

# Creating Canada

— Grade 8 —

Written by Eleanor M. Summers & Ruth Solski

This history series was developed to make history curriculum accessible to students at multiple skill levels and with various learning styles. The content covers key topics required for eighth grade history and supports the updated **2013 Ontario Curriculum: History Grade 8**. Each topic is presented in a clear, concise manner, which makes the information accessible to struggling learners, but is also appropriate for students performing at or above grade level. Illustrations, maps, and diagrams visually enhance each topic covered and provide support for visual learners.

The reading passages focus on the significant people, historic events, and changes in the government that were important to **Canadian history between 1850 and 1890**, giving students a good overall understanding of this time period.



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

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## Title: Creating Canada 1850 – 1890

Each student activity worksheet meets one or more of the following expectations from the Ontario Curriculum: History Grade 8

<b>LEARNING EXPECTATIONS</b>	
<b>I. APPLICATION</b>	
<b>Assess the impact of key social, economic and political factors (including inequalities) on various Canadians and on the creation of the Dominion of Canada.</b>	
1	Evaluate the importance of internal and external factors that played a role in the creation and expansion of Canada and its territories.
2	Assess the impact that differences in legal status and distribution of rights and privileges had on various groups and individuals.
3	Analyse the actions of various groups and individuals in an effort to improve their lives.
<b>II. INQUIRY</b>	
<b>Investigate perspectives of different groups on significant issues, events and developments that affected Canada and Canadians.</b>	
1	Investigate the perspectives of different groups on issues, events or developments that affected Canada or Canadians.
2	Organize information and evidence about the perspectives of different groups on issues, events and developments using a variety of sources.
3	Analyse and construct maps and timelines of events or issues with a focus on exploring spatial boundaries.
4	Analyse information and interpret evidence related to investigations using a variety of tools
5	Evaluate evidence and state conclusions about perspectives of different groups on relevant issues, events and developments.
6	Communicate the results of the investigations using suitable vocabulary and formats.
<b>III. UNDERSTANDING</b>	
<b>Describe significant developments, events and people living in Canada between 1800 and 1850 and explain their impact on the times.</b>	
1	Identify leading factors that resulted in key events and developments Canada in this time period.
2	Identify key legal and political changes that occurred in this period and its effect on Canada
3	Identify key social and economical changes that occurred in this period and its effect on Canada
4	Describe important instances of cooperation and conflict in Canada during this time period.
5	Describe interactions between different individuals, groups, and institutions in Canada during this period.
6	Identify important individuals and groups, and explain their contribution to Canada's identity.

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## Creating Canada 1850 – 1890

### To the Teacher

This history series was developed to make history curriculum accessible to students at multiple skill levels and with various learning styles. The content covers key topics required for seventh grade history and supports the updated **2013 Ontario Curriculum: History Grade 8**. Each topic is presented in a clear, concise manner, which makes the information accessible to struggling learners, but is also appropriate for students performing at or above grade level. Illustrations, maps, and diagrams visually enhance each topic covered and provide support for visual learners.

The reading passages focus on the significant people, historic events, and changes in the government that were important to Canadian history between 1850 and 1890, giving students a good overall understanding of this time period.

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

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

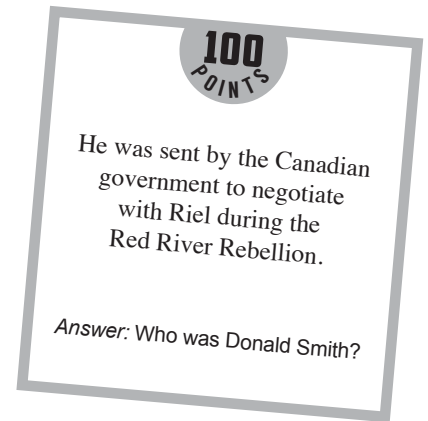
The reading passages and question pages for each topic form a complete lesson that can be integrated into your existing history curriculum. The material allows for flexibility and can be used in whatever way best supports your curriculum needs.

This resource contains three pages for teacher information and use. **At a Glance** lists expectations from the 2013 Ontario Curriculum: History Grade 8. **Teacher Assessment Rubric** allows the teacher to assess student understanding and performance based on a four-level scale. The **Student Self-Assessment Rubric** gives the student an opportunity to evaluate their strengths and identify areas that require improvement.

## Master the Facts Review Game

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

There are 48 game cards, and each card has a clue and an answer in the form of a question. There is also a point value assigned to each card – 25, 50, or 100 points. The point value represents the difficulty of the clue. Use the cut marks as a guide to cut out the cards with a paper cutter. Once the cards have been cut, they can be stored in a zip-lock bag for future use.



### Playing the Game

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

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

### Play Options

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

### Expanded Uses

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

# The Creation of Canada

## The London Conference

The London Conference has also been known as the Westminster Conference. It was held in England. The purpose of this conference was to gain British approval for the Confederation of Canada. Sixteen delegates from Canada, New Brunswick, and Nova Scotia attended the conference. Britain was in favor of Confederation because they no longer wanted to be responsible for the upkeep of the colonies.

John A. Macdonald, from Canada, suggested that the new nation be named the “**Kingdom of Canada**,” but the British didn’t like it: they thought the word “kingdom” might offend the United States. The name “**Dominion of Canada**”, suggested by Leonard Tilley of Nova Scotia was accepted, though everyone knew the country would simply be called Canada. The new Prime Minister of Canada was **John A. Macdonald**.



*Delegates at the London Conference*

## The Constitution

A constitution is a set of rules that govern how an organization is supposed to work, whether it is a small club or the government of a large country. The *Seventy-Two Resolutions* served as the basis for the new constitution for the Dominion of Canada.

The Constitution Act of 1867 is the modern name of the British North American Act, which formally created the Dominion of Canada, making it a federal nation with two levels of government – federal and provincial. The constitution distributed powers between the two levels of government. It also outlined how the system would work.

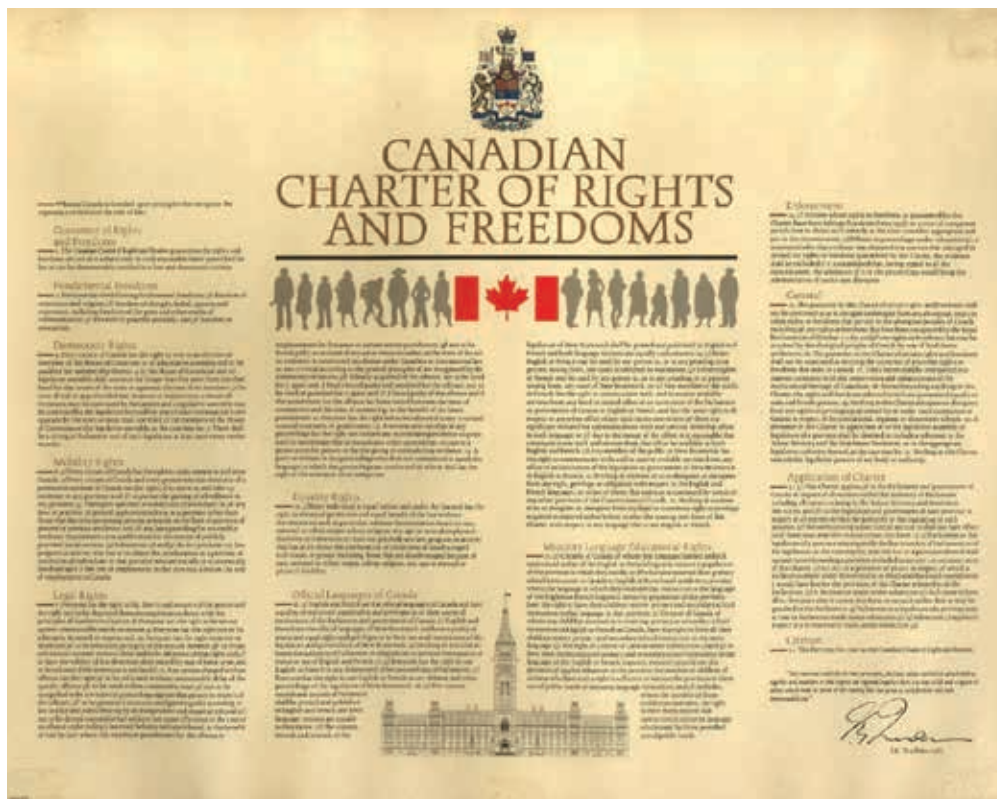
The Constitution of Canada has been revised many times since 1867 and was renamed in April 1982. But it still contains the main components of the British North America Act and the Canadian Charter of Rights and Freedoms.

# The Creation of Canada (continued)

## The Constitution of Canada

The most important parts of Canada’s written constitution contains the following:

- **The Québec Act of 1774** – This guaranteed the use of the French language and civil law in Quebec.
- **The Constitutional Act of 1791** – This created elected assemblies in Ontario and Québec.
- **The British North America Act of 1867** – This created the basis of a federal government for Canada.
- **The Statute of Westminster, 1931** – This recognized Canada’s full independence within the Commonwealth. It stated no law enacted in the United Kingdom would extend to Canada, except at Canada’s request.
- **The Canada Act, 1982** – This is the last act passed by Great Britain that affected Canada. It stated that “ No act of parliament of Great Britain shall extend to Canada as part of its law.”
- **The Constitution Act, 1982** – This made a number of changes in the original British North America Act.
- **The Canadian Charter of Rights and Freedoms** – The object of this charter is to protect the citizen against the State and minorities against parliamentary majorities. It covers fundamental rights, democratic rights, mobility rights, legal rights, equality rights, and linguistic rights.





# The Creation of Canada

## Opposition to Confederation

**Canada West** – The major opposition to Confederation came from those who opposed the building of the **Intercolonial Railway** because of the cost involved. **George Brown** smoothed the way by showing the benefits of having the largest number of seats in the new government.

**Canada East** – Many French-Canadians feared the loss of their rights as Catholics and the loss of their unique culture. **George Etienne Cartier** won them over with the argument that confederation with the colonies was their only hope for survival.

**New Brunswick** – The majority of the voters felt the small size of their colony in comparison to Canada East and West would mean that they would be swallowed up by the larger colonies. As a result, they would receive few benefits from the union. The people of New Brunswick did very little trade with the other colonies and did not see the advantage of having an Intercolonial Railway.

**Nova Scotia** – The main opposition to Confederation came from the fact that the economy depended on the sea, and not on trade with the colonies. The voters did not see a benefit in being part of the union. Two of the terms by which Nova Scotia eventually joined the Confederation were that the government of Canada would pay off their debts and a railway would be built linking them to the other colonies. Opposition to Confederation continued and in 1869 the Repeal Party campaigned on having the Confederation repealed. But over time their efforts failed when the Conservative party won 14 of the 21 federal seats in 1881.

## Final Agreement to Confederation

The main pressure for the colonies to join together came primarily from outside sources – the United States and Britain. Confederation was strongly supported by Britain. The British wanted the colonies to be responsible for themselves. It was the **Fenian raids** and the **end of reciprocity** with the United States that finally pushed these four colonies into agreeing to Confederation.

### New provinces of the Dominion of Canada: Ontario, Quebec, Nova Scotia, New Brunswick



Name \_\_\_\_\_



# The Creation of Canada

**Answer the following questions in complete sentences.**

1. Why didn't the British want to call the new Confederation the "Kingdom of Canada?"

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2. What was the purpose of the London Conference?

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3. What served as the basis for the new constitution for the Dominion of Canada?

---

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4. What were the two levels of government in the newly formed Dominion of Canada?

---

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5. Why is the Québec Act of 1774 an important part of the Constitution?

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6. Name three rights the Canadian Charter of Rights and Freedoms covers.

---

---

---



Name \_\_\_\_\_



## The Creation of Canada

Match up each of the following colonies with the reason it was opposed to confederation.

*Canada West • Canada East • New Brunswick • Nova Scotia*

1. This colony's economy depended on the sea, and not on trade, so they saw no benefit in being part of the union.

\_\_\_\_\_

2. This colony feared the loss of its unique culture.

\_\_\_\_\_

3. This colony felt their small size would limit the amount of benefits it received from being part of the union.

\_\_\_\_\_

4. This colony opposed the building of the Intercolonial Railway because it was too costly.

\_\_\_\_\_

**Answer the following questions.**

5. Who convinced the people of Canada East to become part of the Confederation?

\_\_\_\_\_

6. Where did the main pressure for the colonies to join together come from?

\_\_\_\_\_

7. What key events finally convinced the colonies to form a union?

\_\_\_\_\_



Name \_\_\_\_\_



# The Creation of Canada

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

1. State information about the London Conference:

a) the purpose of this conference: \_\_\_\_\_  
\_\_\_\_\_

b) reason that Britain was in favour of Confederation: \_\_\_\_\_  
\_\_\_\_\_

c) the name given to the new country: \_\_\_\_\_

d) the new (and first) Prime Minister of Canada: \_\_\_\_\_

2. What is meant by the term “constitution”?

\_\_\_\_\_  
\_\_\_\_\_

3. Summarize the Constitution of Canada by completing the chart.

Most important parts of our Constitution	What the part contains
The Quebec Act of 1774	
The Constitutional Act of 1791	
The British North America Act of 1867	
The Statute of Westminster 1931	
The Canada Act 1982	
The Constitution Act 1982	
The Canadian Charter of Rights and Freedoms	



Name \_\_\_\_\_



## The Creation of Canada (continued)

4. Outline each area's opposition to Confederation by describing their concerns on the chart.

Area of Canada	Concerns and opposition
Canada West	
Canada East	
New Brunswick	
Nova Scotia	

5. The main pressure for the colonies to join together came from outside sources. Explain how each of these sources pressured the colonies to unite.

a) Britain: \_\_\_\_\_  
\_\_\_\_\_

b) the United States: \_\_\_\_\_  
\_\_\_\_\_

6. Refer to the map showing the new Dominion of Canada. In your opinion, what is the biggest change in the size of the provinces from that time until today?

\_\_\_\_\_  
\_\_\_\_\_



**MASTER  
THE FACTS**

## REVIEW GAME

Creating  
Canada  
1850-1890



**MASTER  
THE FACTS**

## REVIEW GAME

Creating  
Canada  
1850-1890



**MASTER  
THE FACTS**

## REVIEW GAME

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Canada  
1850-1890



**MASTER  
THE FACTS**

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**MASTER  
THE FACTS**

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**MASTER  
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**MASTER  
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**MASTER  
THE FACTS**

## REVIEW GAME

Creating  
Canada  
1850-1890



**MASTER  
THE FACTS**

## REVIEW GAME

Creating  
Canada  
1850-1890

**25**  
POINTS

The colony with the largest population in 1861.

*Answer: What was Canada West?*

**25**  
POINTS

He was the first to propose the union of the colonies.

*Answer: Who was Lord Durham?*

**25**  
POINTS

When the British North American Act created the Confederation of Canada.

*Answer: When was July 1, 1867?*

**50**  
POINTS

A philosophy that stated the U. S. should expand its borders and take over all of Canada.

*Answer: What was Manifest Destiny?*

**50**  
POINTS

After the St. Alban's Raid, he stopped the order to send Northern troops into Canada.

*Answer: Who was President Lincoln?*

**50**  
POINTS

The Union ship that stopped the British mail packet RMS Trent during the Trent Affair.

*Answer: What was the USS San Jacinto?*

**25**  
POINTS

Members of a secret society formed by Irish-Americans around 1858.

*Answer: What was the Fenian Brotherhood?*

**50**  
POINTS

The U.S. cancelled this, resulting in unfavourable trading terms for the colonies.

*Answer: What was the Reciprocity Treaty?*

**50**  
POINTS

The British repealed the Corn Laws to encourage this.

*Answer: What was free trade?*

**50**  
POINTS

A type of government that allowed the people to have more say in how they were governed.

*Answer: What was responsible government?*

**50**  
POINTS

The event that influenced the shaping of the new Canadian Constitution.

*Answer: What was the Civil War?*

**50**  
POINTS

He worked with John Macdonald to form the Coalition Ministry.

*Answer: Who was George Brown?*