students will explore the idea of significance by viewing a video clip:
http://www.canadahistoryproject.ca/1867/
• (Slide Three) Before playing the video ask students to keep in mind the following questions:
  1. How does this video explain confederation?
  2. Who is portrayed in this video (major actors)?
  3. What major events are explained in this video?
  4. Is anyone or any group “left out” of this narrative?

Discuss the Film (This will be an activity in Modeling. Teacher will model how to accurately analyze a film clip)
• Teacher will explain that this was a film the describes the simplistic version of Confederation and how Canada became a nation
• According to this secondary source, the Confederation narrative is described in the following way:
  o (Slide Four) Political Deadlock in the Province of Canada.
  o George Brown, John A. Macdonald and George Ettine Cartier put their differences aside for the benefit of Canada and begin arguing in favor of a larger BNA Confederation.
  o Maritime delegates are meeting at Charlottetown to discuss the possibility of a Maritime Union.
  o Brown, Macdonald and Cartier join the discussion and try to sell their idea of a larger union of BNA colonies to the Maritime delegates at the Charlottetown Conference.
  o There was a second conference a few months later in Quebec, where 72 resolutions were designed.
  o There were objections to the larger BNA union, but in the end the Dominion of Canada was created in 1867 with the British North America Act.
• Very simplistic narrative of Confederation
• Explain who is portrayed in this narrative?
  o The confederation story seems to be one of male delegates deciding the future of Canada. The only players described are males.
  o The major events described are the political conferences—the Charlottetown conference, the Quebec Conferences, and then finally the signing of the BNA Act into law.
The film does not depict the roles of women at all, or even the regular people living in BNA. The film seems to suggest that only the actions of men were important to the creation of Canada.

10 Minutes (Slide Five) Next, play [http://www.songsforteaching.com/canada/sa/confederationcanada.htm](http://www.songsforteaching.com/canada/sa/confederationcanada.htm) for the class. Again, students will be exploring the concept of historical significance, this time through a song.

- Ask students to keep in mind the same questions:
  1. How does this video explain confederation?
  2. Who is portrayed in this video (major actors)?
  3. What major events are explained in this video?
  4. Is anyone or any group “left out” of this narrative?

- This time the students will answer the questions. After playing the song, give the students a few minutes to discuss with a partners answers to these questions (This will be an activity in Guided Practice)
- Also ask students to compare the two secondary sources—how are they different? Similar?
- Then the class will come together to discuss their answers (This will be an activity in Sharing/Discussing/Teaching)

At the end of this activity students should be aware that both of these sources find specific events and people significant. However, we can examine Canadian Confederation from different perspectives and deem different events and people significant. (Slide Six—a picture of the “fathers of confederation) According to these sources the individuals, more specifically male politicians, are the fathers of confederation and it is these men and the political events that are significant.

Complicate the National Narrative: 10 minutes

Hand out: “Community Portrait: The Charlottetown Conference as a Political Community” (Appendix 2.2)

- Discuss as a class—What does this source say? How does it differ from the other two secondary sources we just studied? What do these historians find significant?
These historians find significant the roles of the WIFES of the “fathers of confederation.”

Complicate the National Narrative Even Further: 10 minutes

- Look back now at the film clip and song. Ask students what else is left out or not fully explained in these narratives?
  - Both sources do not explain how Brown, Macdonald and Cartier were able to all go to the Charlottetown Conference together!
    - The last we heard, there was political deadlock in The Province of Canada because Macdonald and Brown hated each other. How do these two men get over their feud?
- (Slide Seven) The Great Coalition—how does this happen?
  - (Slide Eight) Read Brown’s address to the Legislative Assembly. Ask students what happened to Brown?
    - He seems completely changed, like a new man!
    - Modeling: Model to students how to analyze a primary source. Model the types of questions and analysis that must done by students when they work with primary sources.
      - Explain what this passage could say about French-English Relations
      - About Brown’s change in character
      - About the history of “Canada” in general
- (Slide Nine) In order to explain what happened, it is important to look at Anne Nelson Brown
  - Explain to students that George Brown met Anne Nelson in Britain in 1862. They married, and this marriage brought profound changes in Brown
    - He became more calm, friendly, and less aggressive
    - This change in Brown allowed him to choose negotiation rather than confrontation and ally with Macdonald and Cartier. The alliance of these three men created the Great Coalition. It was this Great Coalition that traveled to Charlottetown for the conference.

In both of those secondary sources the reader sees no mention of the role of Anne in Confederation. The national narrative clearly focuses on the fathers of confederation—their meetings and their eventual drafting of the BNA Act. But in doing this, the narrative leaves out other groups—like women, or even the impact of families. When studying this time period we, as historians, must keep in mind these other characters and make sure their stories get told as well.

Conclusion: Looking back on our criteria—Is Anne Brown a significant figure? Although she is largely absent from the national narrative, is she significant? It is easy to focus on the fathers of confederation as significant contributors because they were the men present at confederation meetings and they were the ones who actually had a hand in drafting the Constitution, but there were many players, like Anne Brown, who were behind the scenes, and it could also be argued that they had just as great an impact on Confederation.

For Homework: “A Look at George and Anne Brown” (Assessment FOR and AS learning: This will be corrected the next day in class and both the teacher and students will be able to see if they understood the concept of historical significance)

This is an example of an Independent Activity

- Provide the Class with Handout (Appendix 2.3)
- On this handout there are TWO primary source quotes. Both are said by George Brown, and both are Brown justifying his action of joining the Great Coalition.
  - One—George Brown addressing the legislative assembly (which we read and analyzed in class)
  - Two—George Brown addressing his wife Anne, in a private letter
- For homework students must analyze both passages and consider the following questions:
  - What are Brown’s reasoning’s for joining the Great Coalition in the first address?
  - What are his reasoning’s for joining the Great Coalition in the second address?
  - What do these sources say about significance?
- In addition, ask students to answer the conclusion question—is Anne a significant figure according to our
Lesson Three: Provincial Reactions to Confederation, with a focus on understanding HISTORICAL PERSPECTIVE

Overview: What does this lesson entail and how does it relate to the broader aim of the unit?
- Within this lesson students will explore the diversity in opinions surrounding the idea of a British North American Union.
- In groups students will explore province’s reactions to the proposed union, in order to understand the variety of perspectives at the time.
- Students will demonstrate their knowledge in the form of a debate.

Learning Goal: What knowledge/skills/habits of the mind do you want students to learn/practice/understand?
- Students will come to a better understanding of the events surrounding confederation by exploring the variety of perspectives within the provinces.
- Students will learn about different responses to confederation
- Students will practice their debating and oral communication skills.
- Students will understand that Confederation was not an event supported by all provinces, but was rather a divisive moment in Canadian history.

Curriculum Expectations:
- Grade 8
- Section A: Creating Canada
  - Specific Curriculum Expectation: A1.1—Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory.
  - Second Curriculum Expectation Covered: A 2.1—Formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890.
  - Third Curriculum Expectation Covered: A 2.2—Gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources.
- Historical Thinking Concept: Historical Perspective

Materials:
- *Voices in the Park*, by Anthony Browne (Can be found at most local libraries)
- Dice
- Primary Sources
  - For The Province of Canada (*Appendix 3.1*)
  - For Nova Scotia (*Appendix 3.2*)
  - For New Brunswick (*Appendix 3.3*)
  - For Prince Edward Island (*Appendix 3.4*)
- Secondary Source reading (from the Grade 8 textbook)—used simply for understanding the story and obtaining background knowledge.

PLAN OF INSTRUCTION:

10 minutes *Note*: Before beginning the lesson take up answers to homework from yesterday—“A Look at George and Anne Brown”
- The Questions were:
What are Brown’s reasoning’s for joining the Great Coalition in the first address?

What are his reasoning’s for joining the Great Coalition in the second address?

What does this say about significance?

And Was Anne Brown a historically significant figure?

- Want to make sure students really engaged with the primary sources
- Teacher modeled how to analyze the first source, so a focus should be on the second source. Evaluate how students analyzed the second source. Did they pick up on the significance of it being a diary entry (written in private vs. the first source was presented in the legislative assembly). Did students understand that family and Anne were important in Brown’s decision to join the Great Coalition?
- Was Anne a historical significant figure? Make sure to tell students there is no right or wrong answer to this question. Different historians can see different figures as significant. However, student’s answers (either yes or no) must be proven by the use of evidence.
  - This will also be a good way to move into the discussion on HISTORICAL PERSPECTIVES
    - Depending on a historians perspective, different people, ideas or events will be seen as significant. Today we are going to talk more about PERSPECTIVES.

WARM UP: 10 minutes

- Read Voices in the Park, by Anthony Browne, to students.
  - This text is a great introduction to perspectives
  - It illustrates one scene from multiple perspectives in order to demonstrate that different characters view the same scene in different ways.
  - This is what historical perspective is all about!
  - Modeling how to think about Historical Perspectives.

- Second Introduction Activity: show a dice to the class. Depending on where students are placed in the room, their view of the dice differs. The way you look at an object changes what you see.

DISCUSSION: 10 minutes

Review to active prior learning: We know the main events of Confederation from last class—Maritime Conference at Charlottetown, which Brown, Macdonald and Cartier attended. During the Conference the delegates from The Province of Canada laid out their arguments for a larger BNA union. Following the Charlottetown Conference, the delegates met again a few months later at the Quebec Conference to discuss specific agreements. 72 Resolutions were agreed upon by the delegates. Then the delegates went back to their provinces with the proposal.

Look at the Conferences more specifically: (Can be written on the board)

1. CHARLOTTETOWN CONFERENCE: What was discussed?
   - Macdonald, Cartier and Brown tried to persuade the Maritime delegates to join a larger BNA union. The main features of their proposal included:
     - Continued loyalty to the British crown
     - A federal union with a strong central government, but provinces maintain control over their local affairs
     - A parliamentary system—with an upper house (based on regional representation) and a lower house (based on population)
   - In general, the Canadian delegates were CONVINCING
   - The delegates agreed to meet again in October at Quebec to discuss this proposed union in greater detail.

2. QUEBEC CONFERENCE: What was discussed here?
   - The “Seventy Two” resolutions were presented to the delegates
     - The topics of discussion at Charlottetown were put into formal agreements

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• Decided on a FEDERAL union rather than a LEGISLATIVE union
  o Wanted two levels of government in order for provinces to retain some control and be able to protect their local interests.
• Other issues that were discussed at Quebec include:
  o The building of the intercontinental railway—which was intended to increased trading networks and connections
  o Opening up of the west

Following the Quebec Conference, the delegates returned to their provinces and presented the 72 resolutions to their local legislature. Different provinces reacted differently to the proposals.

<table>
<thead>
<tr>
<th>Activity: Provincial Debates!!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide students with 20 minutes (the rest of the period) to research and design a debate, which will be presented to the class tomorrow)</strong></td>
</tr>
<tr>
<td>All provinces are examining the same proposal for union, but differing perspectives alter their reactions to Confederation. Through a debate format, students will examine the various provincial reactions. The first part of this assignment, when students are developing their debate will be an example of Guided Practice. The actually debate will be an example of Sharing/Discussing/Teaching.</td>
</tr>
<tr>
<td>• Students will be placed into groups and given the name of a province. They will read the primary and secondary sources province and design a debate that addressed the issues discussed within the province. Some group members will represent the pro Confederation forces in the province and some will represent the anti Confederation forces. Groups may choose to take on the names and personalities of prominent politicians to make their debate more believable and demonstrate their knowledge.</td>
</tr>
<tr>
<td>• This activity will work as an assessment FOR and AS learning. As students prepare their presentations, the teacher should walk around the classroom and observe how students are working. Teachers should ask questions to make sure students understand the information and answer any questions students have about the debate or topic in general.</td>
</tr>
<tr>
<td>• This activity will also work as an Assessment OF learning. The assignment will be marked according to the following criteria:</td>
</tr>
</tbody>
</table>
  o **Knowledge:** How well does the student understand the various provincial perspectives. Out of 10 marks
  o **Application:** How well does the student utilize the provided primary and secondary sources. Out of 10 marks
  o **Creativity:** How creative is the group performance. Out of 10 marks |

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**Lesson Four: Regionalism: Then and Now—Examined Through the Historical Thinking Concept of CONTINUITY AND CHANGE**

**Overview:** What does this lesson entail and how does it relate to the broader aim of the unit?
• Throughout this lesson students will explore the historical thinking concept of Continuity and Change
• In order to understand Continuity and Change we will discuss regionalism in Canada during the Constitutional debates and then in the present.
• Students will question, what has changed in regards to regional identities and grievances? What has stayed the same?

**Learning Goal:** What knowledge/skills/habits of the mind do you want students to learn/practice/understand?
• Students will understand that continuity and change are interconnected concepts
• Students will examine and analyze primary documents, and learn that regionalism in present Canada is both similar and different in comparison with the regional divisions of the 1860s.

Curriculum Expectations:
• Grade 8
• Section A: Creating Canada
• Specific Curriculum Expectation: A1.1—Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory.
• Historical Thinking Concept: Continuity and Change

Materials:
• Primary Sources:
  o Political Cartoon—Canada East and Confederation (Can be found on Slide Three of PowerPoint) (Appendix 4.1)
  o Henri Joly Passage (Can be found on Slide Four of PowerPoint) (Appendix 4.2)
  o “The West Wants In” document, Preston Manning (1987) (Appendix 4.3)
• “The West Wants In” Homework Handout and Article (Appendix 4.4)
• PowerPoint (Appendix 4.5)

PLAN OF INSTRUCTION: (Lesson to be presented alongside PowerPoint (Titled PowerPoint #3). The italicized words call for a change in the PowerPoint slide)

20 minutes Note: Begin the class with the Debate students were working on last class. Each provincial group will be asked to present their debate to the class. At the end of their debate, each group will summarize who the major players in their debate were and what were the major issues discussed. Each presentation should be about 5 minutes, for a total of 20 minutes.

10 minutes. As a class we will summarize our findings in a chart form. An example of what the chart may look like follows:

<table>
<thead>
<tr>
<th>Province</th>
<th>Reasons FOR Confederation</th>
<th>Reasons AGAINST Confederation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newfoundland</td>
<td>• Protection and security</td>
<td>• It was feared that the Province’s tax funds would be used to pay for Canada’s debts and be used to finance the opening of the West</td>
</tr>
<tr>
<td>(Model—teacher will model Newfoundland. The rest of the chart will be filled in with student generated answers as an example of Sharing/Discussing/Teaching)</td>
<td>• Would be part of a larger nation</td>
<td>• It was feared that Newfoundlanders might be forced to fight for Canada in their new navy</td>
</tr>
<tr>
<td></td>
<td>• Possibly solve their economic problems</td>
<td>• Thought Canada was too far away to benefit them</td>
</tr>
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<td></td>
<td></td>
<td>• The island was much more tied to Britain than to Canada</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In general, Newfoundland was indifferent to Confederation. Did not really care to join Confederation. (not opposition to Confederation, just apathy)</td>
</tr>
<tr>
<td>The Province of Canada</td>
<td>• George Etienne Cartier</td>
<td>• The Part Rouge (Antoine-Aime Dorion)</td>
</tr>
<tr>
<td>(For the most part a debate in Canada EAST)---DIVISION of opinion among French</td>
<td>o Under the Federation French Canadians would control their own local legislature</td>
<td>o Not a true federal union, the central government has too much power</td>
</tr>
<tr>
<td>Province</td>
<td>Proponents</td>
<td>Opponents</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Canadians</td>
<td>o The French language would be official in the province&lt;br&gt;o The rights of religious minorities for separate schools would be recognized in the province&lt;br&gt;o Protection from Americans&lt;br&gt;o Best hope for Cultural Survival</td>
<td>o The English provinces can ban together and defeat the French-Canadians on all votes</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>• Promote the province’s economy—economic benefits from transcontinental trade&lt;br&gt;• Protection&lt;br&gt;• Charles Tupper (premier)—supporter of Confederation</td>
<td>• Fear that Confederation would bring higher tariffs and taxes, and in turn increase the cost of imported manufactured goods&lt;br&gt;• Province would lose its trading link with New England states&lt;br&gt;• Joseph Howe&lt;br&gt;  o Confederation will restrict the colony’s potential by reducing it to a backwater province in the North American nation&lt;br&gt;  o Favored Nova Scotia’s autonomy&lt;br&gt;  o Preferred closer economic ties with Britain&lt;br&gt;  o Nova Scotia would lose its identity</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>• Samuel Leonard Tilley (premier)—supporter of Confederation&lt;br&gt;  o economic benefits from the promised intercontinental railway</td>
<td>• A.J. Smith&lt;br&gt;  o No guarantee existed that the Intercontinental Railway would be built, where it would run and which area of the province it would benefit&lt;br&gt;  o New Brunswick’s trade pattern was north-south, not east-west (little economic ties to Canada)&lt;br&gt;  o Fear that New Brunswick would have to assume Canadian debt&lt;br&gt;  o Diminish the provinces political power by given them only 15 seats in the House of Commons&lt;br&gt;• Roman Catholic Church also opposed Confederation (believed that Canada was dominated by Protestant “extremists” like George Brown who could threaten Roman Catholic schools and the church itself)</td>
</tr>
<tr>
<td>PEI</td>
<td>• J.H. Gray—premier</td>
<td>• J.C. Pope—opposed Confederation</td>
</tr>
</tbody>
</table>
• Protection and Security
• Part of a larger nation

• Great opposition from the ISLANDERS as well
  o Thought Confederation would give them very little
  o Higher taxes and tariffs
  o Little representation in both the Senate and House of Commons

WARM UP: 10 minutes

• To introduce the topic of Continuity and Change the teacher will begin by referencing the chart that students just completed.
• Explain to students that there are similarities within all four provincial concerns. One similarity that is extremely clear is the provinces desires to receive adequate representation and retain their autonomy.
• *(Slide One)* Within this lesson we will examine REGIONALISM and the regional concerns of the provinces.
• The forming of regional identities and regional grievances is evident within these constitutional debates
• Explain to students that throughout this lesson we will be exploring regionalism in Canada both during the Constitutional debates and comparing that to regionalism in Canada today.
• *(Slide Two)* Important to keep in mind the INTERWEAVING between Continuity and Change—we will examine regionalism in these two periods to illustrate this interweaving

DISCUSSION: Regional Concerns 10 minutes

• *(Slide Three)* As a class examine Canada East first (most students will have some prior knowledge of Quebec’s demands for distinct status and their attempts to separate from Canada)
  o Ask students to look back at the chart we have just completed—Why were some French-Canadians apprehensive about joining confederation?
    ▪ Not a true federal union, the central government has too much power
    ▪ The English provinces can ban together and defeat the French-Canadians on all votes
    ▪ They are distinct, they don’t want to be at the mercy of English-Canadians
    ▪ Examine the IMAGE on the PowerPoint
      • Political Cartoon from 1864. Represents Quebec as a lamb and Confederation as a monster
      • Ask for student’s reactions to this image?
      • What does it illustrate? (Quebec’s fear of Confederation; Quebec seeing Confederation as a threat)
    ▪ *(Slide Four)* Show class Henri Joly’s quote (on PowerPoint).
      • Ask students for their impression of this quote. Why was Confederation seen as such a threat and something to fear according to Joly?
      • French Canadians view themselves as a distinct people—who have something to PROTECT and to fight for. Feared that Confederation was another attempt at assimilation. They would not have a voice because all the other English-Speaking provinces would vote to outnumber them.
  o Move on to Compare Quebec’s fears in recent Canadian history with Canada East’s fears during the 1860s.
    ▪ Assessment FOR learning: Ask students what do they know about Quebec politics, society, language…?
    ▪ Some students may say they know about Quebec’s attempts to separate from Canada, the referendums, that French is one of Canada’s official languages, etc.
• When we examine Quebec we see that the issues of wanting to protect their distinct status and wanting
recognition of their distinct status that were present in Confederation debates are still present in current Canadian politics.

- Similar regional issues and fears are still present in Quebec today. The question, is being a part of the Canadian nation a good thing for Quebec, is still debated today (as seen through the referendums and talk of separation)

- Now move on to examine the Maritime Provinces
- Look back at the chart that was just completed, ask students to answer why are the Maritime Colonies concerned about entering Confederation?
  - Answers may include:
    - Do not want to be overwhelmed by the Canadas; Will not have enough representation in the House of Commons or Senate; will lose their voice in politics; will become subordinate; Canada East and West will control the vote
    - Now discuss regionalism in the Maritime Provinces today. It is very evident that the Maritime colonies are a distinct region in Canada (and we must keep in mind that the provinces within the Maritimes still differ greatly from one another). However, it is typically the case that the political issues Maritimers raise regarding regional representation do not make headline news (especially in comparison with Quebec). It seems pretty certain that the Maritime Provinces will not leave Canada.
  - Regional grievances in the Maritime region concerning the limited number of representatives in the House of Commons still exist, but solutions to this limited representation do not involve separation
  - Thus, here we see the intermingling of Continuity and Change.

- This was an exercise in **Modeling**. For Homework students will be asked to evaluate a source and use similar strategies to understand Continuity and Change.

### Homework Assignment: “The West Wants In”—Time for students to demonstrate their knowledge and connect the ideas we just discussed to another issue.

- This is an example of **Independent Activity**.
- See Homework Handout (Appendix 4.4)
- Students will independently examine the Historical Thinking Concept of Continuity and Change by exploring the document “The West Wants In,” by Preston Manning.
- Students will be asked to examine this document as a primary source and reflect on the following questions:
  - What are the western grievances Manning outlines in this speech?
  - What do these grievances say about Regionalism in Canada? Reference the historical thinking concept of Continuity and Change in your answer.
- Assessment FOR and AS learning. This assignment will be taken up the next day in class in order to allow teacher to see if students understood the historical thinking concept and were able to make connections, and in order to students to see if they adequately analyzed the source and grasped the concept of Continuity and Change.

### Lesson Five: Tide Turning—Examining the CAUSES AND CONSEQUENCES of Confederation

**Overview:** What does this lesson entail and how does it relate to the broader aim of the unit?
- Today students will explore the internal and external factors that led to Confederation.
- The lesson will begin by exploring the internal factors that caused Confederation. Within this section we will focus on the “fathers of Confederation” and their actions (this will be mainly a review)
• Next, the external factors will be explored. These include—British support/intervention, the ending of the reciprocity treaty with the United States, the American threat and the Fenian Raids.
• It will be demonstrated that a variety of events and an intermingling of people and context resulted in the push towards Confederation.

Learning Goal: What knowledge/skills/habits of the mind do you want students to learn/practice/understand?
• Students will learn, understand and analyze the multitude of internal and external causes of Confederation.
• Students will learn that Confederation resulted from an interplay between historical actors and the social, political and economic conditions of the time. Both historical actors and the right conditions were needed to make Confederation a reality.
• Students will practice categorizing the various internal and external causes in order to understand that the level of influence between causes varies. Some causes are more important than others.

Curriculum Expectations:
• Grade 8
• Section A: Creating Canada
• Specific Curriculum Expectation: A1.1—Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory.
• Historical Thinking Concept: Cause and Consequence

Materials:
• Primary Sources
  o Political Cartoon illustrating Perceived American Threat (Can be found on Slide Six of the PowerPoint) (Appendix 5.1)
  o Fenian Marching Song (Can be found on Slide Seven of the PowerPoint) (Appendix 5.2)
  o Fenian Battle Painting (Can be found on Slide Nine of the PowerPoint) (Appendix 5.3)
• PowerPoint (Appendix 5.4)

PLAN OF INSTRUCTION: (Lesson to be presented alongside PowerPoint (Titled Presentation #4). The italicized words call for a change in the PowerPoint slide)

10 minutes NOTE: Begin the Class by discussing the Homework Assignment: “The West Wants In”
• Ask the students to discuss their answers with a partner. Then come together as a larger group and discuss answers. How did students answers differ? Where are they similar? Make sure students grasp the concept that continuity and change are interrelated in this article. This is a new area portraying regional identity, but the issues raised are still surrounding representation and getting a fair place in the Canadian nation.

WARM UP: 10 minutes

(Slide One) Activity: How I Got Here
• Students will be asked to think about their lives and determine how they arrived at their current situation.
• In order to determine how they got to their current situation, students will construct a timeline.
• Tell students to think about immediate causes (like the bell ringing, which brought them into class) and long term causes (such as them passing last years history class, moving to the school).
• Now ask students to image the consequences of being in class. For example, being in class today may lead to? What are the consequences of not being in class today?
  o Ask students to reflect on both short term and long term consequences.
• As a class discuss students timelines—what were some causes, what were the consequences?

These are the concepts we will be discussing today, but in relation to Confederation.
• In our last lecture, Confederation seemed doomed. All four major provinces opposed Confederation and Canada East had major reservations. It seemed as though the only real support was coming from Canada

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**Internal Factors that led to Confederation:**

- **(Slide Three) The Impact of the “Fathers” of Confederation**
  - Focus on the important political figures at the time who were at Confederation meetings, drafting the Seventy Two Resolutions, and eventually drafting the Constitution.
  - Politicians like John A. Macdonald, Brown and Cartier first proposed the BNA Union. Their actions at Charlottetown and Quebec helped cause Confederation.
  - Other fathers, like Tilley in New Brunswick and Charles Tupper In Nova Scotia supported Confederation.

**External Factors that led to Confederation:**

- **(Slide Four) British Support for Confederation/British Intervention**
  - Britain encouraged this BNA union—WHY? (one reason to explain their support was because Britain thought through a union it would rid itself of the expense of defending BNA)
  - Thus, all lieutenant governors of the colonies were told to promote confederation.
  - Britain guaranteed the loan interest for the proposed intercontinental railway—How would Martimers react to this? Tell students to remember the chart from last class, what was one of New Brunswick’s concerns?
    - (Side Note: New Brunswick wanted to build a railway to the state of Maine in order to tap into the rich American markets, but when Smith went to Britain for financial aid, the British government refused to help. The only railway banks were to finance was the proposed Intercontinental railway).
  - And in April 1966 the Lieutenant Governor forced Smith’s government to resign, he then asked Tilley to lead the government (pro Confederation group back in power in New Brunswick).

- **Ending of the Reciprocity Agreement**
  - The Americans were not interested in making any special trade deals with New Brunswick or Nova Scotia to replace the reciprocity treaty. The Maritimers were cut off from US markets.

- **(Slide Five) American Threat**
  - American idea of Manifest Destiny: Some American politicians believed that it was the destiny of the United States to control all of North America. They advocated the annexation of Canada.
  - Made colonies fearful of American attacks.
  - **(Slide Six) Show POLITICAL CARTOON**—can be found on the PowerPoint.
    - What does this Cartoon say about Canadian/American relations during the Confederation debates?

- **(Slide Seven) The Fenian Raids**
  - Who are the Fenians?—fanatical republican Irishmen who had formed a brotherhood in 1859 in the United States to fight for the independence of Ireland.
  - Why threat did the pose a threat to Canada? Let us examine the Fenian Marching Song (to be found on the PowerPoint):
    - They devised a scheme to capture BNA colonies and use them as ransom to negotiate with the British government for the liberation of Ireland.
  - **(Slide Eight) The fenians made two significant attacks that alarmed British North Americans**—(Refer to MAP on the PowerPoint).
    - First raid:
      - Took place in New Brunswick in April 1866.
- The Fenians only succeeded in stealing the flag from a customs house before the militia and British regulars forced them back across the border
  - *(Slide Nine)* Second Raid (late May)
    - A much more serious incident occurred on the Niagara frontier
    - 1500 Fenians crossed the Niagara river into Canada West (refer to image on PowerPoint)
    - What does this image illustrate? What does it portray? What are some striking features? How would this image help support the idea of Confederation? (get students to answer these questions individually, then discuss with a partner, then discuss as a group) Exercise in Guided Practice and Sharing/Discussing/Teaching
      - June 2, The Fenians defeated the Canadian militia, but then withdrew. They never returned but continued to pose a threat to Canada
        - The Fenians helped the cause of Confederation by making people aware of the danger of invasion---there were real threats, and Canada needed a united militia force to defend itself.

### Activity: Rate the Causes

- **Activity in Guided Practice.**
- Not all causes are rated equally. Within this activity students will examine the causes that led to Confederation. Ask students to rate the causes based on their levels of influence. One being the most important causes, and five being the least important cause.
- Make sure to explain to your class that there is no right answer in this assignment. Answers just need to be justified.
- **5 minutes** Each student will individually complete this assignment
- **5 minutes** Then each student will share with their partner and between the two, come up with a new rating system based on both of your justifications.
- These answers will be discussed at the beginning of the period tomorrow. Activity in Sharing/Discussing/Teaching

Make a note to the class that one of the consequences of confederation was the creation of the British North America Act. Tomorrow we will go in depth and discuss this document—the consequences of this document and the unintended long term consequences of this document will be discussed.

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**Lesson Six: The Document—Examining the British North American Act**

**Overview: What does this lesson entail and how does it relate to the broader aim of the unit?**
- During this lesson students will get the opportunity to deeply engage with and analyze the British North America Act, in order to come to a better understanding of what was included in the document and why.
- Students will be divided into groups and each will get a section of the document to analyze. Then each group will present what they have learned to the class.
- This activity will allow students to come to a deeper awareness regarding the importance of evidence and its use in history.

**Learning Goal: What knowledge/skills/habits of the mind do you want students to learn/practice/understand?**
- Students will learn that evidence is a window into the past that allows historians to gain important insights into the past events and people they are studying.
- Students will learn what was included the British North America Act and the reasoning behind including
specific clauses in the document.

- Students will practice analyzing the language used in the document and asking good questions when analyzing the act.
- Students will learn to keep in mind the context of the time period when analyzing a piece of evidence.

Curriculum Expectations:
- Grade 8
- Section A: Creating Canada
- Specific Curriculum Expectation: A1.1—Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory.
- Historical Thinking Concept: Evidence

Materials:
- Primary Sources:
  - *Eastern Chronicle and Pictou County Advocate* (Can be found on Slide Three of PowerPoint) (Appendix 6.1)
  - The British North America Act (Appendix 6.2)
- PowerPoint (Appendix 6.3)

PLAN OF INSTRUCTION: (Lesson to be presented alongside PowerPoint (Titled Presentation #5). *The italicized words call for a change in the PowerPoint slide*)

| 10 minutes Note: Begin the class by discussing the “Rate the Causes” Activity from the last class. Ask students to share their answers. What did they find? Who disagrees? Who agrees? Why do people disagree? What are some of the justifications for placing different causes first? |

WARM UP: 15 minutes

**(Slide One) Activity: I Left a Trace**

- Ask students to write down everything they have done in the last 24 hours.
- Then ask students to identify which activities they did left any trace. Write a “T” beside those activities that left (For example, a receipt, a digital trace…)
- Which traces are likely to be preserved? What story would they tell about your life? Is it accurate? Do these traces provide a glimpse into your life? What would a future historian be able to learn about your life?

**(Slide Two)** This activity will introduce the idea of evidence and how important it is to look at evidence from the time to get a glimpse into the past. It is impossible to get a full sense of the past, but by examining primary sources we are able to learn a lot about how society operated, values and life in the of study. The past is gone, but primary sources are a way for historians to directly connect with the past and learn a great deal.

DISCUSSION: 10 minutes

Explain to your class that today they will get a chance to explore the British North America Act. This was the Act that officially created the new Canada.

- November 6, 1866 the delegates from Nova Scotia, New Brunswick, Canada East and Canada West (PEI and Newfoundland decided NOT to participate in Confederation at this time) met in London to prepare the BNA Act.
  - It is important to note here that there were still great OPPOSITION to Confederation, especially in Nova Scotia (many people were not happy that Nova Scotia was entering Confederation. Actually, Joseph Howe had gone to London with petitions from Nova Scotians in an effort to break up Confederation, however he was unsuccessful.
    - The Halifax *Morning Chronicle* included an obituary notice for the province of Nova

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Scotia in its July 1, 1867 issue.

- Ask students to examine the article (*Slide Three*): What does it say about Nova Scotia? Do they find it humorous? Why would the information be presented in this way?

- However, even with this opposition, the colonies still came together and Canada was born with the signing of the BNA Act. Today we will look at this article in detail.

- Explain to students that they will examine the source in groups. They will ask the questions:
  - Who created the document?
  - What was the purpose of this document?
  - What does this source tell us about the past? (American-Canadian Relations; Quebec; provincial relations; regionalism; British Connection; Gender)
  - What does this source not tell us?
  - What are the limitations of this source as a window into the past?

- Also, students must keep in mind the CONTEXT of society while studying this document (thus examining this primary source alongside a secondary source [their textbook] may be useful)

### Activity: Examining the British North American Act 20 minutes

- This will be an activity in *Guided Practice*. Students will have an opportunity to engage with the material in small groups, while teacher walks around and provides guidance

- Divide students into groups. Each group will get a different section of the British North America Act to analyze.

- The Act will be divided in the following way:
  - I. Preliminary (1, 2), II. Union (3-6), III. Executive Power (9-16)
  - IV. Legislative Power (17-20), The Senate (21-30),
  - The House of Commons (37-40; 42; 51-52); Money Votes (53)
  - VI. Distribution of Legislative Powers, Powers of the Parliament (91)
  - VI. Distribution of Legislative Powers, Exclusive Powers of Provincial Legislatures (92)
  - Education (93), Section 118., Section 133.

**Model** how to analyze this document by discussing the Introduction of the Document:

- Highly simplified understanding of the situation—“The provinces of Canada, Nova Scotia and New Brunswick have expressed their Desire to be federally united into One Dominion under the Crown of the United Kingdom of Great Britain and Ireland…”
  - This introduction can tell historians a lot
  - Explains that the new nation would be referred to a the DOMINION of Canada
    - Samuel Tilley remembered a biblical verse “He shall have dominion also from sea to sea and from river unto the ends of the earth”
    - This new nation would be referred to as a DOMINION
  - British connection—still under the crown of Great Britain (promote the interests of the British Empire)

- But we also historians do not get the full picture by looking simply at this source. We get a picture of a united group of provinces, it suggest that all wanted to be united into One Dominion. However, we have just discovered that this was not the case, and many people in Nova Scotia was not very happy to be part of confederation

Students will get the rest of the period to work on this presentation and will present to the class tomorrow (the presentation will be an example in Sharing/Discussing/Teaching)

- **NOTE:**
  - Points to bring up if students do not notice them:
  - Unintended Consequences from this act—The BNA Act was intended to be a unitary document and promote a strong federal government (why was this done? Explained by the context of the
time—Do not want Canada to end up in a civil war like the United States). However, in modern Canada the powers provided to the provincial government (education, health care…) have become more important. Thus, the centralized state that the fathers of Confederation intended to create has been complicated in present Canada due to changing circumstances.

Lesson Seven: An Examination of First Nations involvement in Confederation, with an emphasis on the Historical Thinking Concept of ETHICAL DIMENSION

Overview: What does this lesson entail and how does it relate to the broader aim of the unit?
- This class will focus on the role of Aboriginals in Confederation.
- The class will discuss the absence of Aboriginal input in Confederation and explore this issue from an ethical dimension.
- Students will explore Aboriginal groups involvement in Canadian history prior to 1867 and decide whether it was ethical to not invite aboriginal representatives to Confederation talks.

Learning Goal: What knowledge/skills/habits of the mind do you want students to learn/practice/understand?
- Students will learn how to ethically assess a historical situation, while avoiding preconceptions.
- Students will recall their knowledge regarding Aboriginal history and make judgments as to whether Aboriginals should have been invited to Constitutional discussions.

Curriculum Expectations:
- Grade 8
- Section A: Creating Canada
- Specific Curriculum Expectation: A1.1—Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory.
- Second Curriculum Expectation Covered: A 2.1—Investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890.
- Historical Thinking Concept: Ethical Dimension

Materials:
- Primary Sources
  - Pictures
    - Charlottetown Conference (Can be seen on Slide 1 of PowerPoint) (Appendix 7.1)
    - Arriving at Charlottetown (Can be seen on Side 2 of PowerPoint) (Appendix 7.2)
    - Last Evening at Charlottetown (Can be seen on Slide 3 of PowerPoint) (Appendix 7.3)
  - BNA Act Passage (Can be read on Slide 4 of PowerPoint) (Appendix 7.4)
- Assignment Sheet (Appendix 7.5)
- PowerPoint (Appendix 7.6)

Plan of Instruction: (Lesson to be presented alongside PowerPoint (Titled Presentation #6). The italicized words call for a change in the PowerPoint slide)

WARM UP: 15 minutes
- **5 minutes** As a class examine the word GREAT—make a mind map of the word GREAT. What are some words that measure greatness (caused change, significant, important figure…)
- **5 minutes** Then have your students examine the figure of Christopher Columbus—he can be considered a great historical figure. He is named the “discoverer of America.”
  - However, complicate that traditional narrative of Columbus. He came to America and enslaved a great portion of the native population. He was merciless, and would cut off feet of the natives if
they did not bring him enough gold.

- Challenge your students, can we still call Columbus great? Can we justify calling him great from an ETHICAL perspective?
- **5 minutes** What does Ethical mean—make another mind map defining Ethical (moral, justice, fair...)
- Today we are going to be discussing Confederation with an emphasis on the Ethical Dimension. In particular we are going to focus on the Native People’s roles in Confederation.

DISCUSSION: **35 minutes**

First Nations Role in Confederation **10 minutes**
- Look at some pictures (on the PowerPoint)
  - Who is portrayed in these pictures? Where are the native people? What do you think their role was in Confederation?
- Explain that unfortunately, First Nations people were not included in the process of Confederation. Although they had lived on the land for thousands of years, even before Europeans, they were never asked what they thought about Confederation or invited to Confederation debates!
- Look at the BNA Act—one mention of Aboriginals
  - *(Slide Four)* Under section VI. Distribution of Legislative Powers, and in sub-section 91, (Where the federal powers are listed) it reads that the exclusive Legislative Authority of the Parliament of Canada extends to all matters coming within the Classes of Subjects next hereinafter enumerated; that is to day: (24) Indians, and Lands reserved for the Indians
    - Thus, aboriginals are mentioned in the document. They are said to be under the Federal government’s jurisdiction. And their lands are under the federal government’s jurisdiction too
    - Ask students to reflect on this for a minute (they may reflect individually or with a partner) **This is an activity in Guided Practice**
    - Is this treatment of Natives Ethically correct?

Review History: **10 minutes**
- Aboriginals were the first inhabitants of North America. They crossed the Bering Straight
- They developed ways to live on the land and developed a system of extensive trading networks
- Then European Exploration and Settlement
- Fur traders and European explorers came to the new land—Had good relations with Aboriginals (the Middle Ground). Both were able to learn from one another to survive. Work together for mutual benefit. Were equals
- Champlain came in 1608 and claimed land for France
- Then the British claimed land
- Wars between the French and British shift land claims (both wars fought in Canada and wars fought in Europe)
- Aboriginals were present in most wars fought on Canadian soil, and they played a large and active role
- The War of 1812—Aboriginal allies greatly helped the British cause. Without the help of the Aboriginal allies the war may have turned out differently.
- Border Disputes—displaced Aboriginals
- After the wars had ended the Aboriginals were no longer needed
- Now the focus shifted from working with Aboriginals for mutual benefit to exploiting them for their land. Begin to make treaties with aboriginals for their land

Keep in mind this HISTORICAL PARTICIPATION of the Natives. The native people played a large role in the history of Canada, yet during the Confederation talks they were ignored.

**15 minutes** Get students to look at this Aboriginal Contribution in Canadian History. Look at how long of a history they have had in Canada. Ask: Is leaving Aboriginal groups out of Confederation debates ethical?
Avoid Presentism in students’ answers. This is an activity in Sharing/Discussing/Teaching.

It is our job as historians to remember the past. We must remember the great Aboriginal contributions to the building of Canada. We must remember the injustice in the fact that they were not invited to Constitutional talks. The more we know, the more informed we can be and we can make judgments on contemporary issues.

**Assignment: “A Letter of Historical Fiction”** (As Assessment Of learning)

Students will choose to write one of the following:

- **Option One**: Create a Letter of Historical Fiction from the perspective of an Aboriginal chief. Write a letter addressed to a member of Canadian parliament justifying why a representative from your native group should be present at the Quebec Conference. Make sure to explain why you should be part of the negotiations.

- **Option Two**: Create a Letter of Historical Fiction from the perspective of a Canadian Politician. Write a letter rejecting a Native Chief’s request to attend the Quebec Conference. Make sure to explain why this chief should not be part of the negotiations.

Each letter should be one page in length and should draw on secondary sources for evidence (mainly the Grade 8 history textbook and class discussions). Be Creative!

**Knowledge**: Teacher should mark how well student has demonstrated their knowledge regarding the Historical Thinking Concept of Ethical Dimension (10 marks)

**Communication**: How clearly the student is able to convey their message. Uses correct spelling, punctuation and letter style (10 marks)

**Application**: Teacher should mark student according to how well they developed their argument. Was their argument convincing (10 marks)

Due Date: A Week from this class.

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**Lesson Eight: Conclusion—Wrapping up Confederation**

**Overview**: What does this lesson entail and how does it relate to the broader aim of the unit?

- Within this lesson we will review what we have learned about Confederation.
- The class will review the main characters, issues, events and historical thinking concepts that we studied.
- As well, we will continue to complicate our view of Confederation by asking students to question, what does Confederation mean? Was Canada now independent? What changed?

**Learning Goal**: What knowledge/skills/habits of the mind do you want students to learn/practice/understand?

- Students will learn a new way to review materials.
- Students will continue to develop their critical thinking skills by asking and answering complex debatable questions.

**Curriculum Expectations**:

- Grade 8
- Section A: Creating Canada
- Specific Curriculum Expectation: A1.1—Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory.

**Materials**:

- Primary Sources
  - Coat of Arms (Can be seen on Slide One of the PowerPoint) *(Appendix 8.1)*
  - Political Cartoon of Canada as Britain’s Cub (Can be seen on Slide Two of the PowerPoint) *(Appendix 8.2)*
- PowerPoint *(Appendix 8.3)*
Cue Cards

WARM UP: 30 minutes

Activity: Reviewing Confederation

- Teacher will ask students to get in groups of 5-8. Teacher will hand out a pile of cue cards to each group of students. On these cue cards students will write down the names of the major figures, events, issues and historical thinking concepts that we studied. The teacher will then ask for one volunteer in the group. This person will take the cue cards and describe the word on the cue card to the students in their group. From the definition provided the rest of the students in the group have to guess the word. The group who guesses the most correct words wins.
- After that, the teacher will ask for a new volunteer. This new volunteer will have the same role as the last volunteer, but instead of offering the other group members a full description of the word, this volunteer will only offer the group members a one word description. The group members will have to guess the cue card word after only being given one word of description.
- After this action, the next step would be for the teacher to ask for a third volunteer. This third volunteer will now only be able to act out the word on the cue card. The rest of the students have to guess the word after only being given actions.
- This will be an activity in Guided Practice

This activity allows students to get practice remembering the Confederation terms and allows students to be exposed to another study technique. It is also an activity in scaffolding.

After the activity is complete the class will come together and discuss what they learned and how they liked this activity. This will be an activity in Sharing/Discussing/Teaching

DISCUSSION: 20 minutes

- Therefore, the DOMINION OF CANADA was born, on July 1, 1867
- (Slide One) Show image of the coat of Arms. Ask students what do you think about this image?
- Complicate this: What does it mean when we say Canada was BORN?
- (Slide Two) Was Canada now independent? Did Canada gain independence at this time? Show the class the picture on the PowerPoint (Canada as Britain’s cub)
  - What does this picture illustrate? What stands out? What is shocking?
  - Canada was still very much tied to the British empire—they were not independent. Confederation did not create an independent Canada
  - WWI—Canada was automatically entered into the war because Britain entered the war. SO in terms of international recognition Canada was still very much a colony of Great Britain.
  - Even the BNA document makes that very clear.
- But, we do see some changes—Canada is starting to grow—Canada is a cub (picture reference).
  - Throughout the rest of the year the class will watch Canada mature
  - First through Macdonald and his “NATIONAL POLICY”—he tries to strength Canada, connect Canada from sea to see, build the railroad, high tariffs to protect and foster Canadian industry
  - Then with the opening of the west, we see the colonized becoming the colonizers

Appendix

Lesson One:
1.1 Picture of Canada Day Celebration, 1867
(Picture can be found on slide four of PowerPoint)

1.2 Picture of Nova Scotia’s Anti Confederation Banner, 1867
(Picture can be found on slide five of PowerPoint)

1.3 Statistics on Population of Canada East and West
(Picture can be found on slide eight of PowerPoint)

1.4 PowerPoint
https://docs.google.com/presentation/d/1YjDd7ezLyyzdCwIVfbUOGkz2Ff8jVo5YYdnOH8XQ-To/edit#slide=id.g175823e65_166

Lesson Two:

2.1 “George and Anne Brown” Assignment Handout

“A Look at George and Anne Brown”

Primary Sources provide very important evidence for historians. They provide a window into the past and allow historians to get a glimpse into what life was really like during the time of study.

The following are two primary source passages. Both of these passages are said by George Brown following his decision to join the Great Coalition.

- The first passage comes from George Brown’s address to the legislative assembly of The Province of Canada.
- The second passage comes from a personal letter Brown addressed to his wife.

Your task is to analyze these two passages and answer the following questions:

- What does Brown state are his reasoning’s for joining the Great Coalition in his first address?
- What does Brown state are his reasoning’s for joining the Great Coalition in the second address?
- What do these sources say about significance?

As well, Do you believe Anne Brown is a significant historical figure, justify your answer with reference to primary and secondary evidence.

Passage One:
Hon. George Brown then arose, evidently laboring under the deepest emotion, which for a time almost choked his utterance. He said: “…For ten years I have stood opposed to the honorable gentlemen opposite [Macdonald and Cartier] in the most hostile manner it is possible to conceive of…But I think the House will admit that, if a crisis has ever arisen in the political affairs of any country which would justify such a coalition as has taken place such a crisis has arrived in the history of Canada.” (The honorable gentleman
resumed his seat amidst loud and prolonged cheers from all parts of the House and many members crowded around him to offer their congratulations…and some French Canadian members were seen putting their arms around Brown and kissing him.) -June 22, 1864 (George Brown’s address to the Legislative Assembly)

Passage Two:
“Circumstances have separated us very much in the past year, Anne…It was our duty to do it—and perhaps we should be happy that our sacrifices have had much effect on the welfare of half a continent. Is it not so, dearest Anne?...Could I possibly have abandoned the trust that has gradually grown up, and now rests upon me? Would you not like that darling Maggie should be able twenty years hence—when we may be gone—to look back with satisfaction to the share her father had in these great events? For great they are, dearest Anne, and history will tell the tale of them” –A letter from George Brown to his wife Anne, 1864

Note: Both passages were taken from:

2.2 Picture of the Charlottetown Conference
(Picture can be found on slide 6 of PowerPoint)

2.3 “Community Portrait: The Charlottetown Conference as a Political Community” Article

2.4 PowerPoint
https://docs.google.com/presentation/d/1aSrM1bsfRvayYS77gHh7Blidjkh2AHEOfdLBLYpfV2Y/edit#slide=id.g17570fdff_095
Lesson Three:

3.1 The Province of Canada Primary Source Documents

eral government exercises the veto power over the acts of local legislatures. Do you not see that it is quite possible for a majority in a local government to be opposed to the general government, and in such a case the minority would call upon the general government to disallow the laws enacted by the majority? The men who shall compose the general government will be dependent for their support upon their political friends in the local legislatures, and it may so happen that, in order to secure this support, or in order to serve their own purposes or that of their supporters, they will veto laws which the majority of a local legislature find necessary and good. (Hear, hear.) We know how high party feeling runs sometimes upon local matters even of trivial importance, and we may find parties so hotly opposed to each other in the local legislatures that the whole power of the minority may be brought to bear upon their friends who have a majority in the general legislature, for the purpose of preventing the passage of some law objectionable to them, but desired by the majority of their own section. What will be the result of such a state of things but bitterness of feeling, strong political acrimony, and dangerous agitation? (Hear, hear.)

— Legislative Assembly, February 16, 1867

J.-O. Beaubien: He tells us that as Lower Canada is to have 65 representatives in the general legislature out of 194, these 65 members from Lower Canada will always be able to preserve their rights by taking sides with the opposition to turn out the government. Does the honourable member really suppose that all the members from Lower Canada would make common cause on any question? Does he not know that there will always be a minority among them of different origin and religion who will probably take part with the government or with the majority? ... Do we not know that the difficulties which gave rise to the plan of Confederation were produced by the coalition of an Upper Canada minority with the Lower Canada majority? And what happened in Upper Canada might very well happen to Lower Canada.

— Legislative Assembly, March 2, 1867

Taché: Some honourable gentlemen have told us that this was not a federal union ... One gentleman who took this view read the 29th section [sic], in order to show that the general government, if it chose, could repeal any of the local acts of the different local legislatures — that the general government, for instance.
George-Étienne Cartier: He was well aware that some members of the house, and a number of people in Upper Canada, in Lower Canada, and in the other provinces, were of the opinion that a legislative union ought to have taken place instead of a federal union. He would say, however, at the outset, that it was impossible to have one government to deal with all the private and local interests of the several sections of the several provinces forming the combined whole. (Hear, hear.) The next question to be considered, therefore, by those who had set to work to discover a solution of the difficulties under which we had laboured was: What was the best and most practicable mode of bringing the provinces together so that particular rights and interests should be properly guarded and protected? No other scheme presented itself but the federation system, and that was the project which now recommended itself to the parliament of Canada. Some parties pretended that it was impossible to carry out the federation, on account of the differences of races and religions. Those who took this view of the question were in error. It was just the reverse. It was precisely on account of the variety of races, local interests, etc., that the federation system ought to be resorted to and would be found to work well. (Hear, hear.)

George Brown: I cannot help feeling that the struggle of half a lifetime* for constitutional reform — the agitations in the country and the fierce contests in this chamber — the strife and the discord and the abuse of many years — are all compensated.

*Brown was forty-five years old, which suggests that he is looking back to 1843, when he arrived in Canada and became engaged in the struggle for responsible government. To Brown and his supporters, that struggle had not ended with the coming of responsible government to United Canada in 1848 because that event had left Upper Canada under the heel of Lower Canada. From this standpoint, Brown sees Confederation as the realization of the federal solution he had persuaded the Reform Party to adopt in 1859: the establishment of separate governments for Upper and Lower Canada, and the assignment of matters of common concern to "some joint authority," in which for legislative purposes the two peoples could be represented according to population. But Macdonald and Cartier have presented Confederation as the realization of the policy of British North American union which their government had adopted in 1858. In short, we see here a struggle for priority between champions of the rival policies, even as they protest that the Quebec scheme combines the best features of both. — PR
3.2 Nova Scotia Primary Source Documents
http://www.collectionscanada.gc.ca/confederation/023001-7135-e.html

3.3 New Brunswick Primary Source Documents
increased representation in the upper branch? (Here the honourable member referred, in illustration of his argument that the upper house could not check encroachment, by pointing to the British House of Lords — the most powerful and peculiarly privileged political body in the world — to show that even that august body was unable to check the popular principle. He gave as an instance the passage of the first Reform Bill in England,* when in the face of the resolution of the majority of the House of Lords to oppose it, they, with the Iron Duke at the head, had been forced to give way to the determination of the people that the bill should pass.) If his honourable colleague said he would agree to representation by population, if neutralized by some check in the upper branch, he was, knowing as he must, how powerless any check there would be to the popular principle, in fact as thorough-going and as strong a unionist as George Brown himself.

— House of Assembly, March 27, 1866

Albert J. Smith: Delegates ... have probably taken the idea [for representation by population] from the plan adopted by the constitution of the United States. There they have representation by population in the House of Representatives. But in the Senate it is provided that every state alike send two senators. And it must be remembered that the Senate of the United States has executive as well as legislative functions; it has power even to veto many of the acts of the president. What he docs must have their approval and consent. They have a check on the House of Representatives. But under the provisions of this scheme, the people's house will be the all-important and all-powerful branch, for they will be able even to overturn the executive of the country. It is not so in the United States. While the framers of this scheme have copied this provision from the United States, have they given us the same checks as are provided there? Not at all. There every state, large and small, sends one [sic] representative to the Senate.

Thus Canada is not only to have the great majority in the lower house, but in the Legislative Council she is to be represented by forty-eight members,† whilst all the lower provinces

* Passed in 1832, it provided for only a modest extension of the franchise. It was vehemently opposed by Wellington — "the Iron Duke" — and other peers.
† Smith's monopolistic conception of United Canada is remarkable, given that the Quebec scheme had originated in an agreement to federalize that province. — PR
will only have twenty-four... It may be asked why we should have an equal number with them in the second branch? I say because they have full power and control in the lower house... In the United States the senators are elected by the people,* and not for life, but one-third of their numbers every two years. But here they acknowledge no sway from the people, and with all this Canada is to have a two-thirds majority in that house...

Now how are differences and controversies on this subject to be settled? Have they a superior court to which the matter can be carried as in the United States, where differences between states and the general government can be carried and settled? No, there is nothing of the kind provided. Is it not important that there should be some tribunal where disputes of this nature may be settled; and I ask the attorney general to look into the matter and provide for some means of appeal. But even then there is the other power they possess of vetoing any action of the local legislatures. Should we submit that Canada should have the power to abrogate and nullify all or any of our legislation, with no power to which to appeal? They have also left us the power of managing our own private or local affairs, but the question may be raised what is private and local, and then who is to determine?

S.L. Tilley: The honourable member [Smith] stated that it was probable our local legislature would be left without any powers, and dwindle down so low that its action would be a mere farce. Now, whatever may be the opinion of the honourable member with regard to this legislature, or of Mr. Brown? in reference to the local government of Upper Canada, I believe that our constitution will remain just as it is. It is a fact that out of the whole

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*S Smith is mistaken: until 1913, U.S. senators were elected by their state legislature. — PR

*At the Quebec Conference, Brown is reported to have urged that the local legislatures should consist of a single chamber elected for a fixed term of three years. The executive officers would be elected by the legislature from outside its ranks, and would have the right to speak in the legislature but not to vote. He justified his proposal by emphasizing the "insignificance" of the powers that the Charlottetown Conference proposed to assign to the local governments. Historians have identified this expression of Brown's views with those of his party, in order to brand the Ontario Reformers' defence of provincial rights within Confederation as a vote-face; but to the extent that his views on this occasion represented a repudiation of the Reformers' normal
number of bills passed by this legislature in 1864, all but seven would have come before us in Confederation, and all but three during the last session. No, the work to be performed will not dwindle down to insignificance.

— House of Assembly, June 2

Tilley: He [Smith] says we have not a sufficient number of representatives in the upper branch of the legislature. There might be some concessions made to us in this. When the arrangement was made, and representation by population was conceded, it was considered that there was a great protection given to the Maritime provinces, for New Brunswick was to have one representative for every 25,000 of her population, Lower Canada one to every 50,000, and Upper Canada one to every 75,000 ... In every case the interests of the Maritime provinces are nearly identical, and there is scarcely an important question that can come up in which Lower Canada would not be with us ... Again there is a protection in the fact that the number of representatives in the upper branch cannot be increased by the crown.

Francis Hibbard: Presuming the constitution is made, will there never be a means of amending it?

Smith: The American constitution has a provision for amendment."

Hibbard: Perhaps the delegates will see that a provision for that is inserted in ours.

— House of Assembly, June 28, 1866

C.N. Skinner: He would, if he could, secure some modification to the provision for representation by population. He heard that this could not be done, but still he would claim it as a right and a benefit to all the colonies. The Quebec scheme was started at the time of war in the United States, before [Ulysses S.] Grant had taken Richmond or [William] Sherman had made his grand march through Georgia to the ocean, when they thought that the

*Neither the Quebec scheme nor the BNA Act made any provision for amending the Canadian Constitution. The omission caused lasting uncertainty as to the proper procedure.*

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3.4 Prince Edward Island Primary Source Documents
would have the power to press taxation against the combined resistance of the lower provinces? Experience gives us no warrant for assuming that an attempt could be made so hostile to the spirit and genius of representative combinations, but such strange argument[s] had been used in relation to this question that even such remote and almost impossible contingencies it became necessary to examine and rebut.

He had shown the utter futility of such legislation if it were enacted, but in the case he had imagined the weight of public opinion throughout the confederacy would come to the support of those against whom oppression was directed and the influence would be such as no government would be able to resist. But he would go further and suppose that were such a measure accomplished, we should still have the security that lies in an appeal to the imperial government to whom all the legislation of the Confederation must be sent for approval.

— House of Assembly, February 21, 1865

PRINCE EDWARD ISLAND

J.H. Gray: I would remark upon . . . our share in the representation in the general parliament and the complaints of the objectors that we have too few members. When the revolted provinces ordained and established their constitution, it was provided that representatives from any state might be sent to parliament in the proportion of one member to every thirty thousand of the population. The state of Delaware, large and influential, as well as that of Rhode Island, somewhat similar in extent to this colony, did not think it against the interests of their people to enter their union with one member each; this island is invited to enter the proposed Confederation with five.

We are also told that our four members in the [Legislative] Council will be no protection to our interests and that the custom obtaining in the United States is far better. Now let us take this view of the question and follow the United States system. Vancouver, Columbia, Red River, Upper Canada, New Brunswick, Nova Scotia, Newfoundland, and Prince Edward Island each sends two members to the upper chamber. If a question arose affecting our sectional rights, interests, and privileges,

* She affirms that the deliberative nature of representative institutions favours compromise rather than the tyranny of the majority. — PR

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do we imagine that our two members could carry the point against the other sixteen? But I would ask has a case ever occurred in which such injustice was attempted or even hinted at, as the opponents of Confederation are so grievously afraid of? At the time of the revolution, the white population of the whole thirteen states was less than that of Canada at this time. The population of Canada is now considerably more than thirty times that of this island, and if we are to follow the plan of the United States to mete out even-handed justice, we must first portion our Canada into thirteen sections, approximating to what the Unit were at the time of union, not what they now are.

But, I would ask, is it necessary that we should go into this Confederation with our hearts and minds filled with suspicions? Is it a foregone conclusion with us that all the other provinces will unite to do injustice to one particular section of their common country? Yet we have all these dark surmisings, and much more freely enunciated by all parties who oppose the Confederation. "Where will the interests of Upper Canada be," cries Mr. Cameron, "when the other provinces hold a majority of thirty against her in the lower, and fifty-two in the upper chamber?" Then M. Dorion cries out for poor Lower Canada. Then comes New Brunswick, Nova Scotia, and Prince Edward Island. Let us say, "away with such unworthy suspicions, they should not be held by liberal and enlightened men." As I said before, such a case has never occurred in the history of nations, and is it not monstrous doctrine to pretend that it could ever occur with us in this age of reason?

— House of Assembly, March 25, 1865

Frederick Brecken: With respect to the political part of the report I think we have reason to complain. The principle of representation by population is sought to be enforced on too sweeping a scale; but as this principle is a sine qua non with the people of Upper Canada, and is, I believe, at the bottom and root of the Confederation scheme, we might expect to see it applied to the lower house; but I see no reason why the constitution of the

*As British North Americans debated the Quebec scheme, they were heard in each others' colonies as well as their own. Here Gray paraphrases a passage of M.C. Cameron's speech of February 24 in which Cameron quotes from a speech given by Leonard Tilley of New Brunswick the previous November. — PR

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George Coles: Frowning remonstrance against the policy of the honourable colonial secretary [W.H. Pope] and his union friends; he would take fright at the sight of its decaying walls.

We are told that by going into the union we will rise from being a small and obscure colony to be part of a great country. This may, in some degree, be true; but, practically, we are called upon to yield up a very great extent the control and management of our public affairs, a great privilege, which once parted with is not easily regained.

George Howlan: The subject which the people of this island are now called upon to consider is the report of a delegation not authorized by this house, and one by which the constitution of this colony is to be wrested from us. In considering the question of Confederation, we ought to view it not as it would affect us at present, but as it would probably operate upon the interests of this colony in all time to come.

The principle of representation by population in the lower house is borrowed from the American system; yet the Quebec Conference did not follow out the same model with respect to the constitution of the upper branch. In the neighbouring republic, each state has the privilege of sending two representatives to the Senate, no matter now small its population. New York with its population of 3,097,894 has only the same number of senators in Congress as the state of Rhode Island with its population of 147,545. The difference between the population of these two States is as 20 to 1, greater fully than it is between that of Upper Canada and this island; yet while this report allows Upper Canada twenty-four members in the Legislative Council of the Confederation, this colony is only allotted five. Instead of all the provinces being allowed the same number of members each in the upper house, according to the principle of the United States' Constitution, each of the Canadas is to have as many councillors as all the lower provinces put together. Then again, the members of this body are to be appointed for life, a system which would undoubtedly bring about a deadlock, the very state of affairs in Canada which Confederation is intended to remedy . . .

Representation by population might be very well for Canada herself, but in a general union of the colonies it would operate injuriously for the Maritime provinces, as they could not expect to protect their interests when they would have to contend with 100 of a clear majority over their own representation . . .
It is well enough for those to go into Confederation who have not been able to manage their own affairs, but for us to do so in the prosperous state of our revenue would be but committing political suicide. Some of the delegates, however, inform us that we may obtain £250,000 to buy proprietary lands.* There is nothing in the report to this effect; all that I see promised is interest for a certain sum. If the honourable member for St. Peters were in the general legislature, and to rise to ask for a grant of £200,000 to purchase proprietors’ lands, could he have the face to point to a certain paragraph of the report and say I claim this sum as a constitutional right? (Laughter.) But, it might be said, he would have four other members to aid him in urging our rights. Our delegates, did they wish to ensure our rights, had a much better opportunity to gain this point at a conference of a few individuals than in a house of 194 members. Their first object ought to have been to get a settlement of our land question — the only question which is a grievance in the colony — and then they might have come with some show of reason and asked us to go into Confederation. But they ask us to give up our constitution — for what? Simply the glory of belonging to a country with four millions of people? (Hear, hear.) I believe our people prefer representation in the imperial parliament to union with Canada.

— House of Assembly, March 28, 1865

George Coles: Again with respect to our local legislatures under the Confederation scheme, what would it amount to? We would be a laughingstock to the world. The city council would be a king to such a legislature. In this house scarcely anything would be left us to do, but to legislate about dog taxes and the running at large of swine. Some honourable members have referred to the great advantage of this colony being allowed to retain its local legislature. Probably they intend to remove to Canada themselves and care little about what they leave behind them. *To some islanders, the chief or only point of entering Confederation was to obtain help in solving the land question. They were unable to secure this goal at the Quebec Conference, but the London Conference of 1866–67 did pass a resolution committing the dominion government to such a course. — PR

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Lesson Four:

4.1 Political Cartoon—Canada East and Confederation
(Can be found on Slide 3 of PowerPoint)

4.2 Henry Joly Passage
(Excerpt can be found on Slide 4 of PowerPoint)

4.3 "The West Wants in Speech

4.4 The West Wants in Homework Handout

“The West Wants In”

This is a speech delivered to the Western Assembly on Canada’s Economic Political Future, by Preston Manning, in May of 1987. Preston Manning was the founder of the Reform Party of Canada.

Within this Speech, Manning discusses the Canadian West’s feeling of alienation from the rest of Canada and suggests that the West demand reform and a fair say in the Federation.

Your task is to examine this document as a primary source and reflect on the following questions:

1. What are the western grievances Manning outlines in this speech?
2. What do these grievances say about Regionalism in Canada? Reference the historical thinking concept of Continuity and Change in your answer.

4.5 PowerPoint
https://docs.google.com/presentation/d/1dq_A_g4u5JjqVG1CZ1pocnnqn6Ryc9J5une7vPbq9go/edit#slide=id.g1757d7213_051

Lesson Five:

5.1 Political Cartoon illustrating perceived American Threat
(Can be found on Slide 6 of PowerPoint)

5.2 Fenian Marching Song
(Can be found on slide 7 of PowerPoint)
5.3 Fenian Battle Painting
(Can be found on slide 9 of PowerPoint)

5.4 PowerPoint
https://docs.google.com/presentation/d/19MF7eVwFizWk1_a3CuMRCOu36RGD2h_y0XUjMAz596g/edit#slide=id.g175909b3e_076

Lesson Six:

6.1 Eastern Chronicle and Pictou County Advocate
http://www.collectionscanada.gc.ca/confederation/023001-7141-e.html
(Can be found on slide 3 of PowerPoint)

6.2 BNA Act

6.3 PowerPoint
https://docs.google.com/presentation/d/1HkbrmNnOryV_uhg7fyXCOsvMCVAu-tNJ-ojLF9rWEbY/edit#slide=id.g1757252fb_041

Lesson Seven:

7.1 Charlottetown Conference
(Can be found on Slide 1 of PowerPoint)

7.2 Arriving at Charlottetown
(Can be found on Slide 2 of PowerPoint)

7.3 Last Evening at Charlottetown
(Can be found on Slide 3 of PowerPoint)

7.4 BNA excerpt
(Can be found on slide 4 of PowerPoint)

7.5 Assignment Sheet
“A Letter of Historical Fiction”

Chose to write on one of the following:
- **Option One:** Create a Letter of Historical Fiction from the perspective of an Aboriginal chief. Write a letter addressed to a member of Canadian parliament justifying why a representative from your native group should be present at the Quebec Conference. Make sure to explain why you should be part of negotiations.
- **Option Two:** Create a Letter of Historical Fiction from the perspective of a Canadian Politician. Write a letter rejecting a Native Chief’s request to attend the Quebec Conference. Make sure to explain why this chief should not be part of the negotiations.

Each letter should be one page in length and should draw on secondary sources for evidence (mainly the Grade 8 history textbook and class discussions). Be Creative!

**Knowledge:** How well have you demonstrated your knowledge regarding the Historical Thinking Concept of Ethical Dimension (10 marks)

**Communication:** How clearly have you conveyed your message. Use correct spelling, punctuation and letter style (10 marks)

**Application:** How well have you developed their argument. Was your argument convincing (10 marks)

Due: A Week from this class

7.6 PowerPoint
https://docs.google.com/presentation/d/1cMUVpF3lNva70XvWl1g1EMN3opB-r1AGfoZzAScoiwk/edit#slide=id.g1758533bb_037

Lesson Eight:

8.1 Coat of Arms
(Can be seen on Slide One of the PowerPoint)

8.2 Political Cartoon of Canada as Britain’s Cub
(Can be seen on Slide Two of the PowerPoint)

8.3 PowerPoint
https://docs.google.com/presentation/d/1KbG2CSbi3ohgouA_klQTun-V3_fNa_mDt7kGHOCEnTU/edit#slide=id.g1758fd772_037