

The Characteristics of Communities in Canada: 1780-1850

— Grade 3 —

Written by Bill Gowsell

BRIEF OVERVIEW: This teacher resource has been designed to give students a snapshot of the many different communities that have helped build Canada. Focusing on Ontario, students will have the chance to participate in multiple learning opportunities that allow them to access learning using their multiple intelligences.

MEETING YOUR STUDENT'S NEEDS: Depending on the needs of the students in your class, the teacher may want to scan any Reading Passages into Kurzweil on the computer. By doing this, no matter the reading abilities of your students, they will be able to access the information of the text. Teachers are also encouraged to allow their students to collaborate on as many activities possible, in order to allow all students to be successful without modifying the text significantly.



BILL GOWSELL is a teacher for the Catholic District School Board of Eastern Ontario. For the last three years he has been teaching grade 6 in Brockville. Bill has been fortunate to work on multiple school committees that develop long range goals for his students and his school in Language and Math goals. He loves to create resources that are fun and informative, but allow all of his students to succeed.

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At A Glance

| Learning Expectations | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Extra Activities |
|--|----------|----------|----------|----------|----------|----------|------------------|
| Knowledge and Understanding Content | | | | | | | |
| Identify First Nations communities in Upper and Lower Canada from 1780 to 1850. | | ● | | | | | |
| Identify various settler communities in Canada during this period. | | ● | ● | ● | ● | ● | ● |
| Identify some of the main factors that helped shape the development of settlements in Canada during this period. | ● | | ● | ● | ● | ● | ● |
| Describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation. | | ● | ● | ● | ● | | ● |
| Thinking Skills | | | | | | | |
| Gather and organize information on major challenges facing different groups and communities. | ● | ● | ● | ● | ● | ● | ● |
| Analyse and construct print and digital media maps. | | ● | ● | ● | | | |
| Communication | | | | | | | |
| Analyse and construct print and digital media maps, including thematic maps. | | ● | ● | ● | | | |
| Application | | | | | | | |
| Describe some of the similarities and differences in various aspects of everyday life of selected groups living in Canada between 1780-1850. | | ● | ● | ● | ● | | ● |
| Identify some key components of the Canadian identity and describe some of the ways in which communities in Canada have had an impact on Canadian identity. | ● | | | | | ● | ● |

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Teacher Assessment Rubric

Student's Name: _____

Date: _____

| Success Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|--|--|--|
| Knowledge and Understanding Content | | | | |
| Demonstrates an understanding of the concepts, ideas, terminology definitions used | Demonstrates limited knowledge and understanding of content | Demonstrates some knowledge and understanding of content | Demonstrates considerable knowledge and understanding of content | Demonstrates thorough knowledge and understanding of content |
| Thinking Skills | | | | |
| Gather and organize information on major challenges facing different groups and communities | Uses critical thinking skills with limited effectiveness | Uses critical thinking skills with some effectiveness | Uses critical thinking skills with considerable effectiveness | Uses critical thinking skills with a high degree of effectiveness |
| Analyse and construct print and digital media maps | Constructs and analyses maps with limited effectiveness | Constructs and analyses maps with some effectiveness | Constructs and analyses maps with considerable effectiveness | Constructs and analyses maps with a high degree of effectiveness |
| Communication | | | | |
| Organize and communicate ideas and information in oral, visual, and/or written forms | Organizes and communicates ideas and information with limited effectiveness | Organizes and communicates ideas and information with some effectiveness | Organizes and communicates ideas and information with considerable effectiveness | Organizes and communicates ideas and information with a high degree of effectiveness |
| Application of Knowledge and Skills | | | | |
| Apply knowledge and skills to makes connections between the past and present day situations | Makes connections with limited effectiveness | Makes connections with some effectiveness | Makes connections with considerable effectiveness | Makes connections with a high degree of effectiveness |

Student Self-Assessment Rubric

Name: _____ Date: _____

Put a check mark ✓ in the box that best described you.

| Expectations | Always | Almost Always | Sometimes | I Need Improvement |
|--|--------|---------------|-----------|--------------------|
| I am a good listener. | | | | |
| I always followed directions. | | | | |
| I always stayed on task and completed my work on time. | | | | |
| My writing was neat and detailed. | | | | |

1. I liked _____

2. I learned _____

3. I want to learn more about _____

American Slaves in Canada

For twenty years, 1840–1860, enslaved American slaves escaped from captivity to Canada. Many followed the path of the Underground Railroad. Though not an actual railroad, it was a hidden network of routes and safe houses with supporters that helped slaves escape to freedom in Canada. Guides would usually be able to help slaves find their way on the route from one safe spot to the next. The Underground Railroad was dangerous way to travel and success was usually a result of luck more than anything else.

Railroad terms were used as code words to disguise the purpose of the escape network.

Many guides on the Underground Railroad were **abolitionists**, people who wanted slavery abolished.

Locations and crossing points from the United States were often given code names. Detroit was known as “Midnight” and the Detroit River was called “Jordan,” a biblical reference to the river that led to the fabled Promised Land.

The codenames would allow supporters and users of the

RAILROAD TERMS

CONDUCTORS



Those who helped people move from place to place.

PASSENGERS/ CARGO

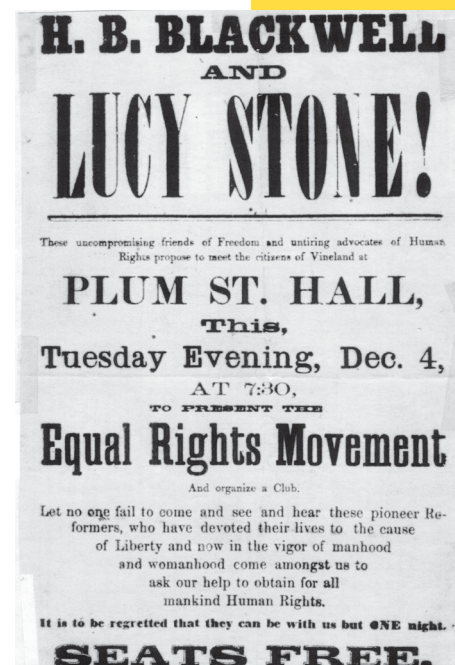


Were fleeing refugees.

STATIONS



Were safe places to stop to rest.



Broadsheet invitation to see a couple speak on the topic of equal rights.

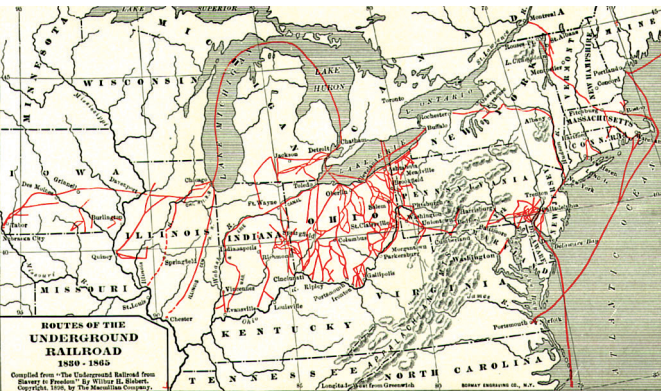


“The Underground Railroad”
by Charles T. Webber, 1893

Underground Railroad to communicate in public without being arrested. At this time in the United States if you helped slaves escape it was considered a crime. Refugees arrived all across Canada, from Nova Scotia to British Columbia, but most came

to what is now southwestern Ontario, to places such as Windsor, Fort Erie, Chatham and Owen Sound.

It is impossible to know how many slaves escaped via the Underground Railroad. Many suspect almost 30 000 slaves found freedom in Canada through this hidden network. Use of the Underground Railroad reached a peak from 1840-1860 when the United States passed its Fugitive Slave Act in 1850. This new law gave slave hunters the legal right to pursue and capture slaves who escaped to Canada.



Left: Whole map of the underground railroad.
Right: Underground Railroad Monument in Windsor, Canada.



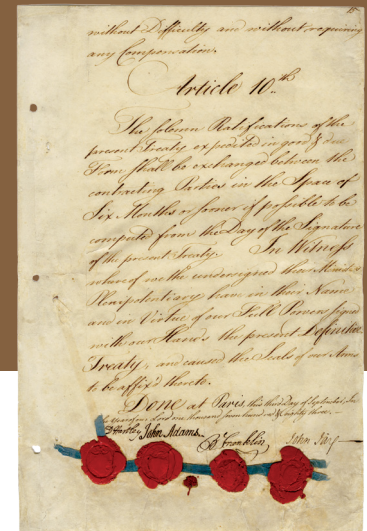
The Loyalist Refugees

Tired of British rule and the taxes that the British king implemented on them, American colonists formed a nation, declared their independence from Britain in July of 1776, and fought a war against Britain. The war ended with the Treaty of Paris in 1783. The treaty forced many loyal colonists to flee for Canada.



Fifty thousand American colonists left or **emigrated** from their home in the American colonies to Canada during the American Revolution. While most American colonists wished for independence from Britain, many didn't and chose to leave for a new life that still kept them under British control.

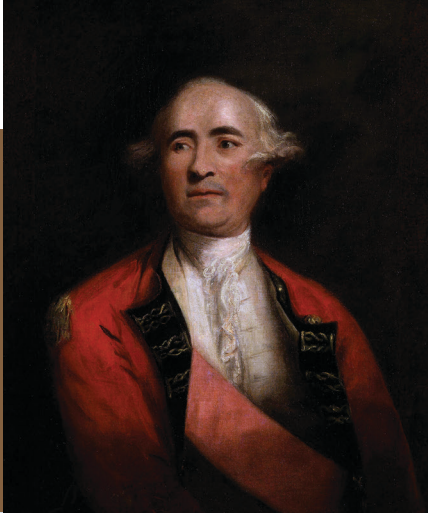
Above: "Signing the Preliminary Treaty of Peace at Paris, November 30, 1782." Right: Signature page of the Treaty.



From 1775-1783 thousands of American colonists, mostly from New York settled in Ontario and the Maritimes. By 1784, ten thousand Loyalist colonists settled along Lake Ontario and the Upper St. Lawrence Valley.

A large portion of Loyalist settlers settled in the Bay of Quinte area near present day Belleville. After the American Revolution, Loyalists and disbanded soldiers seeking life under the British crown fled for Québec,

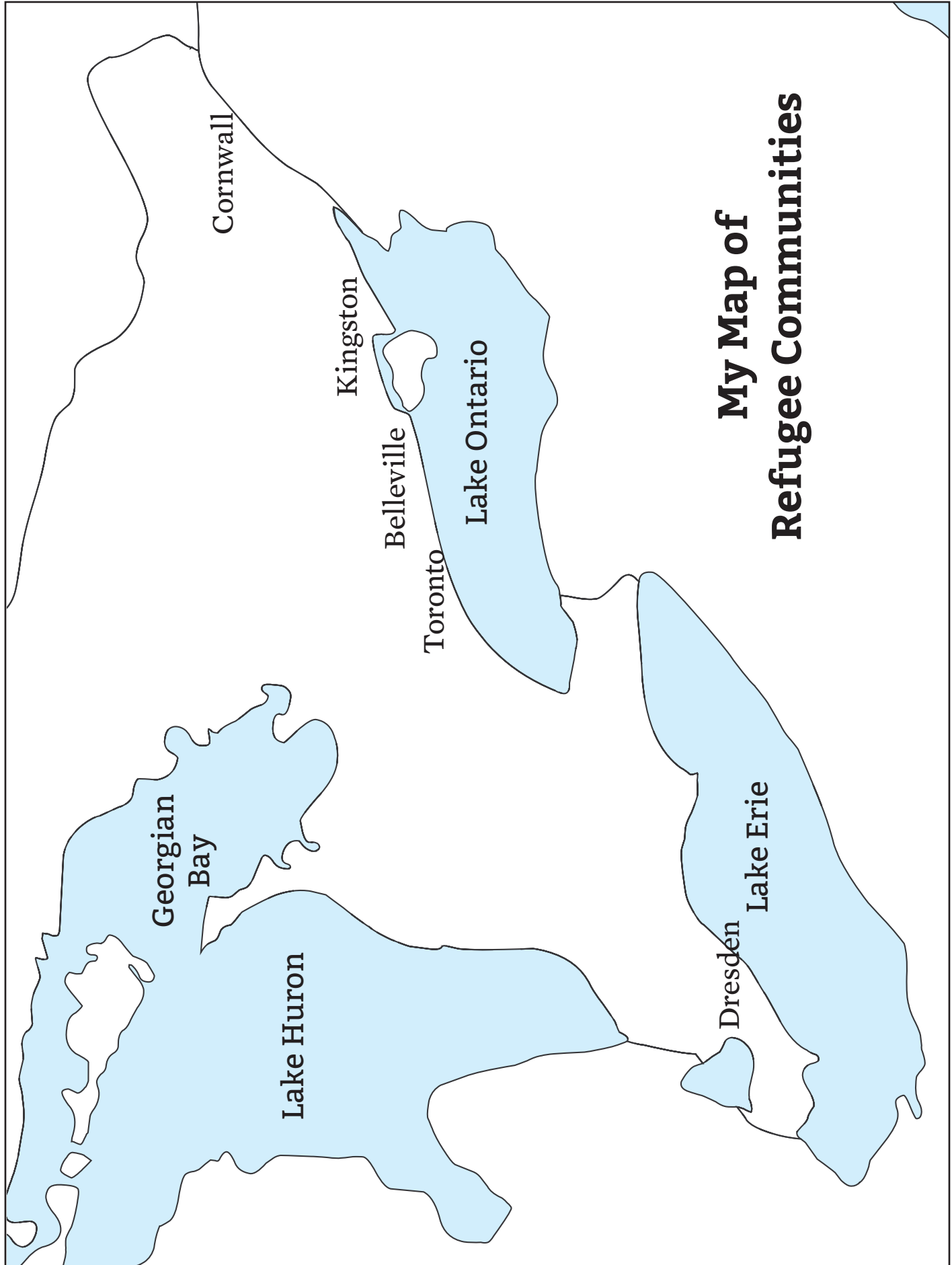
which was the name for present day Ontario and Québec. Sir Frederick Haldimand, the Governor of Québec, fed, clothed and colonized some 6,000 Loyalists along the St. Lawrence River in the western region of Québec during the spring of 1784.



Governor Haldimand ordered the survey of townships of about ten miles square wherever possible. He realized that it was essential to assimilate these new Loyalist colonists to British rule as quick as possible.



In 1789, Lord Dorchester, Governor of Québec, ordered that anyone who had arrived in Canada by 1783, they could then put the mark “**UEL**” which stood for United Empire Loyalist after their name and that of their descendants. This honour would be treasured by generations of families throughout the 19th century. Today, cities like Kingston, Belleville, and Cornwall, identify with their Loyalist heritage.



My Map of Refugee Communities