Workbook Preview

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Grade 7 History Unit
CANADA, 1800–1850: CONFLICT AND CHALLENGES

	Curriculum Expectations	Pages
B1.1	Analyse social and political values and significant aspects of life for some different groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850, and assess similarities and differences between these values and aspects of life and those in eighteenth-century Canada	29-33, 37-40, 48-54, 72-73, 124-126, 128-131, 141-147
B1.2	Analyse some of the challenges facing individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1800 and 1850 and ways in which people responded to those challenges	8-19, 27-28, 60-71, 74-75, 99-121, 142-147
B1.3	Analyse the displacement experienced by various groups and	17-19, 27-28, , 97-98, -123, -134
B2.1		, 41-47, -58, -122
B2.2	Gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources and secondary sources	20-26, 41-47, 74-75, 135-140
B2.3	Assess the credibility of sources and information relevant to their investigations	20-26, 74-75
B2.4	Analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries	64-71
B2.5	Interpret and analyse information and evidence relevant to their investigations, using a variety of tools	20-26, 41-47, 72-73, 141-142

Preview of 90 pages from this product that contains 213 pages total.

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	Curriculum Expectations	Pages
B2.6	Evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, or issues that affected Canada and/or people in Canada during this period	41-47, 72-73, 142-147
B2.7	Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences	7, 34-36, 93-96, 141
B3.1	Identify factors contributing to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850, and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities, including Indigenous individuals and/or communities	8-12, 15- 28, 34-40, 79-80, 99-118
B3.2	Identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada	29-30, 76-85, 88-98, 117-118
B3.3	Identify key political and legal changes that occurred in and/or affected Canada during this period and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities	29-33, 37-40, 76-92, 99-121, 128-131
B3.4	Identify key social and economic changes that occurred in and/or affected Canada during this period and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities	62-73 41-54, 122-126, 128-134
B3.5	Describe significant interactions between different groups and communities in Canada during this period	13-16, 31-33, 62-71, 122-123
B3.6	Identify some significant individuals and groups in Canada during this period and explain their contribution to Canadian heritage and/or identities	13-19, 37-40, 74-75, 97-98

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CANADA, 1800–1850: CONFLICT AND CHALLENGES



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Curriculum Connection
B1.2, B3.1

Napoleonic Wars – Causes of The War of 1812

Britain and France at War

The British and the French had been rivals for centuries, fighting in wars such as the Seven Years' War, where France suffered a crushing loss. When **Napoleon Bonaparte** became Emperor of France in 1804, he wanted revenge and hoped to weaken Britain's global power. From 1804 to 1815, Europe was caught in the **Napoleonic Wars**, which included battles, blockades, and harsh trade restrictions.

In 18 apoleon issued the **Berlin Decree**, banning ships that came directly from Britain or i es from entering European harbours. He wanted to destroy Britain's trade net ain however, used its strong navy to create its own blockade against Franc r population and land army, but Britain had more allies, such as Spa Portu mplete control of the seas. These wars disrupted trade across the Atla in ntries that wanted to remain neutral.

The United States a press

The United States at fi conflict. But they faced a serious problem known as **impressment**. Br als se erican ships in the Atlantic, looking for deserters from the Royal Navy ors in Britain, they were taken immedi ey were now American citizens. By 1812, t ds of sailors had been forced to serve in the British Navy against their will.



Jefferson and the Chesapeake Affair

President Thomas Jefferson attempted to solve the probl gh cy le tried to negotiate with Britain to end the practice of impressment, b the nt refused. On June 7, 1807, tensions exploded when British warships a **Chesapeake**. More than 20 Americans were killed or wounded, and several sailors were taken by force.



Jefferson answered by banning trade with Britain, hoping to damage their economy. Instead, the embargo hurt American merchants and farmers more, cutting exports dramatically and causing financial hardship.

Additional Key Points

- The Napoleonic Wars involved over 20 major European states.
- Britain's navy had around 600 warships by 1810, the largest in the world.
- The Chesapeake incident became one of the most famous diplomatic crises before the War of 1812.
- U.S. trade dropped by nearly 80% during Jefferson's embargo.

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Curriculum Connection
B1.2, B3.1

True or False

Decide if the statement is true or false.

1) Impressment is when a general is impressed with your battle skills.	True	False
2) Americans born in Britain were being taken by the British Navy.	True	False
3) The USA didn't have many people that were born in Britain.	True	False
4) President Jefferson tried to negotiate a treaty stopping impressment.	True	False
5) The British accepted the treaty and both countries remained peaceful.	True	False

Questions

Answer the questions below.

1) Wh[illegible]eo[illegible]parte, and why did he resent Britain?

2) Define impressment in your [illegible]word

3) Why were relations between the British and Americ[illegible]k? Did it [illegible]o a war?

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Visualizing

Draw what you were picturing while you were reading. Explain the picture

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Curriculum Connection
B1.2, B3.1

War of 1812 Causes

1) American Expansion

The British had given the Americans **Ohio Valley**, but many First Nations groups still lived in this region. The Americans were supposed to respect the First Nations community's land claims, but they didn't.



The [illegible]ions went to the British g[illegible]ing for help to ke[illegible] fr[illegible] America[illegible] The Bri[illegible]hey would have to [illegible] Americans migh[illegible]er nor[illegible]y to take some of Upper and Lower Canada.

2) Fur Trade and First N[illegible]ti

The United States were ups[illegible] Bri[illegible]ders in the Great Lakes area as they were helping the [illegible]atio[illegible]ericans off their land. The British weren't fighting the Am[illegible]irect[illegible] they were supplying the First Nations with weapo[illegible] were e[illegible]g[illegible] them to fight back against the Americans.



The United States government told Britain t[illegible] th[illegible] in the middle of the American and First Nation conflict[illegible]ericans would have to take action against Britain.

3) American Jingoism

The Americans had built up a strong military of patriotic soldiers who wer[illegible] to fight. **American Jingoism** is when politicians talk about aggressively seeking mi[illegible] action. Many politicians believed that since they had the military, they might as well use it.



The jingoists spread word that American troops should invade Upper and Lower Canada because they would catch the British North American colonies off guard and prevent them from ever attacking the United States. Many American politicians believed that if they attacked British North America, many of the people in BNA would welcome the Americans. They believed that many of the citizens of BNA were unhappy because they were ruled by Britain and the Monarchy. Thomas Jefferson, a retired president of the USA, said that capturing British North America was *"a mere matter of marching."*

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Curriculum Connection
B1.2, B3.1

Questions

Answer the questions below.

1) What is Jingoism? How can it lead to war?

2) Why were Americans eager to use their strong military?

3) Why did First Nations to the British for support?

True or False

Decide if the statement is True or False

1) The Americans respected the First Nations in the Ohio Valley.	True	False
2) Britain was fighting with the First Nations against American soldiers.	True	False
3) Jingoism is aggressive talk in favour of war and using military force.	True	False
4) The USA and First Nations were working together against the British.	True	False
5) Thomas Jefferson thought the US army would march right through BNA.	True	False

Questioning

What questions do you have about the reading.

1)	
2)	
3)	

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Curriculum Connection
B1.2, B3.5, B3.6

War of 1812 – Brock And Tecumseh

Declaring War

In June 1812, The United States declared war on Britain. The Americans had a large army of troops that they planned to attack across the border and into the British North American colonies.

The British had a strong **naval force**, but most of their ships were in Britain. The warships they did have fought in the Great Lakes and [illegible]awrence River. The British Colonies had a long border to [illegible]f over 2,000 kilometres and they only had 10,000 Br[illegible]s [illegible]ailable. Many of the residents in BNA would [illegible]o [illegible] and fight.

In [illegible]2, the [illegible]of BNA was 500,000. These residents lived in scatter[illegible]s fr[illegible]he Great Lakes region to the Atlantic Ocean. [illegible]ation [illegible]ted States at the time was 7.5 million.



Tecumseh and Brock

Sir Isaac Brock and Tecums[illegible]

Two leaders of the British colon[illegible]re r[illegible]their military strategies and success - **Sir Isa[illegible]**, a Br[illegible]fficer, and **Tecumseh**, a Shawnee First Nation [illegible]These t[illegible]el[illegible] through American soil attacking many forts in the l[illegible]with o[illegible] 700 soldiers (300 regular troops and 400 militia[illegible]00 Fi[illegible] Nation warriors.



[illegible]mseh

A **militia** is a military force that has able-bodied ci[illegible] who are not soldiers. The people who make up a militia coul[illegible] farmers, bakers, or blacksmiths. **Militiamen** do not have military training. The militia in BNA were forced to fight American soldiers in order to defend their land.



Tecumseh and Brock had a strong military alliance that brought First Nations and the British together. Tecumseh was the first Indigenous member to serve at the rank of general in the British Army. Tecumseh and the Indigenous decided to fight with Britain as they worried the US expansion into their land would mean they would lose it forever. Tecumseh hoped that with a win, the British would return the land to the First Nations.

Their leadership inspired loyalty among settlers and warriors, and their victories in early battles boosted confidence, showing that unity between Indigenous and British forces could defend British North America.

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Curriculum Connection
B1.2, B3.5, B3.6

Multiple Choice Circle the best answer.

1) Who declared war in the War of 1812?	The USA	Britain
2) Who had a larger population in 1812?	The USA	BNA
3) How many militia fought with Sir Isaac Brock?	1000	400
4) Who could be a fighter in a militia?	Soldiers	Farmers
5) How many First Nation members fought with the British?	600	800

Questions r the questions below.

1) W ts in a militia?

2) Explain why the alliance betwe Bro was powerful.

3) How did population differences affect strategies in the War 181

Choose Sides If you were living in 1812, would you side with Britain or the U.S.? Why?

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Curriculum Connection
B1.2, B3.1, B3.5, B3.6

Brock and Tecumseh - Battles

Fort Michilimackinac and Fort Dearborn

The two leaders acted quickly after the war began in hopes they would catch the Americans off-guard. Two weeks after war was declared, the two leaders brought their armies into American land and attacked **Fort Michilimackinac**. The American Commander was unprepared and gave up the fort without a bullet even being fired.

Brock and Tecumseh continued into Chicago and attacked **Fort Dearborn**. This time, a large First[illegible] force ambushed the Americans, killing many of them and taking over the fort.



[illegible]roit

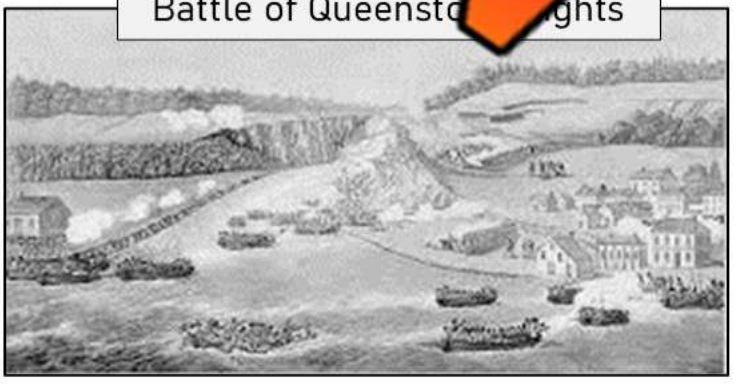
[illegible]000 soldiers travelled with Brock and Tecumseh to Detroit, [illegible]re [illegible]planned to attack more than 2500 soldiers who were [illegible]nside [illegible]Being outmatched severely, Brock decided to try to [illegible]trike [illegible]ir [illegible]eral Hull's American army. Brock and [illegible]had [illegible]n all make a fire outside the fort. This [illegible]ar [illegible]oldiers were there, as they usually share[illegible]. Th[illegible] militia dressed in scarlet uniforms to make them l[illegible]soldie[illegible]n Brock and Tecumseh had their soldiers [illegible]around [illegible]t [illegible]and out of trees to make it seem like they had more [illegible]han t[illegible]

Hull was worried for his safety as he had he[illegible]bo[illegible]**Dearborn** and **Michilimackinac**. He decided to wave the white flag and [illegible]e over 2[illegible]uskets, 33 guns, and many other supplies that outfitted the Canadian[illegible]s. T[illegible]erly[illegible]ins secured the western border.

Queenston Heights

In October 1812, American troops rowed across the Niagara River and into Upper Canada. They invaded **Queenston** and captured the high ground where the British had been stationed. Major-General Brock rushed to defend the area. He took a small group of soldiers and tried to slow down the American attack so that the British could send reinforcements.

Battle of Queensto[illegible]ights



Brock's plan worked, but as he charged the Americans in the opening moments of the attack, he was shot by an American sniper. Brock died instantly. The battle was won by the British, but a fearsome leader was lost.

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Curriculum Connection
B1.2, B3.1, B3.5, B3.6

Multiple Choice
Circle the best answer.

1) The British won how many muskets at Fort Detroit?	1000	2500
2) Which American surrendered in Detroit?	Brock	Hull
3) How many bullets were fired at Fort Michilimackinac?	5000	0
4) Which battle did Brock die in?	Queenston	Detroit
5) The early wins in the war secured which area for Britain?	East	West

Questions
r the questions below.

1) How ir Isa ? Was he brave?

2) How did Brock and Tecumse the Fort Detroit?

3) Why was Brock's death considered a major loss for side?

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Describe
How would you describe Sir Isaac Brock? Choose 3 adjectives and explain.

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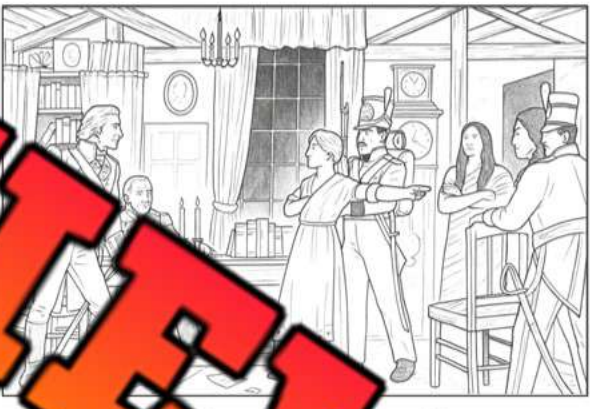
Curriculum Connection
B1.2, B1.3, B3.1, B3.6

War of 1812 Battles

Battle at York (Toronto)
In April 1813, the Americans won an easy battle against the British. They stormed **York**, which is now present-day **Toronto**, with 2,700 soldiers, who defeated the 750 British and Ojibwa men. The Americans burned down the town before sailing back home.

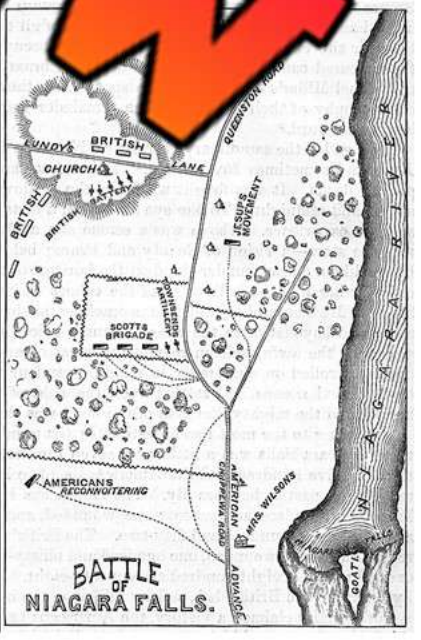
Stoney Creek
On June 6, 1813, 3,500 Americans were camping near **Stoney Creek**. It was the middle of the night when the British decided they could catch the Americans off-guard. A group of 700 British soldiers initiated a surprise attack as they marched closer to the Americans in silence. The attack was no easy task for both sides, as many American and British soldiers died. After hours of fighting, the Americans retreated back to the American side of the Niagara River.

Beaver Dams
Laura Secord was a housewife who owned a hotel with her husband in Queenston. She overheard the American Lieutenant-Colonel Boerstler discussing plans to attack the British. She walked over 30 kilometres on foot to tell British Lieutenant Fitzgibbon the news. He was able to prepare a force of 80 soldiers and 250 Mohawk warriors to ambush the Americans. As Boerstler's American forces moved forward on the British, the Mohawk shot at them from the sides. The battle ended as the Mohawk surrounded the Americans, who were forced to surrender.



Crysler's Farm
In November 1813, 2000 American soldiers attacked the city of **Montreal** against a force of around 900 British soldiers, militia, and First Nations. The 900 men set up a defence at Crysler's farm, which was on a path to Montreal. The British forces shot back at the advancing Americans who finally retreated back across the border. The attack on Montreal was stopped.

Lundy's Lane
The last time the Americans invaded Canada was on July 25, 1814, at **Lundy's Lane** in Niagara Falls. A force of 1500 Americans attacked a British force of about 1700. This battle was the bloodiest in the War of 1812 as over 800 men on both sides were killed. The battle lasted well into the night before the Americans retreated back to American soil.



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Name: _____ 18

Curriculum Connection
B1.2, B1.3, B3.1, B3.6

Questions

Answer the questions below.

1) Who was Laura Secord? What is she remembered for?

2) Who wo[illegible] Battle of York? What happened?

3) Why are these ba[illegible]reme[illegible]e[illegible] portant moments in Canadian history?

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True or False

Decide if the statement is tru[illegible] false.

1) Laura Secord warned Fitzgibbon that the Americans [illegible]ack T[illegible]	T	F
2) The Mohawk warriors defeated the Americans in the Beave[illegible]ams.	T	F
3) The Americans defeated the British at Crysler's Farm and attacke[illegible]	T	F
4) Lundy's Lane was the bloodiest battle in the War of 1812.	T	F
5) The last time the US invaded present-day Canada was at Lundy's Lane.	T	F

Reflection

Which battle was the most interesting to you? Explain why.

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Curriculum Connection
B1.2, B1.3, B3.1, B3.6

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Match the battle name with the correct description.

	Lundy's Lane
	Batt rk
	s
	Stoney C

A) Laura Secord travelled 30 km to warn British; Mohawk warriors ambushed and surrounded Americans.
B) In 1813, Americans captured Toronto, burned supplies and buildings, then quickly returned home victorious.
C) At night, 700 British surprised 3,500 Americans; fierce fighting ended with American retreat.
D) t Niagara Falls in 1814, 800 men died; Americans re d after night-long battle.

Name: _____

Mark

Match the battle name with th ct d in

	Lundy's Lane
	Battle at York
	Beaver Dams
	Stoney Creek

A) Laura ravell m to warn British; Mohawk warriors a shed ar ou Americans.
B) In 1813, Americ pture burned supplies and buildings, then ly r d victorious.
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Name: _____

Mark

Match the battle name with the correct description.

	Lundy's Lane
	Battle at York
	Beaver Dams
	Stoney Creek

A) Laura Secord travelled 30 km to warn British; Mohawk warriors ambushed and surrounded Americans.
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Curriculum Connection
B2.1, B2.2, B2.3, B2.5, B3.1

Infographic Assignment – War of 1812 Battles

Objective — What are we learning more about?

Students will learn about the War of 1812 by researching one key battle. They will collect facts, statistics, and visuals to explain the battle's importance. Students will then create an infographic that communicates their findings clearly through words and drawings.

Materials — What do we need?

- ✓ War of 1812 b[illegible]eet (provided or researched)
- ✓ Infographic pla[illegible]page
- ✓ Blank infographic dra[illegible]
- ✓ Large blank chart paper or p[illegible]er p[illegible] final version)



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Method — How do we complete the activity

1) Get into groups of 3 or 4 students.
2) Choose one War of 1812 battle to research.
3) Collect 5–7 facts/statistics about the battle (e.g., number of soldiers, [illegible]pons used, leaders, location, outcome, interesting details).
4) Use the planning page to organize your facts.
5) Sketch your layout on the draft page, deciding where text and drawings will go.
6) Create your infographic neatly on chart paper with facts, drawings, and symbols.
7) Present your infographic to another group or to the class, explaining the facts.
8) Take part in a Class Gallery Walk to view other groups' War of 1812 battle infographics and write down three things you learned.

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Curriculum Connection
B2.1, B2.2, B2.3, B2.5, B3.1

Fact Sheet | Major Battles of the War of 1812

Battle	Date & Location	Description
Fort Michilimackinac	July 1812, Mackinac Island (Lake Huron)	First major battle. British and First Nations surprised the Americans, who surrendered without a fight.
Fort Dearborn	August 1812, near Chicago	American troops and civilians were retreating but were ambushed by First Nations. Many were killed or captured.
Det	August 1812, roit, Michigan	Brock and Tecumseh used clever tricks to scare the Americans. General Hull surrendered 2,500 troops without fighting.
Queen ton Heights	r 1812, ra F per Ca	Americans crossed the river but were defeated. Sir Isaac Brock was killed leading the defence, but the British won.
York (Toronto)	A el	ricans captured and burned York (Toronto), ital of Upper Canada. They destroyed ore leaving.
Stoney Creek	June 1813, Upper Canada	atta 700 British soldiers surprised Amer e fighting forced the merican etre
Beaver Dams	June 1813, Thorold, Upper Canada	Laura d war sh of an American attack. Br n hawk warriors ambushed an ted the A ns.
Crysler's Farm	November 1813, near Cornwall, Upper Canada	900 British, militia, a Firs e 2,000 Americans trying to
Lundy's Lane	July 1814, Niagara Falls	One of the bloodiest battles. Ove killed or wounded on both sides. The fighting ended in a stalemate, but Americans withdrew.
Washington (Burning of the White House)	August 1814, Washington, D.C.	British troops burned government buildings, including the White House and Capitol, in retaliation for York.
Baltimore (Battle of Fort McHenry)	September 1814, Baltimore, Maryland	Americans defended Baltimore from British attack. Inspired the writing of *The Star-Spangled Banner*.
New Orleans	January 1815, New Orleans, Louisiana	Fought after the Treaty of Ghent was signed but before news arrived. General Andrew Jackson's American troops defeated the British.

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Curriculum Connection
B2.1, B2.2, B2.3, B2.5, B3.1

Criteria Use the criteria below to complete the activity.

Criteria	Description
Message Clarity	The infographic has a clear message about the chosen War of 1812 battle.
Fact Choice	5–7 accurate battle facts were chosen and explained.
Visual Design	The page includes drawings, maps, symbols, or charts to explain the facts.
Neat Wor	Writing is easy to read, and colour helps highlight key ideas.
Team Eff	ryone in the group shared ideas and helped with the work.

Researc Plan aphic below.

1) Which battle esearc is the name of it that you will di on y fo ?	
2) Find 5 statistics/facts a attle. the following: deaths in the battle, number of soldiers in the bat ch s used, where it was fought, outcome of the battle, Generals eade ther interesting facts.	
1	
2	
3	
4	
5	

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Curriculum Connection
B2.1, B2.2, B2.3, B2.5, B3.1

Planning Answer the questions below.

1) Group Plan: What message do you want to share about this battle?

_____

_____

_____

_____

_____

2) Picture at drawings, charts, maps, or symbols will help explain your facts?

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3) Steps: What steps will your group follow to make your infographic? Write them in order.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

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Curriculum Connection
B2.1, B2.2, B2.3, B2.5, B3.1

Draft Draw a rough copy below of your infographic. Plan where you will write your text and draw your pictures.



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Curriculum Connection
B2.1, B2.2, B2.3, B2.5, B3.1

Class Gallery Walk

Walk around the classroom to look at each group's War of 1812 battle infographic. Write down three things you learned about different battles.

1

2

3

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I Am Proud Because...

Write a sentence about what you [illegible] graphic and what message it shows about the battle.

Next Time I Will Improve By...

Write a sentence about what you would do better next time to make your battle infographic even clearer or more detailed.

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Curriculum Connection
B2.1, B2.2, B2.3, B2.5, B3.1

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Message Clarity	Message is missing or unclear	A message is there but confusing	Message is mostly clear	Clear, strong message shown
Fact Choi	Wrong or no facts used	Some facts correct	Mostly correct facts	All facts correct and match the battle well
Visu Design	M or	A few visuals are added	Helpful visuals support the facts	Creative and clear visuals throughout
Neat Work	Hard to and mess	Some at, lo	Mostly neat with some colour	Very neat with colour used well
Team Effort	One person did most work	A fe tudents helped	s roup me	Everyone helped and shared ideas

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Teacher Comments

_____

_____

_____

_____

ark

Student Comments – What Could You Do Better?

_____

_____

_____

_____

_____

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Curriculum Connection
B1.2, B1.3, B3.1

Burning of the White House

Retaliation and the Road to Washington

Most of the battles of the War of 1812 took place on land that is now Canadian territory. The **Americans** often invaded British colonies in Upper Canada, burning towns and destroying supplies. In 1813, American soldiers set fire to York, which is now Toronto, and destroyed the capital of Upper Canada. As the war continued, Britain decided to retaliate. Their goal was to punish the Americans for burning Canadian towns and to weaken their government.

On August [illegible], British troops under Vice Admiral **Sir Alexander Cockburn** and Major General [illegible] marched into Washington, D.C. They had just defeated American forces [illegible] **nsburg**, Maryland, earlier in the day. Washington's residents had already fled the city, hearing of nearby defeats, leaving the capital poorly defended.

Fires in the Capital

The British troops moved [illegible] through [illegible]ington and set fire to the main government buildings. They destroyed [illegible] structures symbolized American power, including:

- Major rooms of the U[illegible]itol
- Library of Congress
- House of Representatives and [illegible]e cham
- The Supreme Court
- The White House
- The Navy Yard and several American war[illegible]s

These fires left Washington in ruins and shocked the American public.



Aftermath in Washington

After the government buildings were destroyed, a **Union Jack Flag** (British [illegible]) was raised over the city. The British chose not to destroy residential houses or private property. This meant Washington's neighbourhoods remained intact even as its political heart burned.



US Capitol After Burning

The very next day, a powerful thunderstorm struck the city. The storm brought heavy rain and even a tornado, which killed soldiers on both sides and helped put out some of the fires. Only 26 hours after arriving, the British troops withdrew to their ships. The destruction of Washington became one of the most memorable events of the War of 1812, symbolizing both British strength and American vulnerability.

PREVIEW

Name: _____ 28

Curriculum Connection
B1.2, B1.3, B3.1

True or False Decide if the statement is true or false.

1) The US burned down York, the Capital of Upper Canada.	True	False
2) The British retaliated by burning the Capitol and White House.	True	False
3) The British stayed in Washington and kept control for 5 years.	True	False
4) Washington became a part of Canada.	True	False
5) The British burned most of the houses and residential areas as well.	True	False

Questions Answer the questions below.

1) Why did the British burn down the White House?

2) What parts of Washington did the British burn down?

3) Why was the thunderstorm both helpful and harmful to both sides?

PREVIEW

Visualizing Draw what you were picturing while you were reading. Explain the picture.

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Name: _____ 29

Curriculum Connection
B1.1, B3.2, B3.3

The Treaty of Ghent

The Peace Agreement in Ghent

The **Treaty of Ghent** was the peace treaty that ended the **War of 1812** between the United States of America and Britain. It was signed on December 24, 1814, in the neutral city of Ghent, Belgium. This location was chosen because Belgium was not directly involved in the war, which made it a safe and fair place for negotiations. The treaty was important because it set up borders between the two countries, making sure both nations had their own territo[illegible] without further disputes.



At th[illegible] both Britain and the United States were exhausted by years [illegible] Neither side had gained much progress. The Britis[illegible]te[illegible]ld onto their colonies in **British North Ameri[illegible]NA)**, wh[illegible]ericans hoped to expand their influence further north. By [illegible]he [illegible] both countries realized that a peace settlem[illegible]as [illegible] best [illegible]

Why Both Sides Wan[illegible]ea[illegible]

By 1814, the war had bec[illegible]ry costly [illegible] nations. Britain was also involved in the **Napoleonic Wars** in Europe, [illegible]aine[illegible] soldiers. The United States had faced major losses in its attempt[illegible] inv[illegible] trade between the two countries had been disrupted. For Britain, the goa[illegible]urvival [illegible]ng their colonies safe. For the Americans, it was control—they had hope[illegible] to expan[illegible] Ca[illegible] but failed.

Terms of the Treaty

When delegates met in Ghent, both sides came with [illegible]e Ame[illegible] suggested 15 points. The British agreed to nine of them, and two [illegible] adde[illegible]. The treaty ended up with 11 official articles. Important facts from the [illegible]incl[illegible]

- It restored the borders to the way they were before the war.
- There were no land gains for either side.
- Both sides agreed to stop fighting and return captured lands.

This meant that the war ended in a stalemate, with no clear military winner.

Outcomes of the Treaty

The **Americans** gave up on their original goals of expanding into BNA and stopping the British from boarding U.S. ships to find deserters. The **British** kept control of their North American colonies, and they also continued to disrupt trade between Napoleon's France and the United States.

The War of 1812 still had lasting effects in Canada. It brought together **French, English, and First Nations** communities who had relied on one another to resist American attacks. It also showed other countries that the people in BNA were strong, united, and capable of defending their land. This unity would play a major role in shaping the identity of Canada in the years that followed.

PREVIEW

Name: _____ 30

Curriculum Connection
B1.1, B3.2, B3.3

True or False

Decide if the statement is true or false.

1) The US succeeded in expanding their territory.	True	False
2) French, English, and First Nations unity was strengthened during the war.	True	False
3) Both sides had balanced militaries.	True	False
4) No one won the War of 1812.	True	False
5) The two countries met in Ghent because it was a neutral location.	True	False
6) Britain fought the War of 1812 to expand territory into BNA.	True	False

Questions

Answer the questions below.

1) What was the ... was this a loss for the United States?

2) Write down the three main terms that ... Treaty of Ghent.

3) What two benefits did the War of 1812 have on the deve... of ...?

PREVIEW

Reflection

How do you think life would be different for us now if the Americans had won the War of 1812?

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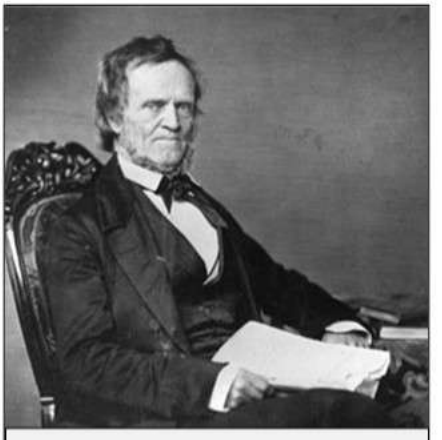
Curriculum Connection
B1.1, B3.1, B3.3, B3.5, B3.6

The Upper Canada Rebellion of 1837

Peaceful Protesting Turns to Rebellion

A Scottish man named **William Lyon Mackenzie** was one of the first leaders to openly challenge what many saw as a corrupt and unfair government in Upper Canada. For years, the colonial government was undemocratic because powerful positions were given to members of wealthy families, often linked to the **Family Compact**. Mackenzie had published newspapers that attacked these elites and called for reform. Change did not come. He grew frustrated with peaceful protests and meetings, deciding that more direct action was needed. Many ordinary people, especially farmers, tradesmen, and unemployed workers, shared his anger because they felt left out of political power.



William Lyon Mackenzie

The Rebellion of 1837

In December 1837, Mackenzie gathered around 200 supporters at Montgomery's Tavern in what is now Toronto. Armed with guns, swords, and clubs, they marched down Yonge Street to protest the government system. These rebels were inspired by the success of the American Revolution, hoping Canada could also break free from unfair rule. However, the rebellion was poorly planned and lacked strong military training.



Head

Lieutenant-Governor **Bond Head**, who commanded British troops, quickly organized soldiers to stop the march. As soon as fighting began, the government forces outgunned the rebels. Mackenzie's followers panicked and scattered. The rebellion lasted only a few days, leaving no match for the professional army.

Mackenzie's Fate

After the failed attempt, Mackenzie fled into the countryside before escaping to the United States. While in exile, he continued to push for reform by writing and speaking. Years later, he returned to Toronto after the government offered **amnesty** to many rebels. Mackenzie was fortunate—unlike others who were executed as traitors. The rebellion had failed, but it showed the depth of dissatisfaction in Upper Canada.

Key Facts About the Rebellion

- ✓ Mackenzie was a newspaper publisher who criticized the **Family Compact**.
- ✓ Around 400 rebels fought in the uprising, but many lacked weapons or training.
- ✓ Bond Head had about 1,000 loyal troops ready, far more than Mackenzie's force.
- ✓ Rebels hoped for quick success but instead fled after only one battle.
- ✓ Dozens of rebels were captured and hanged, while Mackenzie escaped into exile.

PREVIEW

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Name: _____ 38

Curriculum Connection
B1.1, B3.1, B3.3, B3.5, B3.6

Two Truths and a Lie

Read each group. Tick ✓ the two true ones. Mark ✗ the one lie.

	A rebellion is when the people act violently against their government
	The rebellion happened because the government was undemocratic
	Mackenzie's troops were well trained soldiers from wealthy families

	Mackenzie's rebellion began at Montgomery's Tavern in Toronto
	Bond Head surrendered to Mackenzie's rebel forces
	About 400 people joined Mackenzie's march with rifles and clubs

Questions

r the questions below.

1) Wh g to achieve with the Rebellion?

2) How did the Rebellion en on t

3) What did Mackenzie continue to do while living in the ates?

PREVIEW

Summarize

Summarize the reading by including the main idea and important information.

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Name: _____ 39

Curriculum Connection
B1.1, B3.1, B3.3, B3.5, B3.6

The Lower Canada Rebellion of 1837

Papineau and the Ninety-Two Resolutions

In 1834, **Louis-Joseph Papineau**, a wealthy member of the elites in Lower Canada, published the Ninety-Two Resolutions. These were not just small complaints but a long list of demands for reform. The resolutions called for changes such as giving the elected Legislative Assembly more power, limiting the control of the appointed councils, and creating a fairer tax system. Papineau became the leader of thousands of French-speaking supporters who called themselves **Patriotes**. They believed strongly in protecting French culture, language, and land rights, especially against the dominant English-speaking elites known as the **Château Clique**.



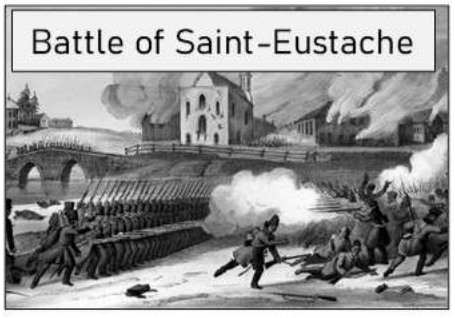
Louis-Joseph Papineau

The Push Toward Rebellion

Although Papineau and most Patriotes opposed violence, his followers grew frustrated by years of being ignored. By 1837, peaceful petitions no longer seemed useful to them. The refusal of the British government to accept reforms encouraged many Patriotes to prepare for armed resistance.

Battles at Saint-Denis and Saint-Charles

The first major clash happened at **Saint-Denis** in November 1837. An armed Patriote group captured a seigneur's manor, and Lieutenant-Colonel [illegible] were sent in troops to recapture it. The British forces failed and had to retreat, giving the rebels an early victory. However, this success was short-lived. Two days later at Saint-Charles, about 100 Patriote rebels were attacked by Canadian army forces. The rebels were outnumbered and many were killed, showing how uneven the struggle was.



Battle of Saint-Eustache

Battle of Saint-Eustache

In December 1837, the British launched a second attack. At **Saint-Eustache**, 1,200 British soldiers surrounded a Patriote camp. The rebels had fewer than [illegible] men and were poorly equipped compared to the professional soldiers. The fighting was brutal. Around 100 Patriotes died, and many survivors were taken prisoner.

A Harsh Outcome

The rebellion ended quickly, with the British proving they would not tolerate uprisings. The defeats showed that without outside support, the Patriotes could not succeed.

Extra Facts to Know

- More than 25 villages in Lower Canada were searched by the army after the rebellion.
- Over 1,000 Patriotes were arrested, and 12 were executed in 1839.
- Many rebel leaders fled to the United States to avoid punishment.

PREVIEW

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Name: _____ 40

Curriculum Connection
B1.1, B3.1, B3.3, B3.5, B3.6

True or False

Decide if the statement is true or false.

1) Papineau encouraged people to rebel violently against the government.	True	False
2) Patriotes were people who wanted change in the government.	True	False
3) The Patriotes won a battle at Saint-Denis against the government.	True	False
4) The government killed many of the Patriotes.	True	False
5) About 100 Patriotes were killed at the Battle of Saint-Eustache.	True	False

Questions

r the questions below.

1) Wh e the Pa Lower Canada? What did they want?

2) What was the outcome of lion hink they affected the government?

3) Describe the British attack at Saint-Eustache in D e 7.

PREVIEW

Matching

Match each word to the correct description.

Louis-Joseph Papineau ◯	◯ Battle in December 1837 where 1,200 British soldiers attacked.
Saint-Denis ◯	◯ Patriote leader who wrote the Ninety-Two Resolutions in 1834.
Château Clique ◯	◯ Wealthy English-speaking elites who controlled Lower Canada's government.
Saint-Eustache ◯	◯ Site of Patriotes' first victory in November 1837.

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Curriculum Connection
B2.1, B2.2, B2.5, B2.6, B3.4

Debate: The Rebellions of 1837–1838

Objective What are we learning about?

Students will study the Rebellions of 1837–1838, comparing Reformers and Elites. They will debate whether Reformers were justified in rebelling or if Elites were right to maintain control.

Materials W[illegible] you need for the activity?

- Sen[illegible]e start
- Planning pa[illegible]
- Debate prompt
- Short excerpts with viewpo[illegible]om
  and Elites



Instructions How will you complete the activit[illegible]

1) Read the debate question: ***Were the Reformers ju[illegible]n challen[illegible]e Elites during the Rebellions of 1837–1838?***
2) Talk as a class about the background: causes of the rebellions, [illegible]mers and Elites, lack of responsible government, and colonial tensions.
3) Divide the class into 2 teams:
   1) **Team A (Reformers):** The Reformers were justified in rebelling against the Elites.
   2) **Team B (Elites):** The Elites were right to resist change and maintain control.
4) Each team fills out their debate planning sheet.
5) Use sentence starters to help build your arguments.
6) Sit in a circle and take turns sharing your side. Speak clearly and respectfully.
7) After the debate, students can draw or write what they learned about the Rebellions.

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Curriculum Connection
B2.1, B2.2, B2.5, B2.6, B3.4

Topic Were the Reformers justified in rebelling, or were the Elites right to resist during the Rebellions of 1837–1838?

Side	Description
Team A – The Reformers Were Justified	**Some people think the Reformers were justified in rebelling. Here's why:** • Reformers wanted more democratic government and fair elections. • The Family Compact and Château Clique held unfair power over society. • ers and working people faced heavy taxes and land problems. • ders Papineau and Mackenzie demanded responsible gove • nd peaceful calls for reform. • Many rs b rule only served the wealthy. • The rebellio d peo stration with corruption and inequality. • Reformers argu llio path to real change. • The uprisings raised awar nd pus ure reforms. • Rebellion gave ordinary people a voi ainst rule.
Team B – The Elites Were Right to Resist	**Some people think the Elites were right to resi form why:** • The rebellions caused violence, fear, and harm to ordi • Reformers had no clear or realistic plan for government. • British rule provided stability, trade, and protection for the colonies. • The Elites defended loyalty to the Crown and British traditions. • Loyalists feared losing land, property, and business if reforms passed. • Rebellion risked breaking ties with Britain and weakening the colonies. • Armed uprisings were illegal and threatened peace. • Gradual, peaceful change was possible without violence. • The rebellions failed quickly, showing little support among settlers. • The Elites believed order and control were needed to prevent chaos.

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Curriculum Connection
B2.1, B2.2, B2.5, B2.6, B3.4

Brainstorming Use this page to help you think about both sides of the issue.

1) Why do some people think the Reformers were justified?

- _____
- _____
- _____
- _____
- _____
- _____

2) Why do some people think the Elites were right to resist?

- _____
- _____
- _____
- _____
- _____
- _____

3) What events or issues caused these different opinions?

_____
_____
_____
_____
_____
_____

4) What is your opinion?

_____
_____
_____
_____
_____
_____
_____

PREVIEW

Name: _____ 44

Curriculum Connection
B2.1, B2.2, B2.5, B2.6, B3.4

Planning Answer the questions below.

1) Do you think the Reformers were justified in rebelling, or were the Elites right to maintain control? Explain why.

2) Wh[illegible]up[illegible]our opinion?

-
-
-
-
-

3) What might the other side say?

-
-
-
-
-

4) What events or issues make your opinion stronger?

-
-
-
-
-
-
-
-
-

PREVIEW

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Curriculum Connection
B2.1, B2.2, B2.5, B2.6, B3.4

Sentence Starters Use the sentence starters to help get you thinking.

1	I believe that...
2	In my opinion...
3	I think that...
4	From my point of view...
5	My perspective is...
6	It seems to me that...
7	I feel strongly that...
8	To me, it looks like...
9	I am convinced that...
10	Based on what I know...
11	After considering the situation...
12	Listening to others, I realize...
13	When I think about it more...
14	Reflecting on this, I understand...
15	Given the circumstances...

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Curriculum Connection
B2.1, B2.2, B2.5, B2.6, B3.4

Disagreeing Use these sentence starters when you disagree with a classmate.

1	I see what you're saying, but I think...
2	That's an interesting point, however...
3	I understand your perspective, but I feel...
4	I'm not sure I agree with you because...
5	From my experience, I've found that...
6	Can I offer a different view? What if...
7	I respect your opinion, but I have a different thought...
8	It's good you brought that up, however consider...
9	I see it differently because...
10	That's one way to look at it, but what about...
11	I appreciate your point, but I think...
12	Let's look at it from another angle...
13	That makes sense, but I read that...
14	I hear what you're saying, but my view is...
15	I'm not convinced because...

PREVIEW

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Curriculum Connection
B2.1, B2.2, B2.5, B2.6, B3.4

Draw

Draw your idea that shows your opinion on this debate. What would Canada look like if your side was true? Add details to show if the Reformers were justified in rebelling or if the Elites were right to stay in control. Think about land, laws, rights, leaders, and everyday life.



React

What are the lasting effects of the Rebellions of 1837–1838 o[illegible]ernment and society today?

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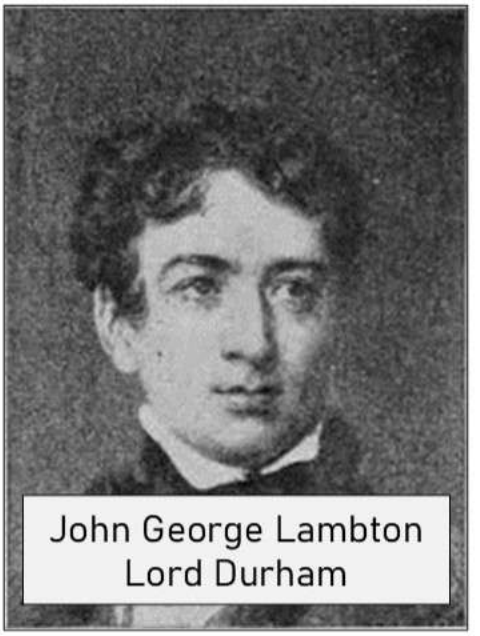
Name: _____ 48

Curriculum Connection
B1.1, B3.1, B3.3, B3.4, B3.6

Stopping The Rebellions – Durham Report

Effects of the Rebellions in Upper and Lower Canada
The rebellions were unsuccessful in overthrowing the government, but they still had an impact on the British government. The government knew they would need to make changes in order to stop future rebellions.


John George Lambton
Lord Durham

The British government sent John George Lambton, Lord Durham, to Quebec City in June 1838, to find out more about the rebellions and to prepare a report that would make recommendations for avoiding future rebellions.

Durham Report
Lord Durham brought the main findings back to the British government in England in the summer of 1839.

1. Unite the two colonies of Upper and Lower Canada
Durham saw that the French and English in the colonies were not cooperating with each other. The English in Upper Canada had a boom economy and was looking for trading opportunities in Europe and around the world. The French in Lower Canada weren't as motivated to spend money on building canals for trade opportunities. The two colonies were not working together, which is why Durham suggested the colonies unite.

He also thought that the English in Upper Canada should assimilate the French in Lower Canada. **Assimilate** in this situation meant that the English would absorb the French people into the English culture and make them English speakers. He was confident with the growing number of English-speaking people immigrating to Canada that the population would grow so much that they would completely outnumber the French. This would give the French no choice but to assimilate to the English culture.



2. Introduce responsible government
Responsible government is a democratic government where the people get to vote for representatives who pass and reject laws that are in the best interest of all the people. In the current system, the wealthy elite were only passing laws that made sense for the wealthy elite.

Durham suggested that a responsible government would stop the rebellions as the people would be happier with how they are represented in the government. The change would mean that the elected legislative assembly would not have their laws rejected by the appointed lieutenant-governor or the legislative council.

PREVIEW

Name: _____ 49

Curriculum Connection
B1.1, B3.1, B3.3, B3.4, B3.6

Yes or No

Decide if the statement is Yes or No.

1) Were the rebellions in Upper and Lower Canada completely successful?	Yes	No
2) Did Durham believe uniting colonies would reduce cultural conflict?	Yes	No
3) Was building canals in Lower Canada strongly supported by the French?	Yes	No
4) Did Durham recommend assimilation of the French into English culture?	Yes	No
5) Did Durham claim responsible government could prevent future rebellions?	Yes	No

Questions

Answer the questions below.

1) Why did Lord Durham to write his report? What were his two suggestions?

2) Why did the British want French to assimilate? How would union achieve assimilation?

3) What did responsible government allow citizens to do?

PREVIEW

Word Search

Find the words in the word search.

Durham	Report
Quebec	Britain
Rebellion	Assimilate
French	English
Colony	Assembly

H C R W Z B R I T A I N J K B N B I B
A O E F Y G N R I P I O Z H X N Q J K
O L P Y I J Z E D U R H A M D K U H G
Q O O E N G L I S H S L O L C H E N I
U N R K Y L B M E S S A S L Q C B Q K
Z Y T B C X I Q P R R H Y H D N E G Q
Q N L H N V T I Q Y O T F C O E C B Z
P Y Y T R N O I L L E B E R A R L N Y
H K B J O E T A L I M I S S A F H Z Q

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Curriculum Connection
B1.1, B3.1, B3.3, B3.4, B3.6

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Is the statement true (T) or false (F)?

Mark

1) Assimilation meant adopting English culture and language.	T / F
2) Durham recommended uniting Upper and Lower Canada.	T / F
3) Durham argued reforms would prevent future rebellions.	T / F
4) The Lieutenant-governor had power to reject assembly laws.	T / F
5) The rebellions fully overthrew British authority.	T / F

Name: _____

Is the statement true (T) or false (F)?

Mark

1) Assimilation meant adopting English culture and language. T F

2) Durham recommended uniting Upper and Lower Canada. T F

3) Durham argued reforms would prevent future rebellions. T F

4) The Lieutenant-governor had power to reject assembly laws. T F

5) The rebellions fully overthrew British authority. T F

Name: _____

Is the statement true (T) or false (F)?

Mark

1) Assimilation meant adopting English culture and language. T F

2) Durham recommended uniting Upper and Lower Canada. T F

3) Durham argued reforms would prevent future rebellions. T F

4) The Lieutenant-governor had power to reject assembly laws. T F

5) The rebellions fully overthrew British authority. T F

PREVIEW

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Name: _____ 51

Curriculum Connection
B1.1, B3.2, B3.3, B3.4

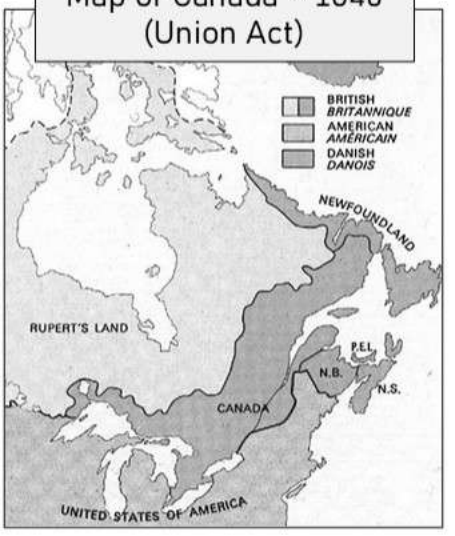
Durham Report – Union Act

British Decision and the Union Act of 1840

In 1839, Lord Durham submitted his **Durham Report** to the British government after investigating the causes of the 1837 rebellions. The government acted on his first suggestion by passing the **Union Act** in 1840. This decision created the Province of Canada, joining Upper Canada and Lower Cana together into one colony. The two regions were renal **nada West** (formerly Upper Canada) and **Canada E** rly Lower Canada).

Al now had one province, Britain was s mly in co **Governor General** and the Crown re ained a the chain of command, meaning Cana e in dence. Britain's main goal was to keep loyal t further uprisings.

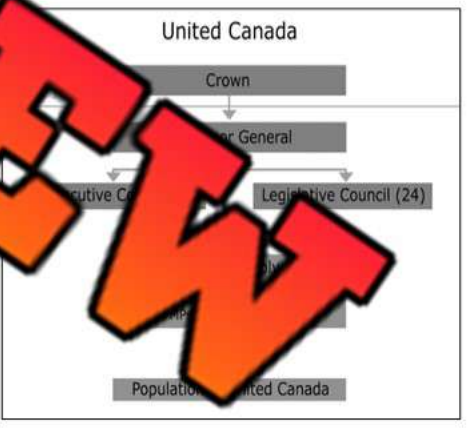
Map of Canada – 1840 (Union Act)



A Single Parliamentary

The Union Act also introduc e pa y system for the new province. Both Canada East and Canada West ele atives to sit in the House of Assembly, for a total of 84 members. Th esent could propose and pass laws, but real power still rested with the app Legisl Council and the Governor General.

A major change was that the French lang as banned from official government use. This angered French Canadians, who now felt politically and cultura marginalized. Britain also rejected Durham's second recommendation of responsible government. Instead, power stayed in the hands of British officials, and the appointed councils often blocked the will of the elected Assembly.



Key Facts About the Union Act

- United Canada's population in 1841 was about 1.1 million.
- Canada East had 650,000 people, larger than Canada West's 450,000.
- About two-thirds of Canada East's people were French Canadians.
- English-speaking immigrants from Britain and Ireland grew quickly in Canada West.
- Legislative Council had 24 appointed members able to reject Assembly laws.

Loyal Control of Government

The **Executive Council** of eight men advised the Governor General, but like the Legislative Council, its members were chosen by Britain. The Legislative Council was filled with loyal British men who could overturn bills passed by the elected Assembly. This meant that even though the system looked democratic, Britain still controlled the colony's future.

PREVIEW

Name: _____ 52

Curriculum Connection
B1.1, B3.2, B3.3, B3.4

True or False

Decide if the statement is true or false.

1) Britain decided to form one province of Canada with the Union Act.	True	False
2) Britain granted Canadians responsible government.	True	False
3) The province of Canada was still divided into Upper and Lower Canada.	True	False
4) Britain was ready to allow French Canadiens to run Canada.	True	False
5) The French language was banished from the government.	True	False

Questions

Answer the questions below.

1) What was the Union Act? How did it affect the people living in the Canadas?

2) Why might Britain have wanted to reject responsible government in 1840?

3) Did Canadians get responsible government? Explain why or why not.

PREVIEW

Word Scramble

Unscramble the words from the word bank.

Word Bank

Union, Province, West, Responsible, Durham, Canada, East, Act, Government, Report

OENGENTVMR		DRMUAH	
RPTERO		ROCPNIEV	
EPBRINESLOS		IUNON	

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Name: _____ 53

Curriculum Connection
B1.1, B3.3, B3.4

Responsible Government & the Montreal Riots

The Rebellion Losses Bill of 1849

In 1849, the government of the Canadas passed the **Rebellion Losses Bill**. This law promised to pay people for damages to their property during the Lower Canada Rebellions of 1837–1838. Many houses, barns, and businesses had been burned or d troyed during the fighting, and repairs we ly. However, the majority in Canada E ly opposed the bill. They believ ls who had shown dislo Britain ts claimed that loyal citi s, not uld receive money. The conflict ov eal deep political division ainer after the rebellions.



PREVIEW

Struggle for Responsib nt

The term **responsible gove** ans d representatives, not appointed governors, control the governm dec me, the Governor of the Canadas, Lord Elgin, often made decisions witho g to cted assembly. When the Rebellion Losses Bill was introduced, E ced a veto the bill and continue a top-down, almost dictatorial style of rule, or sig bill d isagreeing with it and allow democracy to grow.

Although Elgin personally disliked the bill, h il 25, 1849. He feared that rejecting it would anger the public and pos ellion. This decision marked a victory for the people of Canada East, w ou for years for more democratic power.

The Montreal Riots

Elgin's decision angered many English-speaking opponents, especially in Montreal. As he rode through the city, crowds pelted him with eggs and tomatoes. That evening, thousands of protesters rioted. A group stormed the legislature buildings, breaking windows and eventually setting them on fire. The buildings, located on Place d'Armes Street, were completely destroyed.



Additional Statistics and Details

- Over £100,000 worth of property claims were filed after 1837–1838.
- More than 1,600 petitions for compensation were submitted by residents.
- The Montreal legislature library lost about 23,000 books in the fire.
- Military troops were called in to restore order after the riots.
- Newspapers in Britain and the United States closely reported the events.

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Name: _____ 54

Curriculum Connection
B1.1, B3.3, B3.4

True or False

Decide if the statement is true (T) or false (F).

1) The Rebellion Losses Bill paid for the property damages during the rebellion.	T	F
2) Lord Elgin was the King of England at the time.	T	F
3) Elgin decided to reject the bill and deny responsible government.	T	F
4) The Montreal Riots led to the legislature buildings being set on fire.	T	F
5) Canada East won responsible government in 1849.	T	F
6) Lord El[illegible]red another rebellion might occur if he rejected the bill.	T	F

Question

[illegible] questions below.

1) What w[illegible]s the R[illegible]sse[illegible]ill? Was everyone in favour of it?

2) Why did Lord Elgin pass the bi[illegible] How[illegible]epr[illegible]t responsible government?

3) Explain why Lord Elgin's decision was difficult and ris[illegible]

PREVIEW

Reaction

What would you have done if you were Lord Elgin?

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Name: _____ 55

Curriculum Connection
B1.3, B3.1

Immigration – Push/Pull Factors

Immigration - Push and Pull Factors

Immigration refers to someone moving permanently to a new country. **Push** and **pull factors** influence a person's decision to move. A **push factor** is a reason someone might be "pushed" away from a country. Common push factors include war, unemployment rate (lack of jobs available), crime rate, school systems, et



A **p** is a reason someone might move to a certain place. C rs an area might showcase are low crime, healt desirab strong economy, family living there, job opportu es, and cational programs.

Immigration in Ca Pull F

During the 1830s and 0s, t **eat Migration**, which was the movement of people from Europe to Ca Many fact enced the heavy immigration.

First, the lack of available ble l d to many Americans moving north to Canada. In Europe, it was more same, was hard to obtain and much more costly. In Canada, land was cheap a fertile, me Canadians could grow crops easily.

Secondly, political and religious freedom was ng pu r. Canadians were not forced to practice a certain religion, like it was other European countries. Canadians had political freedom as the government was democratic, meaning citizens had a voice in the government.



Thirdly, family ties affected immigration. When one person came to Canada, they would often write their family in their home country to tell them how great Canada is. The province of Canada was becoming ethnically diverse, meaning there were people living there from many different cultures.



Push Factors Around the World

Overcrowding in Europe was another reason for people to make the move to Canada. Many wanted land to farm on, but it wasn't available to them. Religious discrimination also sent people to Canada because they were prosecuted for practicing certain religions in Europe.

PREVIEW

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Name: _____ 56

Curriculum Connection
B1.3, B3.1

Directions Is the factor a push or pull factor?

1) Leaving Europe because of no land...	Push	Pull
2) Moving to Canada for arable land...	Push	Pull
3) Moving to Canada for religious freedom...	Push	Pull
4) Moving to Canada to join your family there...	Push	Pull
5) Leaving Europe because of overcrowding...	Push	Pull

Questions Answer the questions below.

1) What is immigration in simple words?

2) What were some push factors for people living in other countries?

3) What were some pull factors for people moving to Canada?

PREVIEW

Fill in the Blanks Fill in each blanks with the correct word or number.

1) _____ refers to someone moving to a new country.
2) A _____ factor is a reason someone might leave their country.
3) A _____ factor is a reason someone might move to a certain place.
4) During the 1830s and 1840s, the _____ Migration brought many Europeans to Canada.
5) Lack of jobs is an example of a _____ factor.

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Curriculum Connection
B1.3, B3.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Is the factor a **push** or **pull** factor?

1) Cheap fertile farmland available for settlers...	Push / Pull
2) Potato famine in Ireland causes starvation...	Push / Pull
3) Overcrowded European cities create poverty...	Push / Pull
4) Canal and construction jobs offer steady work...	Push / Pull
5) Religious freedom offered in new regions...	Push / Pull

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4) Canal and construction jobs offer steady work...	Push / Pull
5) Religious freedom offered in new regions...	Push / Pull

PREVIEW

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Curriculum Connection
B1.3, B3.2, B3.3

HBC and NWC

What is the Hudson's Bay Company?
The Hudson's Bay Company is the oldest running business in Canada. It was started in 1670 as a collection of trading posts that British settlers would operate across British North America (pr ent-day Canada). Rich and p opean settlers hunted an animals for their f h North Amer NA). The he map show all e HBC s.



Rupert's Land
In 1670, the King of E nd (Charles II), signed a royal at ga t's Land to the Hudson's Bay Co upe was a massive territory that incl d all that flowed into Hudson Bay. The HBC n he exclusive rights to trade on this land.



The Hudson's Bay Company (HBC) and Northwes Company (NWC)
The NWC was formed in 1779 by a group of Montreal based traders. The HBC had been around since 1670. The HBC was unhappy that the NWC was taking some of their profits.

The HBC had an advantage because they used large ships to travel ean around North America. It took them 14 months to go west, pick up the furs, and bring them back to England for sale. The NWC on the other hand, travelled by land across North America. It took the Voyageurs from the NWC an extra year and cost them more money as well.

The two companies fought for many years before 1821, when an intense battle began. Lord Selkirk from the HBC, settled on land close to Metis and First Nations in present-day Manitoba. The Metis and First Nations had close relationships with the NWC. They attacked Selkirk during the Battle of the Seven Oaks in 1816, and 21 English settlers were killed. Selkirk retaliated and captured Fort William.

Both the NWC and HBC suffered from the fighting. In 1821, after years of fighting, the NWC merged with the HBC. The HBC was able to buy out the NWC because it had more money and British political connections.

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Name: _____ 77

Curriculum Connection
B1.3, B3.2, B3.3

True or False Decide if the statement is true or false.

1) The Hudson's Bay Company started in 1680.	True	False
2) The NWC was the first fur trading company in North America.	True	False
3) Rupert's Land was a small patch of land west of the Canadas.	True	False
4) The NWC used the sea to pick up their furs from the west coast.	True	False
5) The HBC bought the NWC and they merged together.	True	False
6) Rupert's [illegible] included every river basin that flowed into Hudson Bay.	True	False
7) Voyage[illegible] the NWC took longer and paid more to transport furs.	True	False

Compare How [illegible] mpany pick up their furs and bring them back to Europe?

HBC	
NWC	

PREVIEW

Summarize Summarize the relationship between the HBC and NWTC.

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Curriculum Connection
B1.3, B3.2, B3.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Is the statement about the HBC or the NWC?

1) Royal charter granted exclusive trade rights...	HBC / NWC
2) Formed in Montreal by independent traders...	HBC / NWC
3) Relied on Voyageurs travelling overland routes...	HBC / NWC
4) Relied on large ships across oceans...	HBC / NWC
5) Depended heavily on close Métis alliances...	HBC / NWC

Name: _____ Mark

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3) Relied on Voyageurs travelling overland routes...	HBC / NWC
4) Relied on large ships across oceans...	HBC / NWC
5) Depended heavily on close Métis alliances...	HBC / NWC

PREVIEW

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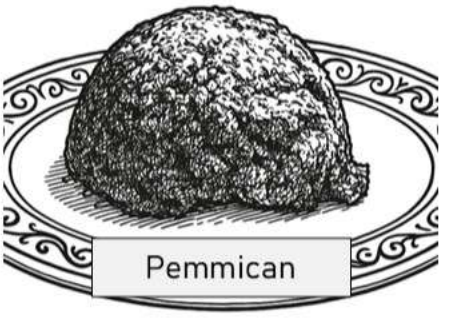
Curriculum Connection
B1.3, B3.1, B3.2, B3.3

Pemmican Proclamation & The Battle of Seven Oaks

Hudson's Bay Company (HBC) and Northwest Company (NWC)
The HBC was a fur trading company established by the English. The NWC was a competing fur trading company that was established in Montreal, with French roots. The Metis worked with the NWTC, as many were voyageurs.


Pemmican

Pemmican Proclamation
In 1814, Lo Selkirk, who had ownership in the HBC, issued a proclam at made it illegal to export pemmican from the Red R y he had made for one year. **Pemmican** is dried m that has been pounded into little bits t e then m melted fat and berries.

With a sh in Red River, Selkirk wanted to make sure there was enough pemmi oming to his colony in Red River.

The Metis and t were angered because they didn't live in the colony, so they needed pe n o be s m. They saw the proclamation as a direct attack by the English, nd inst the French, Metis, and the NWC.

Battle of Seven Oaks
The Battle of the Seven Oaks happened b ause the Metis and members of the NWC were frustrated with the HBC and Lord Selkirk. Here is how the battle happened.


For as – Red River Colony

1) On June 19, 1816, around 60 Metis, First Nations men led by Cuthbert Grant, went west to deliver pemmican to the NCW canoe brigades on Lake Winnipeg. This was an illegal action because of the new pemmican proclamation.

2) They were met by 28 men from HBC that were either officers or employees. Robert Semple led the group of men.

3) The two groups fought in hand-to-hand combat as well as with guns.

4) For the HBC, Semple as well as 20 of the HBC men died. For the Metis, one person died in the attack

5) Grant and his brigade of NWC traders went on to capture Fort Douglas, which was the headquarters of the Red River Colony.

PREVIEW

Name: _____ 80

Curriculum Connection
B1.3, B3.1, B3.2, B3.3

True or False

Decide if the statement is true or false .

1) The NWC was an English fur trading company.	True	False
2) Many NWC traders were Metis.	True	False
3) Selkirk feared there wasn't enough pemmican for his incoming settlers.	True	False
4) The HBC won the Battle of Seven Oaks.	True	False
5) Pemmican was made of dried bison meat, fat, and berries.	True	False

Questions

...ver the questions below.

1) Wh... ...Proclamation? Who made it and why?

2) Who did the Pemmican P... ...on u... ...were they upset?

3) How might history have changed if Selkirk allow... ...pe... ...tr...

PREVIEW

Ordering

Number the steps of the Battle of Seven Oaks from 1 to 5.

	Robert Semple and 28 HBC men confronted Grant's group.
	Cuthbert Grant and his men captured Fort Douglas headquarters.
	Cuthbert Grant led about 60 Métis and First Nations westward.
	Fighting broke out with hand-to-hand combat and guns used.
	Robert Semple and 20 HBC men were killed quickly.



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Curriculum Connection
B1.3, B3.2, B3.3

Selkirk Treaty

The Selkirk Settlers

During the early 1800's, the land of Manitoba was sparsely populated with First Nations, fur traders, and Metis. That all changed quickly, as the people that lived in the eastern parts of North America were moving west with promises of cheap and fertile farmland.

Thomas Douglas became known as **Lord Selkirk**, a Scottish man with a plan to establish a settlement around the **Red River** in Manitoba. The land was owned by the **Hudson's Bay Company**, so Selkirk decided to buy stock in the company. With the help of his friends and family, Selkirk was able to buy the land which was 186,000 square kilometers, which is the area of Scotland. He paid 10 shillings at the time, or 60 of today's dollars for the land. What a deal!



Now that he owned the land, he needed settlers to join him in building a community in the Red River area. He posted advertisements all over Scotland showing how beautiful the Red River area was.

With these posters, he received interest, and the first group of settlers took a 2-month journey with him across the Atlantic ocean, and another journey of canoes across the Hudson Bay.

Selkirk Treaty

Selkirk may have owned the land bought from the Hudson Bay Company, but he did not have an agreement with the Indigenous living in the area. **The Nehiyawak** and **Anishinaabeg** (Cree and Saulteaux) as well as the Metis had lived in this area for thousands of years.

Selkirk built his settlement that had a school, church, and there was a wooden fence surrounding the settlement.

The Metis were upset that this outsider claimed ownership of land they had always lived on. In the years 1815-1816, the Metis attacked Lord Selkirk's settlements. On June 19, 1816, the Metis killed 21 settlers in the **Battle of Seven Oaks**.

Selkirk still lived in Scotland, but with tensions rising in his settlement on Red River, he made the trip to negotiate with the Indigenous groups. In 1817, Selkirk signed the **Selkirk Treaty** with the Nehiyawak and Anishinaabeg (Cree and Saulteaux) in the Red River Valley. The Metis did not sign the agreement.

The two First Nations signed the agreement for two main reasons.

1) They were partners in the fur trade with the Hudson Bay Company and Selkirk owned shares with HBC.
2) Selkirk agreed to pay a substantial amount of tobacco each year to the Nehiyawak and Anishinaabeg.

They believed Selkirk was just renting the land, but Selkirk believed he was buying it. This allowed him to grow his settlement and strengthen it so they could defend themselves from outside attack.

PREVIEW

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Curriculum Connection
B1.3, B3.2, B3.3

Multiple Choice Circle the correct answer.

1) Lord Selkirk bought land near the...	Hudson's Bay	Red River
2) Selkirk paid _____ for the land.	10 shillings	100 shillings
3) Selkirk signed the treaty with the...	Metis	Nehiyawak
4) The First Nations received yearly payments of...	Tobacco	Horses
5) Selkirk still lived in _____ during most of the settlement troubles.	Scotland	Ireland

Questions Answer the questions below.

1) Who was Thomas [illegible]? What did he want in the Red River area?

2) Why do you think Selkirk still lived [illegible] land, despite Indigenous views?

3) Which Indigenous group didn't agree with Lord Selkirk's actions happen[illegible]

Reaction The Indigenous believed they were renting the land to Selkirk. What did Selkirk think? How could language barriers cause this? What future conflicts might exist?

PREVIEW

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Curriculum Connection
B3.3

Social Media Post – The Sayer Trial, 1849

AlexMurray91

Should Pierre-Guillaume Sayer have been punished for trading furs outside the Hudson's Bay Company monopoly, or did his trial mark a victory for Métis rights and free trade? This case shook the fur trade system and set the stage for big changes in Canada's economy.

11:30 AM – [illegible]/08/2025 – 1,929 SHARES 4,721 LIKES

2 LIKES **Jenn[illegible]2:** Sayer's trial proved the HBC monopoly was unjust. Hundreds of arm[illegible]ide pressured the court, and the "no punishment" verdict showed [illegible]ng to everyone, not just one company.

5 LIKES **Ma[illegible]sChen[illegible]** [illegible]sted for a reason. The HBC monopoly was granted by the Crown to [illegible] Ru[illegible] Land. Allowing illegal traders undermines stability, endangers [illegible]nd thr[illegible] colony's survival.

0 LIKES **SophieDavis14:** [illegible]hing. Sayer was found guilty, but mercy was granted. Symbolical[illegible]ded th[illegible]oly in practice, even before it was officially abolished. It [illegible] the[illegible]mmunity resistance.

9 LIKES **JennaLopez22:** The chant "le comm[illegible]libr[illegible]ed outside the courthouse. That message was bigger than Sa[illegible] was ab[illegible]identity, cultural survival, and their right to control trade networks built[illegible]heir t[illegible]

6 LIKES **MarcusChen07:** Free trade might sound fa[illegible]t also[illegible]os. Without one company regulating prices and supply, overhu[illegible]est[illegible]al populations, leaving both settlers and Indigenous groups with [illegible]

12 LIKES **SophieDavis14:** Economic historians argue Sayer's trial[illegible]ed th[illegible] entrepreneurs. By 1870, anyone could legally trap and trade fu[illegible]ked a turning point in Canada's shift to open markets.

25 LIKES **JennaLopez22:** The HBC fired Sayer in 1829, but he kept trading. Tha[illegible]termination shows how Métis networks were too strong to be erased. The trial recognized that the community would not submit quietly.

7 LIKES **MarcusChen07:** Don't forget, the jury still said Sayer was guilty. Without the Métis armed presence, the sentence might have been harsher. This wasn't true justice—it was intimidation of the court.

85 LIKES **SophieDavis14:** The trial also shows cultural tension. The jury was mixed French and English, reflecting divisions in Red River. The outcome balanced punishment with political reality, preventing further violence between communities.

32 LIKES **JennaLopez22:** The Sayer trial wasn't just about furs. It symbolized resistance against outside control and defended Indigenous economic rights. That moment helped Métis leaders like Louis Riel Sr. strengthen the fight for community autonomy.

PREVIEW

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Name: _____ 87

Curriculum Connection
B3.3

Yes or No

Circle whether the statement is Yes (Y) or No (N).

1) Did the Métis pressure outside the courtroom influence the trial outcome?	Y	N
2) Was Louis Riel Sr. a supporter of Pierre-Guillaume Sayer's case?	Y	N
3) Did the jury declare Sayer guilty but recommend mercy afterward?	Y	N
4) Was the HBC monopoly officially abolished immediately after Sayer's trial?	Y	N
5) Was Sayer trading legally under HBC regulations when he was arrested?	Y	N
6) Did the t[illegible]encourage entrepreneurs to begin trading outside HBC control?	Y	N

Questions

[illegible] questions below.

1) Who [illegible] Pierre [illegible] Sayer, and why was he on trial?

2) Why did the jury recommend [illegible]y e[illegible] Sayer guilty?

3) How did this trial affect the future of the HBC monop[illegible]

PREVIEW

Opinion

Write a comment that you would add to this conversation.

Username: _____ Date: _____

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Name: _____ 88

Curriculum Connection
B1.3, B3.1, B3.2, B3.3

The Huron Tract and Saugeen Treaties

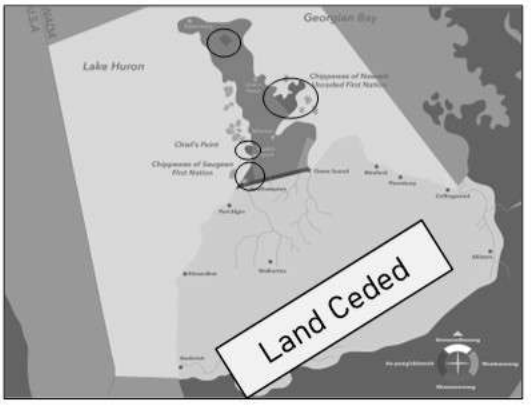
The Huron Tract Treaty

In 1827, **Upper Canada** wanted to expand its territory because the settler population was growing quickly. The land along **Lake Huron** was especially valuable since it provided access to water routes, forests, and fertile soil. At this time, ten "**Chiefs and Principal Men of the Chip[illegible]a Nation**" made an agreement with the **British gov[illegible]t**.



A[illegible] **182,000 acres** of land were given [illegible] the British. In return, the British p[illegible]ised t[illegible]0 each year. Back then, this was [illegible]nd $[illegible]00 CAD per year. However, the yea[illegible]ent w[illegible]djusted, so the amount stayed the same even as the value of money [illegible]ed [illegible]day's standards, buying millions of acres for such a small sum would b[illegible]ely unf[illegible]

The treaty is known as **Tr[illegible]9**. It [illegible]serves where the Chippewa people could continue to live. Out of the [illegible]0 ac[illegible]y 25,000 acres were kept for the reserves. This meant that the First [illegible]s lost [illegible] the vast majority of their traditional land, which they had used for hunting, fi[illegible]g, and [illegible]l practices.



The Saugeen [illegible]y

In 1836, the **Sauge[illegible]y Nati[illegible]N)** signed a series of treaties and [illegible]nts [illegible]**wn**. The Crown represented the B[illegible]sh g[illegible]one acting on its behalf. One of thes[illegible] **Treaty 45½**, which gave up about 1.5 [illegible]cres of land. In exchange, the SON was prom[illegible] economic support and housing.

The British took the land and built small houses on the new reserves for the SON. The Crown also expected the Saugeen people to "become civilized" by farming the land and adopting the lifestyle of the European settlers. This was part of a policy of **assimilation**, which meant joining the culture and way of life of the surrounding settlers and leaving behind traditional ways.

Treaty 45½ resulted in four new reserves being set aside for the SON. These reserves were located on the Peninsula north of **Owen Sound**. While the land base of the SON was greatly reduced, the British believed that placing First Nations people on small reserves would make it easier for them to control the land and resources.

PREVIEW

Name: _____ 89

Curriculum Connection
B1.3, B3.1, B3.2, B3.3

True or False Decide if the statement is true (T) or false (F).

1) The £1,100 is increased each year to keep up with inflation.	T	F
2) £1,110 is not a lot of money these days for that much land.	T	F
3) The Saugeen Ojibway received houses and reserved land for their land.	T	F
4) The British wanted the Saugeen Ojibway to assimilate.	T	F
5) The reserved lands are about half the size of the land that was given away.	T	F

Questions the questions below.

1) Wha e Huro aty (29)?

2) What was the Saugeen Trea

3) How would losing millions of acres affect First Natio unities

PREVIEW

Opinion What do you think about the compensation the First Nations received, considering how much valuable land they had to surrender?

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Curriculum Connection
B1.3, B3.1, B3.2, B3.3

The Mica Bay Incident

No Treaty, No Mining
When the **Royal Proclamation** was issued in 1763, it declared that no settlers could take land or buy land from First Nations. This meant in order to use land in present-day Canada, a treaty needed to be established between the First Nations and the Crown.

Mining in Mica Bay
In 1841, ma valuable minerals were found in **Mica Bay.** Mica Bay is on Lake Superior, near Sault Ste. Marie. Canada W out about the valuable minerals found in Mic ed it part of Canada West.



In 5, Can sued the first mineral exploration lic d a ing company to dig on the shore of La r. This the Anishinaabeg settlement that was **Shi leadership** at Garden River First Nati

Mica Bay Incident
Shingwaukonse was unhappy with the di d tak their resources. They knew this land was not part of the land they surre d. This is alled unceded land, meaning it was not given to the Crown in any treati **nced** is land that has not been given to the Canadian government by the ous a art of any treaties. The chiefs of the First Nations or other Indigenous un er unceded land as they are the titleholders.

Shingwaukonse demanded that the profits made from selli found in the area be shared with the **Anishinaabeg**. Canada West ignored S kept digging. The Quebec and **Lake Superior Mining Association** rece t mine in Mica Bay. Canada West earned $400,000 from the minerals found, which i million today.

The three chiefs - **Shingwaukonse**, **Nebenaigoching** and **Oshawano** travelled with several hundred Metis and Anishinaabeg to Mica Bay. They took a small cannon from the lawn of the Crown lands. When they arrived, they demanded payment or the closure of the mine. The Mine's manager, John Bonner decided to close the mine, worrying they would be attacked by the armed Metis and Anishinaabeg.

The actions of the Chiefs forced Canada West to negotiate with the Indigenous groups. In 1850, the **Robinson-Huron** and **Robinson-Superior Treaties** legitimized the mines. No longer could the government use unceded land. The Metis and First Nations formed an alliance that allowed them to change the way the Canadian government used unceded lands.

PREVIEW

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Name: _____ 91

Curriculum Connection
B1.3, B3.1, B3.2, B3.3

Yes or No Decide if the statement is Yes or No.

1) Was the Royal Proclamation of 1763 created to protect Indigenous land?	Yes	No
2) Was Mica Bay located on the Atlantic coast near Halifax?	Yes	No
3) Did Shingwaukonse believe the mining company was using unceded land?	Yes	No
4) Did the Quebec and Lake Superior Mining Association control the mine?	Yes	No
5) Was it John Bonner, the mine's manager who eventually shut it down?	Yes	No
6) Did the [illegible]son Treaties of 1850 legitimize mining on unceded land?	Yes	No

Questi[illegible] [illegible] questions below.

1) What is [illegible] ha[illegible]ontrol over it?

2) Why was there controversy ov[illegible] the [illegible] Mica Bay?

3) What did the Royal Proclamation of 1763 declare?

PREVIEW

Opinion If you were the manager of the mine, what would you have done? Explain.

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Curriculum Connection
B2.7, B3.2

Memory Game – Treaties and Their Descriptions

Objective

What are we learning about?

Students will learn about different treaties in Canadian history by playing a memory match game. Each card will show either the treaty name (such as Selkirk, Huron Tract, or Saugeen) or its description. Students will match the correct pairs and discuss why treaties were made and how they shaped relationships between settlers and Indigenous peoples.

PREVIEW

Materials

What do you need for the activity?

- Set of Memory Game cards per group (provided)
- A small table or clear area on the floor



Instructions

How will you complete the activity?

1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (provided)
2) Have each group lay all the cards face down in a grid on the table.
3) The students take turns flipping over two cards at a time, trying to find matching term and its definition.
4) If a student finds a match, they remove those cards from the grid and keep them.
5) If the cards do not match, they are turned back over, and the next student takes a turn.
6) The game continues until all the cards have been matched.
7) After the game, review the terms and definitions with the class.
8) Discuss why these terms are important to understand and how they relate to the topic.

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Curriculum Connection
B2.7, B3.2

Cards | Memory Game Cards

Treaty of Ghent (1814)	Ended the War of 1812, returned lands to pre-war borders, and promised peace between Britain and America.
Selkirk [illegible] (18[illegible]7)	Allowed Scottish settlers to live along the Red River while Indigenous peoples kept hunting and farming rights.
Huron Tract Treaty (1827)	[illegible]nous nations gave land in s[illegible] Ontario, receiving [illegible]ment[illegible] supplies, and prom[illegible] gover[illegible] support.
Saugeen Treaty (1836)	Indigenous leader[illegible] ga[illegible] and on the Saugeen Peninsu[illegible] but were promised reserves to live on.
Manitoulin Island Treaty (1836)	Declared the whole island a permanent Indigenous reserve, under control of the British Crown and government.

PREVIEW

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Name: _____ 95

Curriculum Connection
B2.7, B3.2

Cards | Memory Game Cards

Manitoulin Island Treaty (1862)	Cancelled the 1836 treaty and forced Indigenous nations to surrender most of Manitoulin Island's lands.
Robinson-Superior Treaty	Indigenous nations north of Lake Superior gave up land for money, reserves, and hunting and fishing rights.
Robinson-Huron Treaty (1850)	Indigenous groups gave up land near Lake Huron, receiving money, reserves, and yearly payments
Mississaugas of the Credit Land Cessions	Mississaugas gave up land lands around Toronto and southern Ontario, losing control but keeping some reserves.
Selkirk Land Purchase (1811)	Lord Selkirk bought Red River lands for settlers, later confirmed by the 1817 treaty (Selkirk Treaty) with Indigenous groups.

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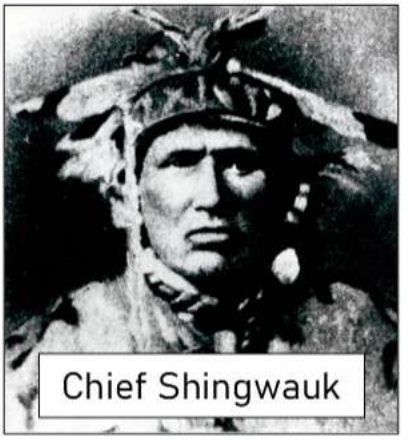
Curriculum Connection
B1.3, B3.2, B3.6

Chief Shingwauk's Vision

What Was Chief Shingwauk's Vision?

Chief Shingwauk was a chief and leader of the **Anishinaabe**. He is remembered for his vision, which was two goals he had for his people. Firstly, he believed that education was the most important thing for his people. His vision was for the creation of a lodge or schoolhouse where his people and the settlers could learn [illegible]gether.


Chief Shingwauk

Seco[illegible] believed in resource rights for his people. The natu[illegible]es on the lands owned by Indigenous group[illegible]ow[illegible] the Indigenous. He worried that the C[illegible]ould t[illegible]he resources from the Indigenous.

1) Education

In 1832, Chief Sh[illegible]snows[illegible]ork, Toronto from Garden River, near Sault Ste. Marie. He wanted to [illegible]he G[illegible]olbourne to build a school building in the Sault St. Marie area. He k[illegible]educat[illegible] being taught to Colbourne's British people, so he felt it should b[illegible]imp[illegible]he Indigenous as well.

The school Chief Shingwau[illegible]ould[illegible] the **"Teaching Wigwam."** The Governor sent William McMurray, a mis[illegible]to hel[illegible]the Teaching Wigwam. McMurray brought some of the resource[illegible]eeded f[illegible]sch[illegible]Since McMurray was a missionary, he focused on teaching Christianity t[illegible]ndige[illegible] attempt to 'civilize' them. The Teaching Wigwam unfortunately led to [illegible]reati[illegible]al schools.

2) Resource Rights

Shingwauk was one of the lead negotiators and signatories [illegible]185[illegible]**uron Treaties.** Shingwauk understood British law and therefore, his [illegible]rst N[illegible] rights. He knew the Crown had no rights to take minerals from **unce**[illegible]a Bay.

Therefore, he was able to negotiate with the Crown, the Robinson-H[illegible]reaties. The Indigenous peoples in the region gained recognition of hunting and fis[illegible]g rights, an annuity (annual payment), and a reservation from the surrender of specific lands for each signatory community. The annuity is worth £1,000 paid to the First Nations in the region.

Beyond education and resource rights, Chief Shingwauk also believed strongly in alliances and diplomacy. He worked closely with other Anishinaabe leaders and neighbouring Indigenous groups to present a united voice when dealing with the Crown. His leadership showed the importance of cooperation between communities to protect land and culture. These alliances helped strengthen negotiations and gave the Anishinaabe more influence in securing their rights during treaty talks.



PREVIEW

Name: _____ 98

Curriculum Connection
B1.3, B3.2, B3.6

True or False

Decide if the statement is true or false.

1) Chief Shingwauk snowshoed from Sault St. Marie to Toronto.	True	False
2) His vision for a school was for Indigenous to learn without settlers.	True	False
3) The name of his school was the Teaching Wigwam.	True	False
4) Shingwauk didn't understand British law or Indigenous land rights.	True	False
5) Shingwauk signed the Robinson-Huron Treaties.	True	False

Questions

r the questions below.

1) Wh s vision? What were his two goals?

2) What was Chief's Shingw n o ? Was he successful?

3) Why did McMurray's role as a missionary create ol s vision?

PREVIEW

Caption This!

Draw and write a caption showing Chief Shingwauk's leadership and vision.

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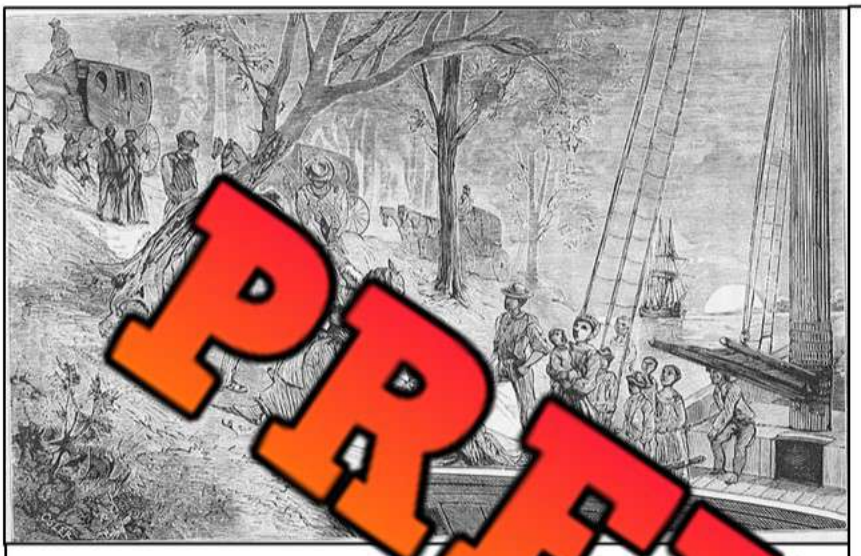
Curriculum Connection
B1.2, B3.1, B3.3

Slavery - Underground Railroad

Caption These Explain your thoughts on the pictures.



What do you notice in the pi... ri...-up?
What is interesting to you? Wha... wor...

_____

_____

_____

The Escape

During this daring escape, passengers were loaded onto this ship as part of the Underground Railroad heading to Canada. While on the ship, the former slaves were confined to such small spaces that many nearly suffocated. Once the captain felt they were in the clear, he let them up onto the deck to breathe some fresh air. The air was such a change to them that one man couldn't contain his gasping for breath. The captain threatened to ...w him overboard if he couldn't ...own as he knew if anyone ... ...hey would all be ...enten... ...ath!

The Runaway

This pictured was used by people in the south as a stereoty... version of the Runaway Slave. It was posted in the newspaper... to raise awareness to the local people that they may see slaves trying to escape. They offered a reward to anyone who caught a Runaway Slave.

1. What questions or wonderings do you have about this picture?

_____

_____

_____

2. Why would the slave owners in the south post this picture in the newspaper? Why would they offer a reward?

_____

_____

_____



PREVIEW

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Name: _____ 108

Curriculum Connection
B1.2, B3.1, B3.3, B3.6

Harriet Tubman - Underground Railroad

Quick Facts | Who is Harriet Tubman and what was the Underground Railway?

Harriet Tubman Facts

- Tubman's grandmother arrived on a slave ship from Africa. Harriet was born a slave.
- In 1849, Harriet escaped to Pennsylvania, which was a free state.
- She used a network of railroads known as the Underground Railroad to escape. The undergr[illegible] railroad was used to allow fugitive slaves to escape to free territories.
- She mad[illegible]s over 10 years on the underground railroad and freed over 300 slaves [illegible] them or gave specific instructions to escape.
- She [illegible]ng the winter months to avoid being seen
- She [illegible]d a ha[illegible] self protection
- She was never [illegible]or [illegible]e any the slaves she helped
- More than 1[illegible]s wer[illegible] and 30,000 of them came to Canada
- The *conductors* [illegible]railro[illegible]ing hung if they were caught
- If a slave was caug[illegible]ven[illegible]s [illegible]lavery was illegal, they were sent back to their owne[illegible]e South



What is your opinion on the und[illegible]oun[illegible]t surprises you? What questions do you still have about it?

_____

_____

_____

Quote | Harriet Tubman Quotes – Describe her feelings

"There are two things I've got a right to, and these are, Death or Liberty – [illegible]er I mean to have. No one will take me back alive; I shall fight for my liberty, and when the [illegible]has come for me to go, the Lord will let them, kill me".

_____

_____

_____

"I had crossed the line. I was free; but there was no one to welcome me to the land of freedom. I was a stranger in a strange land; and my home after all, was down in Maryland; because my father, my mother, my brothers, and sisters, and friends were there. But I was free, and they should be free."

_____

_____

_____

PREVIEW

Name: _____ 111

Curriculum Connection
B1.2, B3.1, B3.3

Underground Railroad Codes

Background The Underground Railroad was very dangerous for all people involved.



The underground railroad was a secret movement by *abolitionists* who were against slavery. The people who worked to help slaves escape used code words to keep their movement a secret. If a fugitive sla[illegible] caught, they would be branded, jailed, flogged, sold bac[illegible]r even killed.

[illegible]uctors [illegible]eople who helped fugitive slaves travel along th[illegible]nd R[illegible]oad. Conductors didn't drive any trains, but instead they helped runa[illegible]ves b[illegible] them with safe passage to and from stations. If a conductor was cau[illegible]uld b[illegible]d as well. Many conductors were free people who were slaves in t[illegible]

PREVIEW

Railroad Codes Know your Undergr[illegible] Railroa[illegible]s

Baggage	Escaping Slaves
Bundles of Wood	Fugitives to be expected
Freedom Train	The Underground Railroad
Load of Potatoes	Escaping slaves hidden under farm produ[illegible]a wagon
Heaven or Promised Land	Canada
Shepherd	Conductor – Someone who escorts slaves
Station	Place of safety – Safe-house
Station Master	Keeper of a safe-house
Parcel	Fugitive to be expected
Moses	Harriet Tubman

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Curriculum Connection
B1.2, B3.1, B3.3

Writing Can you hide the facts below using the secret codes?

1) You see some escaping slaves heading for the underground railroad. You are a conductor who wants to invite them to Canada. What might you say to them using the codes above?

2) You ow[illegible]e and want Harriet Tubman to go get the fugitives you are expec[illegible]g[illegible]o you. You will take them to Canada in a wagon filled with corn.

3) You are a runaway slave th[illegible]s to [illegible]a[illegible]use. Then you will need to find a conductor who can take you to Ca[illegible]ada.

4) You hear about a group of passengers hiding in the woods[illegible]mu[illegible]afely to the next station without being seen by patrols. What might you sa[illegible]

PREVIEW

Question Why were codes used when discussing the underground railroad?

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Name: _____ 113

Curriculum Connection
B1.2, B2.5, B3.1, B3.3

Underground Railroad Quilts

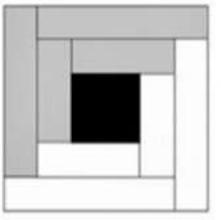
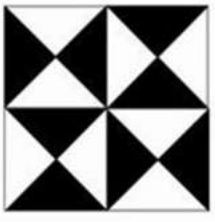
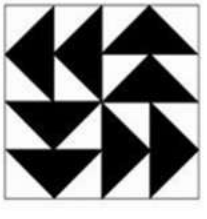
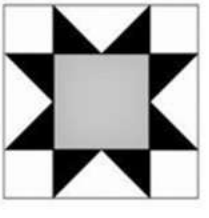
Most slaves were unable to read and write, as they were never allowed to go to school. In many states, it was illegal to teach slaves how to read and write. This meant they couldn't use words to communicate. Instead, slaves would make quilts using symbols to represent a specific instruction or direction.

When a runaway slave saw a quilt hanging on a home, they could get information that could help them on the path to freedom.

To le[illegible] the meaning of the symbols, stories and songs were told at night around th[illegible] These stories and songs had the coded messages in them to teach all slaves th[illegible] of the symbols.

PREVIEW

Quilt S[illegible]'s [illegible]he quilt symbols below.

			
Monkey Wrench	**Bear's Paw**	**C[illegible]d**	**Log Cabin**
Get ready! Gather your tools to build shelters, navigate your journey, or defend yourself along the way	Take a mountain trail, out of view. Follow the path made by bear tracks, they can lead you to water and food	Ref[illegible] Cleve[illegible] destin[illegible] offe[illegible] so[illegible] routes t[illegible] om[illegible]	A secret symbol that [illegible]ould be drawn on the [illegible]d indicating that [illegible]n is safe to talk
			
Bowties	**Flying Geese**	**North Star**	**Tumbling Boxes**
You're looking tattered. To disguise yourself as a freed slave, you'll need new clothes. This symbol shows that someone will bring you nice clothes	Follow the migrating geese north to Canada and be free!	Look to the skies to help you navigate the way north. Follow the North Star to Canada.	The time has come to box up your belongings. Your escape will be happening soon!

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Name: _____ 114

Curriculum Connection
B1.2, B2.5, B3.1, B3.3

Draw Draw the quilt that displays the message below

Message	Quilt
You run a safe house, so you want to tell runaway slaves outside that it is safe to e	
You are close to Canada and your freedom. There are geese you can follow.	
Good news, there is a conductor and shepherd coming to take you to freedom.	
You must stay out of sight. Take a hidden mountain trail and follow the bear tracks. They will guide you toward water and food on your way to freedom.	

PREVIEW

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Name: _____ 115

Curriculum Connection
B1.2, B2.5, B3.1, B3.3

Draw Draw the quilt that displays the message below

Message	Quilt
You are near Cleveland, Ohio. You can make it there from here. This will be your l[illegible]t stop before yo[illegible]dom in Cle[illegible]	
This area has fr[illegible] slaves. You need to look the part, so someone will bring you fresh clothes.	
It is time to get ready to escape. Grab all your tools and things you'll need during your journey to freedom.	
The patrols are close, and the road is not safe tonight. Stay hidden in the barn until morning, then follow the lanterns north.	

PREVIEW

Curriculum Connection
B1.2, B3.1, B3.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____ Mark

Circle if it is **Fact** or **Fiction**.

1) The Underground Railroad was a real train.	Fact / Fiction
2) Harriet Tubman was never caught during escapes.	Fact / Fiction
3) Quilts showed secret messages to guide fugitives.	Fact / Fiction
4) The 1793 Act freed enslaved in Upper Canada.	Fact / Fiction
5) Reaching Canada gave freedom but also loneliness.	Fact / Fiction

Name: _____ Mark

Circle if it is **Fact** or **Fiction**.

1) The Underground Railroad was a real train.	Fact / Fiction
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4) The 1793 Act freed enslaved in Upper Canada.	Fact / Fiction
5) Reaching Canada gave freedom but also loneliness.	Fact / Fiction

Name: _____ Mark

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3) Quilts showed secret messages to guide fugitives.	Fact / Fiction
4) The 1793 Act freed enslaved in Upper Canada.	Fact / Fiction
5) Reaching Canada gave freedom but also loneliness.	Fact / Fiction

PREVIEW

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Name: _____ 117

Curriculum Connection
B1.2, B3.1, B3.2, B3.3

Newspaper Article: Slavery Abolition Act

Breaking News: Slavery Abolished Across the British Empire

Published: August 28, 1833

This morni[illegible]ndon, Parliament passed a historic l[illegible]will change the lives of hundred[illegible]n[illegible] people. The Slave[illegible]olition Ac[illegible]ded slavery in most of t[illegible]British [illegible]eing more than 800,000 e[illegible]ans Caribbean, South[illegible]nd Ca[illegible]

While most enslaved [illegible]ived in the Caribbean and South Af[illegible]w also applied to the small numbe[illegible] enslaved Africans in British North Amer[illegible] In fact, when the law took effect, fewer t[illegible] 50 enslaved Africans were freed in British North America because earlier steps, such as the 1793 Act to Limit Slavery in Upper Canada, had already begun moving the region toward abolition.

The British government has promised a huge financial payment to former slave owners as part of this act. In total, they borrowed 20 million pounds—an amount equal to about 40% of the country's yearly income. This money will go to the owners, not to the formerly enslaved people. Historians say this is one of the largest government loans ever made.

Dr. William Howarth, a British historian, explained,

> *"The government feared rebellion if slavery continued. Yet instead of paying reparations to the enslaved, it compensated the owners, protecting their wealth."*

Enslaved Africans themselves have mixed feelings. One man in Canada West, recently freed, shared,

> *"I am free at last, but freedom came without land or support. Life under British rule will still be hard."*



The law makes t[illegible]while slavery is now[illegible], freedom does[illegible]nea[illegible]e[illegible]. Ensl[illegible]p[illegible]in B[illegible]North A[illegible]will not[illegible] reparations. Instead, they will face barriers to immigration, discrimination, and violence. Many will continue to struggle against unfair treatment and laws that make their lives difficult.

Still, today's act is a turning point in history. The abolition of slavery marks a major step in the British Empire, even if justice for the enslaved remains far from complete.

PREVIEW

Name: _____ 118

Curriculum Connection
B1.2, B3.1, B3.2, B3.3

True or False

Decide if the statement is true or false.

1) The Slavery Abolition Act freed 800,000 slaves in British North America.	T	F
2) Abolition means to get rid of a system, such as the system of slavery.	T	F
3) The slaves were given reparations for their mistreatment.	T	F
4) Less than 50 enslaved Africans in British North America were freed.	T	F
5) The slave owners were paid for damages from losing their slaves.	T	F
6) Freedom did not guarantee equality for Africans in British North America.	T	F

Question

Answer the questions below.

1) What was the Slavery Abolition Act? Did it have a big impact in British North America?

2) What reparations were given to the formerly enslaved people?

3) What challenges do you think freed Africans faced after

PREVIEW

Reaction

What are your thoughts on Britain paying slave owners and not slaves?

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Name: _____ 119

Curriculum Connection
B1.2, B2.1, B3.3

Fact or Fiction: Slavery and Freedom in BNA

Objective

What are we learning about?

Students will explore slavery and the Underground Railroad in British North America using fact or fiction statements. They will learn about enslaved Africans, abolition, Harriet Tubman, co[illegible]uctors, and challenges facing runaway slaves.

Material

[illegible]ll you need for the activity?

- Fact or Fic[illegible]ts
- A 'Fact' sign and [illegible]tion[illegible]ish the two sides of the room
- Designated areas in the classroom t[illegible]e 'Fact' and 'Fiction' signs, allowing sp[illegible]or students to move to either side



PREVIEW

Instructions

How will you complete the activity?

1) Your teacher will read statements. Pay close attention as each [illegible]ared.
2) Consider carefully whether you think the statement is true or false.
3) If you decide the statement is true, walk to the 'Fact' side of the room.
4) If your guess is that it's not true, move to the 'Fiction' side of the room.
5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
6) When the right answer is announced, return to your seat, ready for the next round.
7) Have fun getting up and moving!

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Curriculum Connection
B1.2, B2.1, B3.3

Fact or Fiction Read the statements to the class.

#	Statement	
1	Slavery ended in British North America in the year 1833.	Fact
2	Harriet Tubman made over fifty trips on the Underground Railroad.	Fiction
3	Runaway slaves were called conductors while helpers were called passengers.	Fiction
4	Quilt ... like Flying Geese gave secret directions to Canada.	Fact
5	... worked short hours and had weekends off.	Fiction
6	Harriet Tu... a p... for protection during her journeys.	Fact
7	The code wo... es" w... escribe Harriet Tubman.	Fact
8	Many escaped famili... ...d at n... oid being seen.	Fact
9	Slave ships from Africa ofte... ause... ...eparated.	Fact
10	The Underground Railroad was an a... al train ... hidd... mpartments.	Fiction
11	Grey County was the first free African settl... in O...	Fiction
12	Conductors risked being jailed or killed if they wer... ...ed.	Fact
13	More than 100,000 enslaved people eventually found freedom i...	...ct
14	Tubman freed exactly 30,000 enslaved people all by herself.	Fiction
15	The North Star was used to guide enslaved people to Canada.	Fact
16	Tubman usually travelled in summer months when days were much longer.	Fiction
17	The word "Station" meant a safe house on the Underground Railroad.	Fact
18	Slave owners posted runaway notices in newspapers offering money rewards.	Fact
19	Freed Africans in BNA were always treated as equal to settlers.	Fiction
20	African Canadians fought in the War of 1812 wearing red coats.	Fact

PREVIEW

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Name: _____ 122

Curriculum Connection
B1.3, B3.4, B3.5

The Extinction Of The Beothuk

Who were the Beothuk?

The **Beothuk** were a First Nation community that lived in Newfoundland. They were the first Indigenous group to come in contact with Europeans, as Newfoundland was where **John Cabot** landed in 1497. Early on, these two groups got along well, as they avoided each other but often exchanged items of interest, su as fishing rope, nets, nails, and canvas.



Member of the Beothuk

The were a **nomadic group**, meaning they moved their hom ally. They would live on the coast during the su pr nths and then move inland during the wi When th ns came in the spring, they often got to the coast h eoth k. The Beothuk saw the Europeans ove over the caribou and deer, which they knew o. Ov overhunting by the Europeans led to a sh othuk.

PREVIEW

Extinction of the Beothuk

The Beothuk grew tired of the Eu pean tal region and overhunting their food. They decided to attack the Europe n thei nd arrows and spears. These weapons were no match for the Europea guns, wh ean death rates of the Beothuk. In addition, the Mi'kmaq's were encour the to join them in removing the Beothuk from their coastal lands.

The European settlers viewed the Beothuk as sa and less t man. They began to hunt the Beothuk with the intent to kill all of them and erase their community.



The extreme winters and lack of hunting and fishing diminished the Beothuk's population. Another factor was the introduction of European diseases like **tuberculosis**, **smallpox** and **measles**.

Government of BNA Response

The government of BNA wanted to help the Beothuk after hearing of their disappearance. They put a reward out for anyone who could bring a Beothuk member to them so they could convince the Beothuk member that the French and British settlers were there to help them.

This backfired as the Beothuk believed that if they cooperated with the government, they would not be granted access to "Spirit Island." This reward actually led to more Beothuk's being killed as the settlers took it to mean capture at any cost.

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Name: _____ 123

Curriculum Connection
B1.3, B3.4, B3.5

True or False

Decide if the statement is true or false.

1) The Beothuk were the first Indigenous group to meet Europeans.	True	False
2) Spirit Island was believed by the Beothuk to be sacred land.	True	False
3) The Beothuk attacked the Europeans with spears and bows and arrows.	True	False
4) The Beothuk lost their battles and eventually became extinct.	True	False
5) Settlers saw the Beothuk as equals and treated them with respect.	True	False
6) The Cree were encouraged by Europeans to attack the Beothuk.	True	False

Questions

Answer the questions below.

1) Who were the Beothuk? Where did they live?

2) Explain how European hunting practices affected contact with the Beothuk.

3) How did the Beothuk become extinct?

PREVIEW

Reaction

What are your thoughts on what happened to the Beothuk people?

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Name: _____ 127

Curriculum Connection
A1.3, A3.1, A3.8

Interview With A Historian: Wheat Farming In BNA

Emily: Hi! I'm curious about wheat farming in British North America. Why was Upper Canada so important for farming?

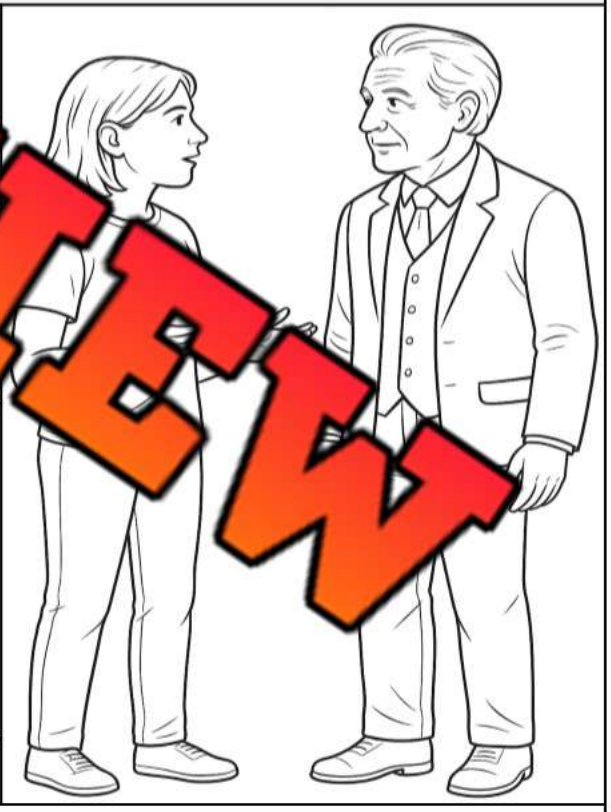
Historian: Great question. After 1800, many British immigrants came to Upper Canada. They liked its English culture, compared to the French culture in Lower Canada. Many bought cleared farmland and began farming wheat to feed the growing population.

Emily: What [illegible]re the Corn Laws I keep hearing about?

Historian: [illegible] Laws were tariffs, or extra taxes, on grain imported to Britain from non-Brit[illegible]s [illegible]rting in 1815, these laws favoured Canadian wheat. It meant wheat from [illegible]da [illegible] Britain without paying extra tax. This made Canadian farmers' wheat [illegible] valua[illegible]es rose for about five years after 1815.

Emily: So farm[illegible]t [illegible]ger?

Historian: Exactly. Wi[illegible]gho[illegible], [illegible]ttlers wanted to farm. Larger fa[illegible]ew and t[illegible] economy expanded. Farming [illegible]ong[illegible]s family survival — it became com[illegible]cial[illegible] farmers produced extra wheat, called s[illegible]to sell overseas.



Emily: What was needed to make this wheat economy work?

Historian: Many moving parts! Bigger ships carried grain across the Atlantic to Britain. Canals like the Rideau and Welland connected farms to the St. Lawrence River and Great Lakes. Waterfront docks and warehouses stored wheat before shipment. Immigrants cleared forests, dug canals, and built those warehouses. This created thousands of jobs.

Emily: Did everyone like the Corn Laws?

Historian: Not really. Non-farmers disliked that they could only buy grains from British colonies. Prices were higher, and sometimes there wasn't enough grain in BNA itself. Still, wheat farming shaped Upper Canada's growth and made it central to Britain's food supply.

Emily: So, wheat farming helped build the economy of Upper Canada?

Historian: Absolutely. It tied Upper Canada to Britain's empire, supported immigration, and turned wheat into one of the colony's most important resources.

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Curriculum Connection
B1.1, B3.3, B3.4

Questions
Answer the questions below.

1) What were the Corn Laws? How did they affect farming in BNA?

2) What jobs were created because of the growth of the wheat economy?

3) How did immigration support the wheat economy in Upper Canada?

True or False
Decide if the statement is true or false.

1) Wheat could be sold in small amounts for large profits.	True	False
2) The Corn Laws meant Canadian wheat was wanted in Britain.	True	False
3) The growth of the wheat economy led to many different jobs.	True	False
4) Canals were needed for farmers to send their wheat long distance.	True	False
5) Clearing forests was not a big job, so preparing farmland was easy.	True	False

Questioning
What questions would you ask the historian?

1)	
2)	
3)	

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Curriculum Connection
B1.1, B3.3, B3.4

Corn Laws – Angering BNA Residents

Not everyone liked the Corn Laws. Anyone who was not involved in farming didn't like that they could only buy grains from British colonies. The prices for grains were higher because there was less competition – fewer countries able to grow it and sell it in BNA. It also meant that there was less grain available in BNA, which meant many went hungry.



PREVIEW

Explain What is happening in the cartoon? Explain the impact of the Corn Laws

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Curriculum Connection
B1.1, B1.2, B2.5, B2.6

Role-Play: Key Events in Canada, 1800–1850

Objective

What are we learning about?

Students will explore important events in Canada from 1800–1850 through role-play. By acting as historical figures, they will reflect on different perspectives and understand how these event[illegible]haped Canada's development.

PREVIEW

Materials

[illegible]we need for our activity?

- Scen[illegible]io card[illegible]ren[illegible]situations) (provided)
- Props or costum[illegible]ptio[illegible]
- Timer or stopwatch



Instructions

How will we complete ou[illegible]ity?

1) Divide the class into small groups of 4 to 5 s[illegible]ts.
2) Provide each group with a scenario card that outli[illegible]ific sit[illegible]related to the topic being studied.
3) Give out roles to each student in the group, assigning them a ch[illegible]n within the scenario, or let them decide and take roles.
4) If available, distribute props or costumes that may help students embody their roles more effectively.
5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6) Allow each group to present their role-play to the class.
7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8) Distribute reflection sheets for students to express what they learned and felt during the activity.

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Curriculum Connection
B1.1, B1.2, B2.5, B2.6

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show what your character thinks and feels. Use ideas that make the role-play more real and interesting.
Voice	Speak clearly and loudly so others can hear. Change your voice to match your character's feelings.
Actions	body movements, facial expressions, and actions that match your er's story.
Stay I	Act haracter. Don't break role until you're finished.
Teamwork	help turns and make sure everyone joins.

Scenario Cards Cut o ics be

	Scenario	De ion
1	**The Rebellions of 1837**	A group of reformers gath a cro angry about unfair taxes, land shortages, and t we s known as the Family Compact. Farmers, shopk , nd wor emand change and hope for fairer governm he ide he Family Compact defends its right to rul laim and protects loyalty to Britain. Tension rises as ru ut armed marches, and voices grow louder until t m eels ready to burst into conflict.
2	**Treaty Negotiations – The Selkirk Treaty**	At the Red River, British officials, Métis traders, and First Nations leaders meet around a wooden table. The British request large pieces of land for Scottish settlers, offering supplies and protection in return. First Nations leaders speak firmly about keeping hunting and farming rights. Métis traders warn that their families depend on the river and the fur trade. The discussion moves back and forth, promises are made, and doubts remain. Uneasy silence fills the room as agreements are signed under pressure.

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Curriculum Connection
B1.1, B1.2, B2.5, B2.6

Scenario Cards | Cut out the topics below.

	Scenario	Description
3	**The Sayer Trial – Courtroom Dr[illegible]**	The wooden courtroom in Red River is crowded and tense. Pierre-Guillaume Sayer stands accused of trading furs outside the Hudson's Bay Company monopoly. Company officials demand punishment to protect their power. The judge and jury sit stiffly, while Métis men fill the benches, whispering and stamping their feet in support of Sayer. The trial continues with heated arguments, and when the jury returns a guilty verdict without punishment, cheers [illegible]rupt. The company's grip on the fur trade begins to weaken.
4	**Responsible Government Simulation**	[illegible]onial parliament chamber, members of the elected [illegible]mbl[illegible] passionately for laws to support schools and [illegible]ads. W[illegible]n in the appointed Legislative Council laugh and [illegible]ck [illegible] insisting that only the elite should decide. Pa[illegible] labou[illegible]ow angry, feeling ignored. Later, the atmos[illegible]and [illegible]nsible government is introduced. The Assembly [illegible]ally [illegible] the voices of ordinary people are heard. The shift s[illegible]ow po[illegible]wly moved away from a small ruling group.
5	**Displacement of Communities**	The land is marked with b[illegible]ries [illegible]h [illegible]weeps across the region. First Nations are pushed [illegible]ditiona[illegible]ing grounds to smaller reserves after treaties. I[illegible]s fle[illegible]amine arrive in large numbers, taking farmland on[illegible]ared[illegible]ed away from their riverside homes and trade ro[illegible] Canadians, who escaped slavery, settle but fa[illegible]ds[illegible]nd hardship. Maps are redrawn, families uprooted, an[illegible]ures strained. Each new change forces one group to lose land while another takes its place.
6	**Treaty Role Cards – Selkirk and Saugeen**	In the Selkirk Treaty discussions, British officials present supplies, clothing, and yearly goods while asking for huge pieces of land. First Nations leaders speak of protecting their hunting and farming, and Métis traders voice concerns about family survival. Years later, at the Saugeen Treaty, Indigenous leaders sit across from government agents. They are promised safe reserves but asked to give up the Saugeen Peninsula. Questions of fairness linger as papers are signed, leaving one side with power and the other with loss.

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Curriculum Connection
B1.1, B1.2, B2.5, B2.6

Scenario Cards Cut out the topics below.

Scenario		Description
7	**Burning of Washington – War of 1812**	In August 1814, British troops march into Washington after battles along the border. Soldiers enter government buildings, setting them on fire as smoke and flames rise high into the sky. Citizens flee in panic, carrying what they can, while American leaders debate how to respond. British officers claim victory, hoping the burning will show their strength. Across the Atlantic, news spreads quickly, with both Britain and America using the event to rally support and shape the story of the war.
8	**Debate Over Education and Egerton Ryerson**	fill[illegible]th voices as leaders argue about the future of [illegible]ucation[illegible]ada West. Egerton Ryerson rises to say that [illegible]hools [illegible]e for all children, supported by taxes. Wealthy [illegible]bject[illegible]g they should not pay for others. Parents sha[illegible]es of[illegible]t home without books or teachers. Church[illegible]s ar[illegible]atholic and Protestant influence. The room grows heat[illegible]n si[illegible]ts for control. Slowly, the idea of public educati[illegible]gins to t[illegible]ap
9	**The Underground Railroad in Canada**	A dark barn in the countrysi[illegible]ids[illegible]t[illegible]ned slaves, trembling as searchers pass by.[illegible]ext scen[illegible]ductors guide groups across a river toward Canad[illegible]the[illegible]ht. Once across, freedom is declared, but the st[illegible]ggle[illegible] welcome some newcomers with kindness, wh[illegible] competition for jobs and farmland. Refugees expre[illegible]f at escaping slavery but speak of facing poverty and p[illegible]dice. Canada offers safety, but the road to belonging remains difficult.
10	**The Durham Report and Union of the Canadas**	After the Rebellions of 1837, Lord Durham arrives to investigate. In meetings, reformers complain of unfair government, while loyalists defend British control. Durham listens, writes, and drafts his famous report. He suggests responsible government and the union of Upper and Lower Canada. Reactions are mixed: French Canadians worry about losing language and culture, while English settlers see new chances for power. The Union of the Canadas in 1841 becomes a turning point, showing how political reform reshaped the colonies.

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Curriculum Connection
B1.1, B1.2, B2.5, B2.6

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Did not try to pretend.	Tried a little but didn't add ideas.	Used imagination and helped make the scene better.	Used great ideas and made the role-play exciting and real.
Voice	Hard to hear or too quiet.	Sometimes clear, but not loud or strong.	Clear and matched the feelings of the character.	Loud, clear, and showed strong feelings with voice.
Action	Did [illegible]	A few actions, not always connected to role.	Used actions that matched the character's role.	Used many strong actions that were clear and realistic.
Stay in Role	Ac[illegible]ke themselves[illegible] the charact[illegible]	[illegible]s acted tik[illegible] cha[illegible]	Mostly stayed in character during the scene.	Stayed in character the whole time.
Teamwork	Did not help or listen.	Help[illegible]tle [illegible].	[illegible]ed others [illegible]d with the [illegible]	Shared, listened, and helped make the group's work better.

PREVIEW

Teacher Comments

_____

_____

_____

_____

_____

[illegible]rk

Student Comments – What Could You Do Better?

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Total
/

CANADA, 1800–1850: CONFLICT AND CHALLENGES

Mark	/

1) The United States used _____, which is aggressive talk in favour of war and using military force.

a) Impressment

b) Propaganda

c) Jingoism

d) Attitud

2) Which Scottish man was responsible for the Rebellion of 1837?

a) Louis-Joseph Papineau

b) William Lyon Mackenzie

c) Richard Pierpoint

d) John Norton

3) Wh de ar of 1812?

a) The Tr y of G

b) The Abolition t

c) The Durham Repo aty

d) The Act of Union Treaty

4) Which battle did Sir Isaac Brock die at?

a) Fort Detroit

b) Fort Michilimackinac

c) Fort Dearborn

d) enston Heights

5) Many Irish immigrants are rem ber for...

a) Building the railroad

b) Developing farmlands across Canada

c) Building the canal systems

d) Building the parliament buildings

ne round railroad was...

a) A t hat slaves to Canada

b) et ne k litionists

c) A secr oad that derground

d) All of the a

7) In the War of 1812, most of the battles took place...

a) On American land

b) In BNA

c) In France

d) In Britain

8) The Battle of Seven where?

a) Hudson's Bay

b) Sault Ste. Marie

c) Red River Valley

d) Mica Bay

9) Who wrote the Durham Report?

a) Louis-Joseph Papineau

b) John George Lambton

c) Richard Pierpoint

d) John Norton

10) Who had all the power in Lower Canada?

a) Chateau Clique

b) Missionaries

c) Family Compact

d) Wheat Farmers

PREVIEW

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Define What do the terms below mean?

Mark /

Term	Definition – What does it mean?
Rebellion	
Laura Secord	
Durham Report	

Short Answer Answer the questions below

Mark /

1) How did Sir Isaac Brock and Tecumseh work together during the War of 1812?

2) What resources were most important to the Canadas? How were they sent to other places (traded)?

3) What was the underground railroad? How did it work?

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Long Answer | Answer the questions below.

Mark | /

1) Why did the people of Upper and Lower Canada rebel against the government? Who led these rebellions and what was the outcome of these rebellions (how did the British government respond)?

2) What were the main causes of the War of 181 re we f the battles fought? Who were some of the significant people in the wa ho

PREVIEW

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