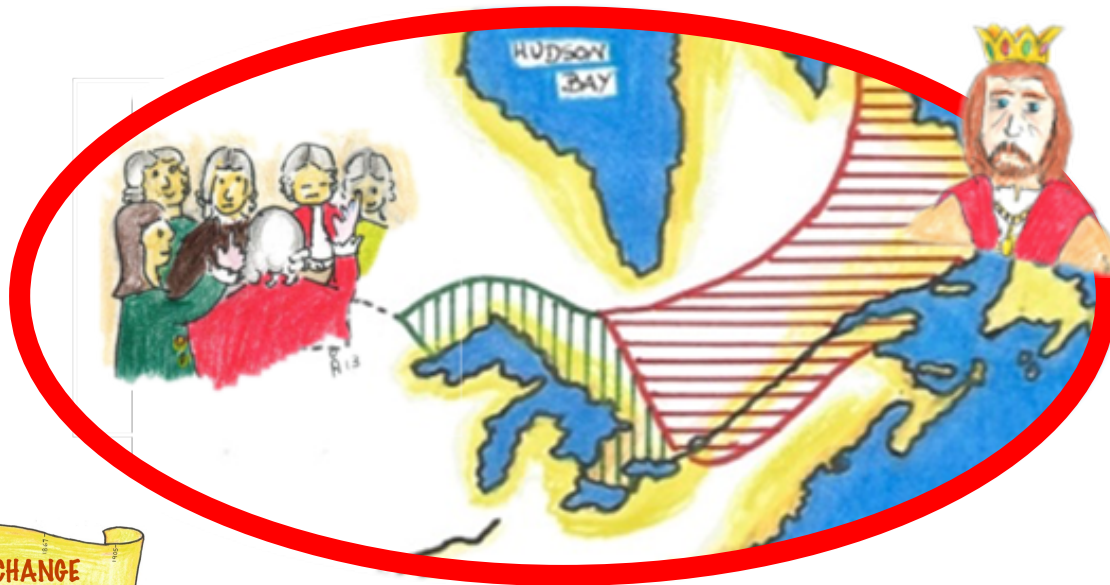
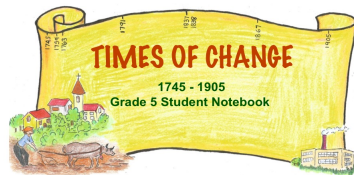


SECTION C

THE MAKING OF A COUNTRY



Part of the series



C1 - UPPER CANADA AND LOWER CANADA (Constitutional Act 1791)

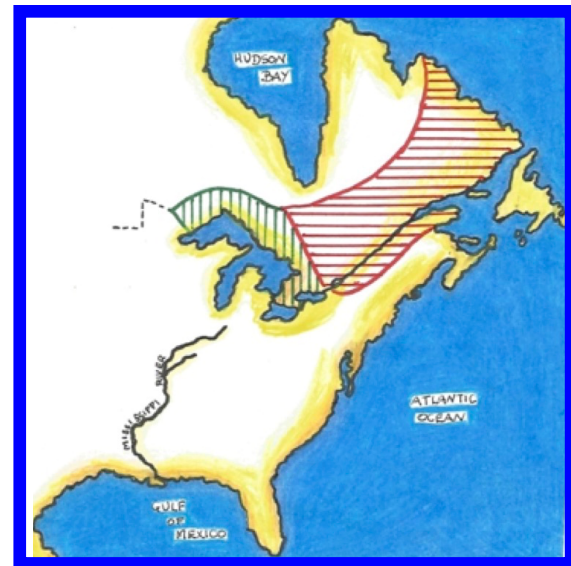
The British colonists wanted a Parliament, and disliked the idea that French settlers kept their language (French) and religion (Catholic). To avoid conflicts, Britain divided the Province of Quebec into Upper Canada for British settlers, and Lower Canada for French settlers.

1. Would British and French settlers be satisfied with this division? State your reasons.

British colonists

French colonists

2. Give a title and legend to the map.



C2 - A LITTLE ATLAS

Place the four maps in chronological order. Then place the correct title on each map.



1760
NEW FRANCE



1791
UPPER CANADA
AND LOWER
CANADA



1763
PROVINCE OF
QUEBEC



1774
PROVINCE OF
QUEBEC

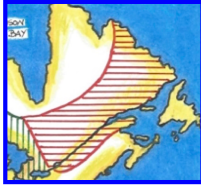
C3 - DIFFERENCES BETWEEN UPPER CANADA AND LOWER CANADA

Fill the two balloons with the appropriate numbers.

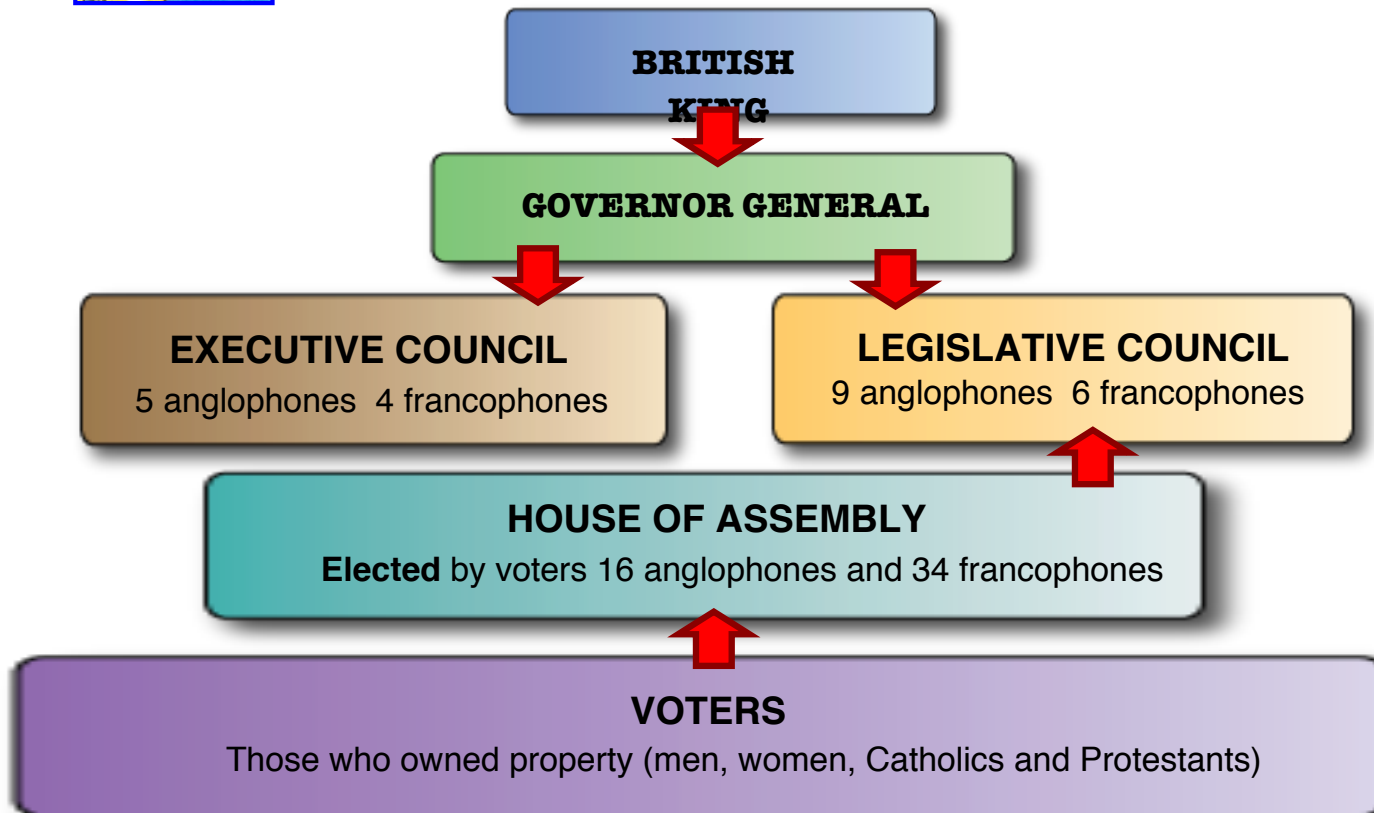
- 1** French Civil Code was established.
- 2** The majority of the population was Protestant.
- 3** The population was essentially English speaking.
- 4** Land distribution was based on the seigneurial system.
- 5** The majority of the population was French (160,000 French colonists and 20,000 British colonists).
- 6** British Common Law was established.
- 7** The majority of the population was Catholic.
- 8** Land distribution was based on the township system.
- 9** British Criminal Law was established.

Lower Canada

Upper Canada



C4 - GOVERNMENT OF LOWER CANADA 1791



C5 - MEMBERS OF THE GOVERNMENT

Study the chart on the Government of Lower Canada (C4) and the number of members for each body of government, and attempt the following questions. Remember to state your reasons in every question.

1. Why was there a Francophone majority in the House of Assembly but not in the Legislative Councils nor in the Executive Councils?

2. If you were the Governor General would you change the composition of the three bodies of government? Why? How?



Library and Archives Canada C-013946 at
https://en.wikipedia.org/wiki/Legislative_Assembly_of_Lower_Canada

C6 - FICTITIOUS SCENARIOS

Imagine the following scenarios (A to E). Answer the questions, and state your reasons for every situation. Consider in every scenario the structure of government, as well as the specific responsibility of each body of government.

Scenario A

The British king sent an order stating that, as of July 1793, only British ships could dock at any harbour in Lower Canada.

How would such an order be enforced?



C6 - FICTITIOUS SCENARIOS

Scenario B

There had been a very long winter and the farmers wanted to pay fewer taxes because the farms did not yield enough products.



1. To **whom** would the farmers first present such a demand?

2. As a member of the House of Assembly **would you be in favour** of lowering the taxes? **Why?**

3. If the House of Assembly favoured the motion **to whom** would the Leader of the House of Assembly send the motion?

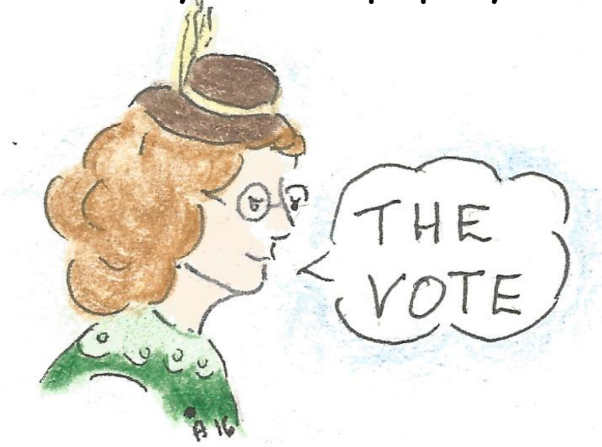
4. If the motion was accepted by the body of government that you answered in the previous question, **where** would it be sent to become law?

5. However, if it were rejected, **what would happen** to the motion?

C6 - FICTITIOUS SCENARIOS

Scenario C

Mrs. Hardy wanted the government to give women, over the age of 21, the right to vote even if they were not property owners.



1. To **whom** should she give such a demand?

2. Do you think Mrs. Hardy had a chance of having her "motion" accepted?

C6 - FICTITIOUS SCENARIOS

Scenario D

All members of the House of Assembly wanted a law to be passed that would forbid boys, below the age of 16, to work in any dock in Lower Canada.



1. Which body of government had to pass such a law?

2. If accepted which body of government would enforce such a law?

C6 - FICTITIOUS SCENARIOS

Scenario E

Mr. Mackenzie, a member of the House of Assembly, wanted a law to be passed that would forbid cattle to go through the main streets of Montreal, Quebec City, and Trois Rivières



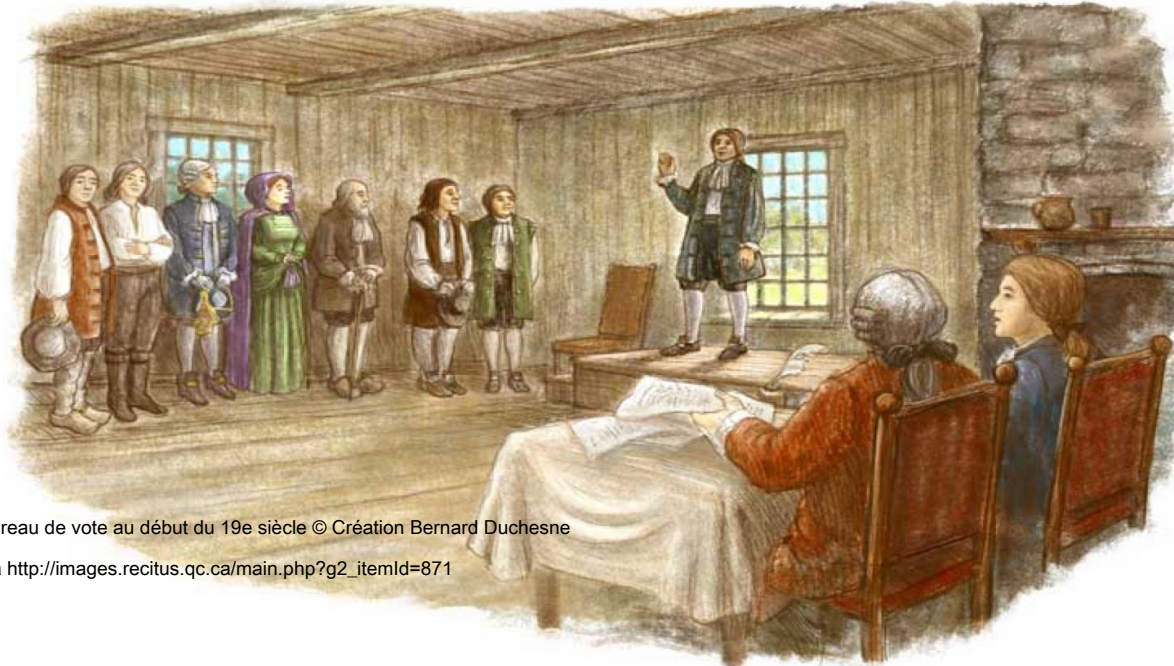
Assume that all bodies of government concerned accepted the motion. **Which bodies of government**, after the House of Assembly, would have to accept the motion before it became law and was implemented?

i. _____

ii. _____

iii. _____

C7 - A VOTING SCENE IN A 19th CENTURY ELECTION



Bureau de vote au début du 19e siècle © Création Bernard Duchesne
via http://images.recitus.qc.ca/main.php?g2_itemId=871

1. Circle in **green** what is **still present** in today's elections. Circle in **red** what is **NOT** !
2. Why was there only one woman among the eight voters?

3. Identify **three social classes** present in the illustration.

4. For **which body of government** were they probably voting?

C8 - HOW REPRESENTATIVE WAS THE GOVERNMENT ?



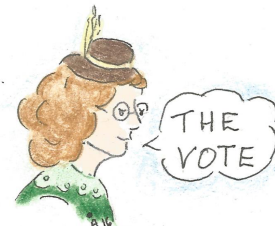
1. Did the 1791 **government represent** the wishes of the settlers in general? State your reasons.

2. Did the government represent the **wishes of the French settlers** in particular? State your reasons.

3. What would you change, if you had the power to do so?

C9 - NEWSPAPER PROJECT

Pretend you are a reporter writing on the discontentment among the members of the House of Assembly. To make your article more appealing include grievances that can lead to a rebellion and exemplify by using one or more of the Scenarios you have just worked in class.



C9 – THE GOVERNMENT - NEWSPAPER PROJECT

My Name: _____ My Partner's Name: _____

Date: _____ Class: _____

WHO is dissatisfied with the government of the colony?

TITLE OF THE ARTICLE

WHAT should the British government do to improve the situation, and make the settlers more content?

WHY are they so dissatisfied?

If no changes take place, WHAT might happen!?

Do not forget to include illustrations, they appeal to readers. However, they have to be relevant to your text. Once the table is completed, write your newspaper article with logical clarity of thought and back your case with examples (if you so wish, you can use the cases in the activities you have just completed).

Possible images:

(Drag and resize if needed)



C10 - AN UNHAPPY WORLD - THE REBELLIONS IN LOWER CANADA AND UPPER CANADA (1837 – 1838)

Around 1830, there was much dissatisfaction with the government in Upper Canada (today's Ontario) and Lower Canada (today's Quebec) because those in power were never elected but simply appointed by the British authorities.

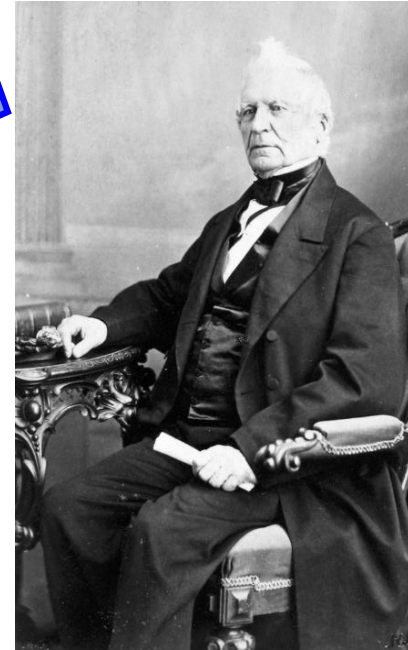
1. What is the difference between being **elected** and being **appointed**?

2. Why would such a difference make people dissatisfied?

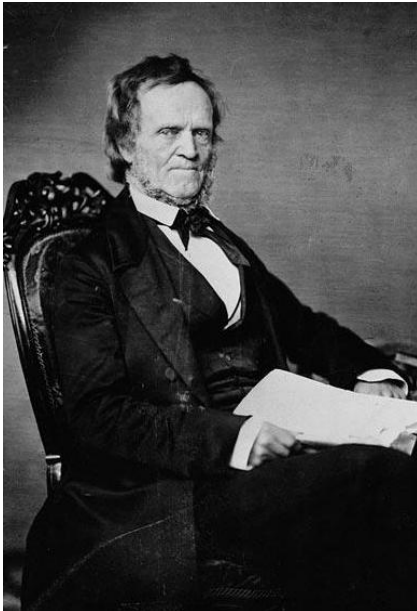


C11 - THE LEADERS OF THE REBELLIONS

The leader of the rebellion in Lower Canada was Louis-Joseph Papineau a politician, a lawyer and a seigneur. His followers, badly equipped to fight, were essentially French settlers although there were also English, Scottish, and Irish settlers.



Source: https://en.wikipedia.org/wiki/Louis-Joseph_Papineau



Source: https://en.wikipedia.org/wiki/William_Lyon_Mackenzie



The leader of the rebellion in Upper Canada was William Mackenzie a politician and a journalist. He did not have popular support (only 1000 supporters) because many were Loyalists who remained loyal to Britain. The rebellion in Lower Canada made Mackenzie eager to fight too.

C12 - THE DEMANDS OF THE REBELLION LEADERS



PATRIOTES (Papineau)

- An elected government reflecting decisions of an elected House of Assembly
- A boycott of English goods (particularly tea and cloth)
- More French representatives in government posts
- Recognition of the French language
- Continuation of the seigneurial system.



REFORMERS (Mackenzie)

- An elected government reflecting decisions of an elected House of Assembly
- A boycott of English goods (particularly tea and cloth)
- All religions to be treated equally
- Shorter working hours

1. Explain why there were some similar demands from Upper Canada and Lower Canada.

2. However, there were clear differences. Explain the reason for such differences.

C13 - THE REBELLION

Imagine the following scenarios, answer the questions, and state your reasons for every situation.

Scenario A - Contacting the supporters



1. Why would most of the support for the rebellion come from the country side?

2. What mood can one detect in the crowd?

3. Identify three different flags near the stage by the stairs (give reasons for their presence)

i) _____

ii) _____

iii) _____

C13 - THE REBELLION

Scenario B

The people arm themselves for war.



1. The people armed themselves for war. Who were the people?

2. How well equipped were they? Give reasons for your answer.

C13 - THE REBELLION

SCENARIO C - The skirmishes



1. Circle the Patriotes in **BLUE** and the British soldiers in **RED**
2. Which party destroyed the bridge? State reasons for your choice

3. What strikes you the most about this battle scene?

C13 - THE REBELLION

Scenario D - A victory



The Battle of Saint-Denis. Online at Canadian Military Heritage. Public domain via https://commons.wikimedia.org/wiki/File:Battle_of_Saint-Denis.jpg .

About 800 determined Patriote snipers led by Wolfred Nelson (a Scotsman), defeated a worn out group of British soldiers that had marched all day in freezing rain. The Patriotes positioned on dry ground forced the British to retreat.

1. Circle the British position in **red**, and the Patriotes in **blue**.

2. Describe the part of the battle that is represented in this illustration.

2. If you were the British captain what could you have done to avoid being defeated?

C13 - THE REBELLION

Scenario E - The British determined to crush the Patriotes

Battle of St. Charles Photo anonyme d'une aquarelle attribuée à Charles Beauclerck en 1837 (s.d.) Source : BAC C-130814



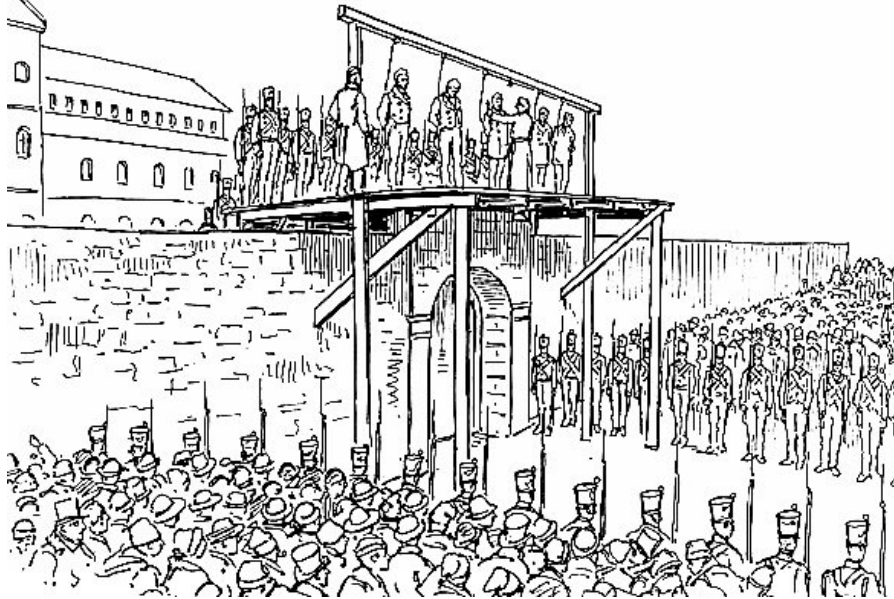
Back View of the Church of St. Eustache and Dispersion of the Insurgents by Charles Beauclerk (1813 - 1861).
Source: Library and Archives Canada under the reproduction reference number C-000396



1. What evidence do you find, in these two illustrations, of British determination to avenge their loss?

C13 - THE REBELLION

Scenario F - The end of the rebellion



Henri Julien sketch of revolt leaders hanging in 1839 via http://angloboerwarmuseum.com/Boer91q_tins4_trays.php

1. The rebellion came to an end when the population realized that their leaders were either dead or had fled, and some Patriotes were even hanged.

Why was the hanging of these Patriotes so heavily guarded?

2. Was there a better alternative than hanging some of the defeated? Give your opinion.

C14 - YOUR THOUGHTS

Suppose the rebellion had been successful. Do you think the problems would have been solved? Give your opinion.

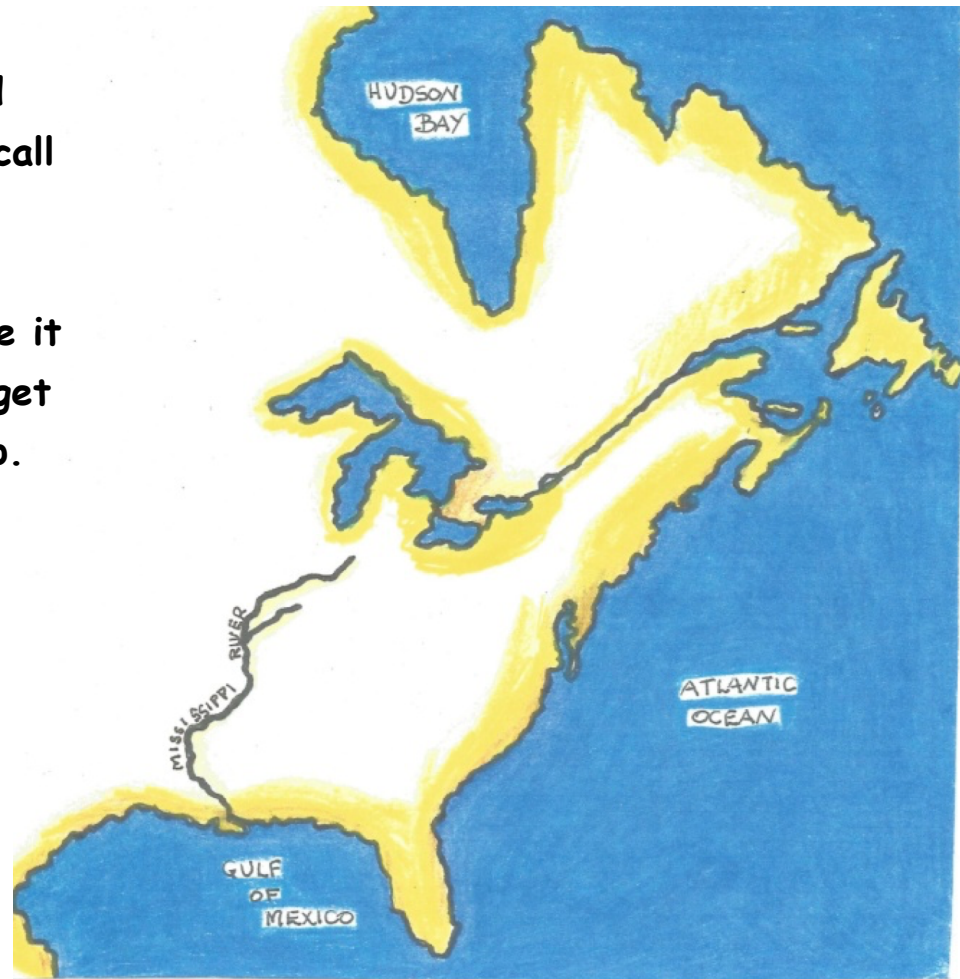
[illegible]

C 15 - THE UNION ACT OF 1840

Following the rebellions, England decided to unite Upper Canada and Lower Canada into one colony and call it **United Canada**. It would be governed by only ONE assembly. Complete the map below and entitle it "United Canada 1840". Do not forget to include the direction of the map.



Upper Canada and Lower Canada



C 16 - THE SETTLERS AND THE NEW ASSEMBLY

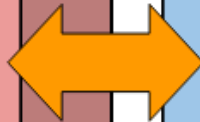
The new Assembly was ~~to have the same number of members~~
for both Upper Canada and Lower Canada.

SETTLER POPULATION around 1840

Territory	Population	Seats in the Assembly	Language of the majority	Religion of the majority
Lower Canada	650 000	42		
Upper Canada	450 000			
<u>TOTALS</u>				

Why would the Union Act of 1840
displease the British settlers?

Why would the Union Act of 1840
displease the French Canadiens?

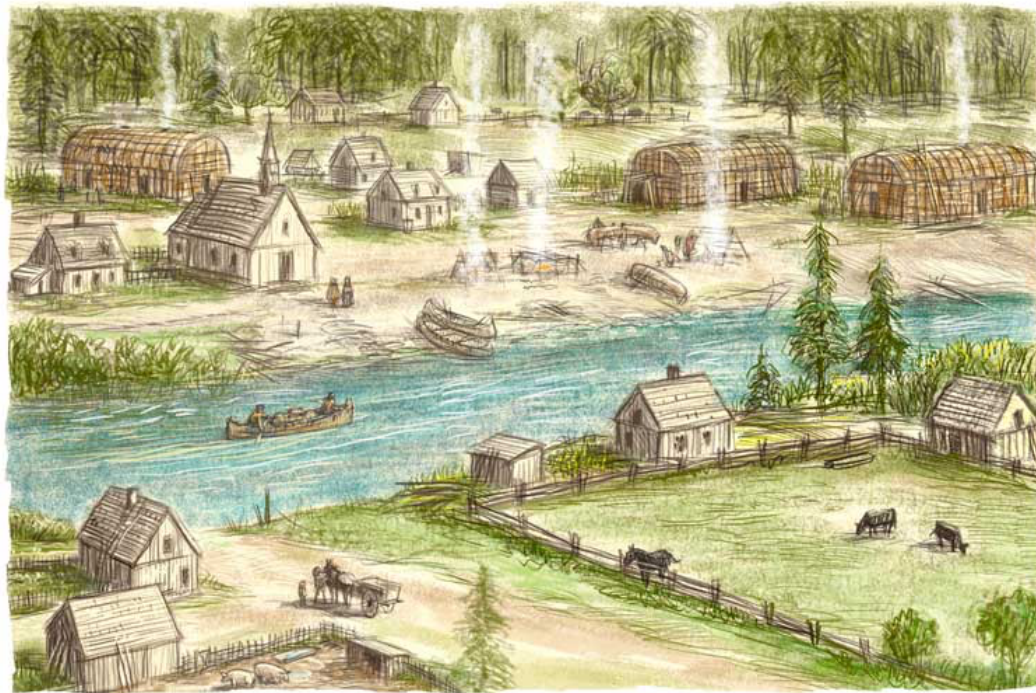


C17 - WHO WAS NOT CONSIDERED?

Which population group was not considered in C16 ? _____

European colonial powers (Britain, France, Spain and Portugal) never gave the Native peoples the same rights as the settlers until well into the 20th century.

Yet the natives contributed much to life in British North American colonies.



A "domiciled" aboriginal village © Création Bernard Duchesne
<http://blogdev.learnquebec.ca/societies/societies/the-iroquoians-around-1745/iroquoians-in-1745-image-bank/>

C17b - A FEW NATIVE CONTRIBUTIONS

The natives contributed much to life in British North American colonies.



- | | |
|------------------------|---|
| — N — — — — — | 1 |
| — A — — — | 2 |
| — T — — — — — | 3 |
| — I — — — | 4 |
| — — — V — — | 5 |
| — — — — — E | 6 |
| — — — — — S — — | 7 |

1. Special shoes to walk in the snow
2. Another name for corn
3. A long narrow sled for coasting downhill over snow
4. A light canoe made of _____ could be carried over the shoulders.
5. The animal hunted by Natives that became the basis of French fur trade.
6. A portable conical tent
7. A team game where the ball is thrown, caught and carried by a long stick with netting at the end.

C 18 - THE FOUR FOUNDING PROVINCES OF THE CANADIAN CONFEDERATION (1867)

In 1867, after much discussion only Quebec, Ontario, New Brunswick and Nova Scotia decided to unite and form the Canadian Confederation. They became the four founding provinces.



Identify the four founding provinces of Canada by writing the appropriate number on the territory of each province.

1. **Quebec** - ran along the St. Lawrence River up to Labrador
2. **Ontario** - was bordered by the Five Lakes
3. **Nova Scotia** - faces the Atlantic Ocean
4. **New Brunswick** - lies between Quebec and Nova Scotia

C 19 - WHO IS RESPONSIBLE AND FOR WHAT IN THE CANADIAN CONFEDERATION?

The federal (central) government controls matters related to all provinces,
while the provincial governments control matters related specifically to each province.

Fill the two balloons
by dragging in the appropriate numbers

- 1** International trade
- 2** Education
- 3** Fishing rights
- 4** Defence (military)
- 5** Local transport
- 6** Printing and coining the Canadian money
- 7** Health Services
- 8** Interprovincial and international transport
(air, rail and road)
- 9** Local business
- 10** International relations with other countries

Federal Government

Provincial Government

C 20 - WHO IS RESPONSIBLE

Using the information from section C19,
indicate which government is responsible for the following situations.

Write **F** for **Federal government** and **P** for **Provincial government**.

1	A bridge, linking Quebec and Ontario, was built on the Outaouais River.	
2	A new school has to be built in St. Donat.	
3	The road between Quebec City and Chicoutimi needs some repairs.	
4	Mr. Rutherford wants to open a shoe shop in Trois Rivières.	
5	Fishermen have to be limited on the amount of fish they catch, so that we always have a plentiful supply of fish.	
6	We need money to build a new hospital in Sept-Îles.	
7	The water and electricity supply to Baie Comeau need to be improved.	
8	The 1c coin was withdrawn from circulation.	
9	A new trade deal, between Canada and Brazil, was signed today.	
10	The military are helping inundated villages in northern Alberta.	

C 21 - CANADA TODAY

Since 1867 several provinces and territories joined the Canadian Confederation and created the second largest country in the world - **Canada**.

Write the appropriate number beside each province and territory.



Alberta

Nova Scotia

British Columbia

Nunavut

Manitoba

Ontario

New Brunswick

Prince Edward Island

Newfoundland

Quebec

Northwest Territories

Saskatchewan

Yukon

C 22 - A TIMELINE

Use the information given and write each province's code into the date boxes according to the year they entered the Canadian Confederation in the late 19th century.

PROVINCE/TERRITORY	CODE	JOINED
Alberta	AB	1905
British Columbia	BC	1871
Manitoba	MB	1870
New Brunswick	NB	1867
Newfoundland	NL	1949
Northwest Territories	NT	1870
Nova Scotia	NS	1867
Nunavut	NU	1999
Ontario	ON	1867
Prince Edward island	PE	1873
Quebec	QC	1867
Saskatchewan	SK	1905
Yukon	YT	1898



C 23 - WHO JOINED IN THE 20th CENTURY?

On the map below color all province(s) or territories that joined the Canadian Confederation only in the 20th century. (Refer to C 22)

