

Conflict & Challenges

— Grade 7 —

Written by Eleanor M. Summers & Ruth Solski

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

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



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

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Title: Conflict & Challenges 1800 – 1850

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

LEARNING EXPECTATIONS

I. APPLICATION

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

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

II. INQUIRY

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

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

III. UNDERSTANDING

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

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

Table of Contents

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



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





Canada: Conflicts & Challenges 1800 – 1850

To the Teacher

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

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

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

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

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

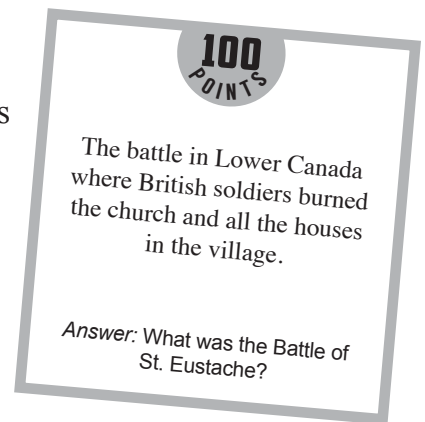
This resource contains three pages for teacher information and use. **At a Glance** lists expectations from the 2013 Ontario Curriculum: History Grade 7. The **Teacher Assessment Rubric** allows the teacher to assess student understanding and performance based on a four-level scale. The **Student Self-Assessment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



Master the Facts Review Game

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

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



Playing the Game

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

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

Play Options

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

Expanded Uses

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



**MASTER
THE FACTS**

REVIEW GAME

Canada:
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Challenges
1800-1850



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50
POINTS

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

Answer: What is impressment?

20
POINTS

The last war between the United States and Britain.

Answer: What was the War of 1812?

100
POINTS

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

Answer: What was the United States?

20
POINTS

A well-respected chief of the Shawnee.

Answer: Who was Tecumseh?

20
POINTS

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

Answer: Who was Isaac Brock?

50
POINTS

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

Answer: What was Fort Michilimackinac?

100
POINTS

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

Answer: What was the Baltimore harbour?

20
POINTS

Isaac Brock was shot and killed during this battle.

Answer: What was the Battle of Queenston Heights?

50
POINTS

The American commander of Fort Detroit.

Answer: Who was General William Hull?

20
POINTS

This peace agreement ended the War of 1812.

Answer: What was the Treaty of Ghent?

100
POINTS

The commander of the outpost at Beaver Dams.

Answer: Who was Lieutenant James Fitzgibbon?

20
POINTS

Her heroic actions saved a British regiment from being attacked.

Answer: Who was Laura Secord?