

# Conflict & Change

## Rebellions of 1837-38

Grades 7-8

### **About this book:**

Teach the causes, personalities and consequences of rebellions of 1837-38 in Upper and Lower Canada. Students will recognize the nature of change and conflict, different ways of creating change, and methods of resolving conflicts. Information for students to examine the political, social, economic and legal changes that occurred as a result of the rebellions and their impact on the Canadas, and the future development of Canada. Seven complete lesson plans start with discussion questions to introduce the topic and continue with reading passages and follow-up worksheets.

This book supports many of the fundamental concepts and learning outcomes from the curriculums for the province of Ontario, Grade 7, History, Conflict & Change.

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## Learning Expectations

Students will:

- demonstrate an understanding of the nature of change and conflict, methods of creating change and methods of resolving conflicts.
- identify different types of conflicts and distinguish between them.
- demonstrate an awareness of the major sources of conflict that led to the rebellions of 1837 in Upper and Lower Canada.
- describe the roles of the key personalities involved in the rebellions and the methods they used to bring about change.
- describe the Rebellions of 1837 in Upper and Lower Canada and their impact on the lives of ordinary people.
- explain the major political changes that resulted from these rebellions and their impact on the Canadas.
- describe the impact of political unrest and change in the Maritimes during the rebellions in Upper and Lower Canada
- use appropriate vocabulary to describe their inquiries and observations.
- formulate questions to facilitate research on issues and problems in the Canadas during the early part of the nineteenth century.
- locate information about the personalities and rebellions of 1837 from a variety of sources.
- analyse, evaluate and synthesize historical information.

**This book supports many of the fundamental concepts and learning outcomes from the curriculums for the province of Ontario, Grade 7, History, Conflict & Change.**

### Teacher Information

The information in this unit has been provided to enable a teacher to make reproducible handouts or overheads for large group lessons or they may supplement the teacher's knowledge of the Rebellions of 1837 to 1838 and the key personalities involved. The information may be used in any order the teacher wishes and in any format. The teacher can select the amount of information needed by his/her class.

### Lesson Plan Instructions

The lesson plans are to be used as a guide for ideas on how to introduce, teach and reinforce the various aspects of Conflict and Change in Canada during the early eighteenth century. A follow-up is provided for each lesson. Not all lessons need to be taught and not all follow-ups need to be completed. The teacher should use his/her own discretion and choose those that meet the curriculum and local school board requirements. Specific curriculum outcomes have been placed at the beginning of each lesson. Some reproducible sheets and lesson plans may have to be adapted to meet the needs of the diverse learners of each class.

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## Teacher Notes

## Ideas For Using This Book

### Ways To Extend This Unit

Collect any of the following materials that pertain to the teaching of this unit:

- pamphlets that pertain to Responsible Government in Canada
  - pictures of the personalities of the rebellions of 1837
  - historical maps of Canada showing how it looked in 1837
  - flags that were used by the rebels of Upper and Lower Canada
  - blank maps of the two colonies for the students to label
  - a video from the National Film Board entitled “War and Conflict - Rebellions of 1837”
  - pictures depicting life in Upper and Lower Canada in the 1830s
  - pictures of the battles of the Rebellions of 1837
  - The National Film Board has the following films available online:
    - Joseph Howe: The Tribune of Nova Scotia
    - Lord Durham
    - Lord Elgin: Voice of the People
    - Louis-Joseph Papineau: The Demi-God
    - Robert Baldwin: A Matter of Principle
    - William Lyon Mackenzie: A Friend to His Country
- [www.nfb.ca](http://www.nfb.ca). Check the index for the topics.

### List of Vocabulary

conflict, power, values, perceptions, war, revolution, rebellion, civil war, coup d'état, American Revolution, French Revolution, strike, protest, civil disobedience, Upper Canada, Lower Canada, Rupert's Land, Plains of Abraham, Constitution Act, Lieutenant-Governor, Executive Council, Legislative Council, Legislative Assembly, seigneurial system, War of 1812, annexation, canals, Rideau Canal, Family Compact, Chateau Clique, radicals, Tory Party, Parti Canadien, Custom of Paris, Patriotes, Louis-Joseph Papineau, Wolfred Nelson, prorogued, subsidies, Ninety-Two Resolutions, Commission of Inquiry, Russell Resolutions, civil list, land policies, Loyalists, William Lyon Mackenzie, orator, boycott, exile, negotiator, amnesty, Huron, treason, Children of Peace, Lord Durham, Durham Report, Lands Question, Union Act, representative government, responsible government, Joseph Howe, duel, James Uniacke, Repeal, Corn Laws, Lord Elgin, Rebellion Losses Bill, Amalgamated Assembly, Representation Bill, Phillip Little, William Carson, John Kent



## Lesson One - Conflict and Change

### Expectations:

Students will:

- understand the nature of conflict and change in society.
- demonstrate the understanding of the different types of conflict.
- demonstrate the understanding of attempts to bring about peaceful change.

### Discussion Time:

Ask the students to give you a definition of the word *conflict*. Accept all answers and record them on chart paper or the whiteboard. Brainstorm a list of conflicts which have occurred in history and record those as well. Ask the students if they can see any relationship between *conflict* and *change*. Discuss the relationship and ask why conflicts often bring about so much change.

Reproduce the Information Card entitled “*Conflict and Change*” or bring it up on the whiteboard. Read the information to the class with the students following along or have them read silently to find the answers to the following questions:

1. What is a *definition* of each of the following words:

***conflict, war, rebellion, revolution, civil war, coup d’etat, strike, protest***

***Conflict*** - a natural disagreement resulting from individuals or groups that differ in attitudes, beliefs, values or needs

***War*** - an armed conflict between countries or nations

***Rebellion*** - an armed resistance in a country against the authority of the government

***Revolution*** - a general overthrow of the government

***Civil War*** - an armed conflict between two opposing groups in the same country

***Coup d’etat*** - an armed uprising by a small group which upseats the government and takes control

***Strike*** - a stoppage of work

***Protest*** - a march or sit-in against some action taken by those in authority)

2. Give an example of each of these types of *conflict*? (***War*** - World War One and Two; ***Rebellion*** - the Jews against the Romans; ***Revolution*** - the American Revolution; ***Civil War*** - The American Civil War; ***Coup d’Etat*** - the overthrow of a government in South America or the Philippines; ***Strike*** - the Teachers’ Strike in Ontario; ***Protest*** - the Summit of the Americas in 2001)
3. What is the difference between a *revolution* and a *rebellion*? (A *rebellion* is an armed resistance against the authority in a country, but a *revolution* results in a general overthrow of the government.)
4. What are the *five* necessary ingredients for conflict? (The *five ingredients* are needs, perceptions, power, values and feelings.)
5. What are the *two* peaceful means of solving conflicts? (They are strikes and protests.)
6. What are the *two* benefits of healthy conflict? (It can lead to growth and innovation and new ways of thinking.)
7. Why are protesters and strikers often put in jail? (They cause *civil disobedience* by preventing ordinary citizens and businesses from going about their daily business.)



**Follow-Up:**

Ask the students to watch the evening news or to read the daily newspaper to find an example of conflict currently taking place somewhere in the world. They must prepare a written report for the next class giving the details of the conflict answering Who? What? When? Where? Why?. The students should be prepared to present the report orally to the class and also to hand in the report to be graded.

**Answers:****Page 10**

- |               |           |              |                |                |
|---------------|-----------|--------------|----------------|----------------|
| 1. civil war  | 2. war    | 3. needs     | 4. coup d'etat | 5. perceptions |
| 6. revolution | 7. values | 8. rebellion | 9. power       | 10. strike     |

**Page 11**

1. Conflict is a natural disagreement resulting from individuals or groups that differ in attitudes, beliefs, values or needs.
2. The main ingredients necessary for a conflict to develop are needs, perceptions, values and feelings of emotions.
3. Needs cause conflict when groups of people decide their particular needs are not being met.
4. People who have control over a situation generally do not want others to interfere or do anything to take their power away.
5. Conflict can be healthy when it leads to growth and innovative in ways of thinking.
6. A rebellion is an armed resistance against the government of a country, while a revolution is a general overthrow of the government which usually results in a major change in the existing political, social or economic order. A revolution is more serious, complex and prolonged than a rebellion.
7. The two aims of political conflicts are to change what is bad about the government and to preserve what is good.

**Page 12**

1. The people of Lower Canada in 1837 lived by farming. They were mainly French-speaking Catholics and lived in the countryside. Most of the land was owned by seigneurs who rented it out to the farmers. Their houses were usually small with one or two rooms. The clergy and the members of the government and merchants lived in stone mansions in the city.
2. The French were being outnumbered by the British Loyalists who were gaining control of the trade of Lower Canada. The English were favoured by the merchants and the French Canadian merchants were cut off from trading with France. The English wanted to abolish the French language, the seigneurial system and civil law.
3. The people of Upper Canada depended largely on the trade of wheat and timber to make their living. The government was much the same as in Lower Canada and was controlled by a tightly knit group called the Family Compact.



**Page 13**

Answers will vary.

**Page 14**

- |          |           |          |           |           |          |           |          |
|----------|-----------|----------|-----------|-----------|----------|-----------|----------|
| 1. False | 2. True   | 3. True  | 4. False  | 5. True   | 6. True  | 7. True   | 8. False |
| 9. True  | 10. False | 11. True | 12. False | 13. False | 14. True | 15. False |          |

**Pages 15 to 16**

1. The two political parties in Lower Canada were the English Tories and the Parti Canadien. The Tories wanted to have a completely English society which was Protestant, English-speaking, based on a merchant economy and loyal to the crown. The Parti Canadien wanted to have a society that was based on farming, French-speaking, Roman Catholic with the French Civil Law and the Seigneurial System in place.
2. Subsidies were amounts of money that the Assembly granted to the governor to help balance the budget. They did not have any real power over how this money was spent. They decided not to approve the granting of money to the governor, until he allowed the Assembly more power in how the colony was run. He refused and Britain allowed the governor to spend money as he wished without the approval of the Assembly. This enraged the Reformers in the Assembly who were lobbying for change.
3. They decided to ask Britain to unite Upper and Lower Canada as one colony. They thought that by doing this the English would greatly outnumber the French who would gradually be assimilated into English society. The religion, language and civil laws of the French would gradually disappear.
4. The Patriotes were a reform group which grew out of the Parti Canadien. They were led by Louis-Joseph Papineau.
5. He prorogued the Assembly when Papineau was elected speaker.
6. They were a set of demands for reform that the Reformers in Lower Canada sent to the British government. The resolutions also outlined the abuses that were taking place in the government by the governor and his executive Council known as the Chateau Clique
8. They refused point blank to consider any of the resolutions. They set up a Commission of Inquiry and adopted the Russell Resolutions instead which authorized the governor to spend money as he wished.
9. The three battles of the Rebellion of 1837 in Lower Canada were:
  - a) St. Denis - the Reformers defeated the soldiers
  - b) the attempts of the government to establish commercial and industrial development.
  - c) St. Eustache - the soldiers burned the church and many reformers were killed.



## Conflict and Change

*Conflict* and *change* have been taking place since time began and are still taking place all over the world. Many times *conflict* takes the form of armed resistance and rebellion and people are killed, maimed or imprisoned for their efforts. *Conflict* is a natural disagreement resulting from individuals or groups that differ in attitudes, beliefs, values or needs. There are several main ingredients for a conflict to develop:

- **Needs:**  
Needs are the things that are essential to our well-being. Conflicts arise when groups decide their needs are not being met or are being ignored.
- **Perceptions:**  
People interpret things and events differently. The severity, causes and results of a problem can be perceived in different ways.
- **Power:**  
How people obtain, define and use power is an important influence on the number and types of conflicts that occur. Conflicts can arise when people try to make others change their actions or try to gain an unfair advantage.
- **Values:**  
Values are beliefs or principles people consider to be very important. Serious conflicts can arise when people hold incompatible values or when values are not clear.
- **Feelings and Emotions:**  
Many people let their feelings and emotions become a major influence over how they deal with *conflict*.

*Conflict* is not always negative. In fact, it can be healthy when effectively managed. Healthy *conflict* can lead to growth and innovation and new ways of thinking. A consensus may be reached that meets the needs of all groups concerned which results in mutual benefits and a strengthened relationship.

People all over the world tend to dominate others and cause feelings of resentment in those who feel they are dominated. Most of the time this feeling of anger and resentment is directed towards government. This continues today, just as it existed in the past. The terms that are used to describe *conflict* in countries and governments are *war*, *rebellion*, *revolution*, *civil war* and *coup d'etat*.

- **War** is an armed conflict between countries or nations. Examples of this type of *conflict* are: The War of 1812, The First and Second Wars, The Korean War, The Vietnam War
- A **rebellion** is an armed resistance in a country against the authority of the government. Examples of rebellions are the rebellions of the Jews against the Romans and the rebellions of slaves against their masters.
- A **revolution** is a general overthrow of the government. It usually results in a major change in the existing political, social or economic order in a country. Examples of revolutions are the American Revolution and the French Revolution.
- A **civil war** is an armed *conflict* between two opposing groups in the same country such as the Civil War in the United States.

