**The Fight for Responsible Government and the Creation of Canada Essay Organizer**

Essay #1:

To what extent did the Rebellion of 1837 achieve responsible government for Upper and Lower Canada?

Part 1:

1. Define the following and explain why it was a problem for the people of Canada in the early 1800s (Horizons – Chapter 2 – page 65-66):

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| Term | Definition | Why was it a problem? |
| Oligarchy |  |  |
| Class |  |  |
| Family Compact/Chateau Clique |  |  |
| Veto |  |  |
| Legislative Assembly |  |  |
| Executive & Legislative Councils |  |  |
| Governor |  |  |

\*many of the above will overlap!

1. What problems are common and unique to Upper and Lower Canada in the early 1800s)?

\* complete the columns for Upper and Lower Canada first, if you see **similarities**, move them to the center column

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| Upper Canada (pages 66-67) | Similarities | Lower Canada (pages 70-72) |
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Part 2a:

Answer the following in FULL SENTENCES

Read about the Durham Report - <http://www.thecanadianencyclopedia.ca/en/article/durham-report/>

1. Why was the Durham Report commissioned?

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1. What were Durham’s two main recommendations?

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1. What is meant by the quote: “I found two nations warring in the bosom of a single state: I found a struggle, not of principles, but of races; and I perceived that it would be idle to attempt any amelioration of laws or institutions until we could first succeed in terminating the deadly animosity that now separates the inhabitants of Lower Canada into the hostile divisions of French and English”? (Durham, 1839)

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1. What is meant by the quote: “It will be acknowledged by every one who has observed the progress of Anglo-Saxon colonization in America, that sooner or later the English race was sure to predominate even numerically in Lower Canada, as they predominate already by their superior knowledge, energy, enterprise, and wealth. The error, therefore, to which the present contest must be attributed, is the vain endeavour to preserve a French Canadian nationality in the midst of Anglo-American colonies and states”? (Durham, 1839)

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1. How does Durham plan to unify Canada according to the following quote: “Without effecting the change so rapidly or so roughly as to shock the feelings and trample on the welfare of the existing generation, it must henceforth be the first and steady purpose of the British government to establish an English population, with English laws and language, in this province, and to trust to none but a decidedly English legislature...” (Durham, 1839)

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1. What change did Durham propose to the Executive Council?

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1. Who supported Durham’s Report in Lower Canada and why?

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Part 2b:

Read about the Act of Union - <http://www.thecanadianencyclopedia.ca/en/article/act-of-union/>

1. Organize the Articles from the Act of Union into the following chart (copy & paste is ok!):

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| --- | --- |
| For Responsible Government | Against Responsible Government |
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Articles (from <http://faculty.marianopolis.edu/c.belanger/quebechistory/readings/1840.htm>):

Art. 3. There shall be one Legislative Council and one Assembly. "Her Majesty shall have power, by and with the advice and consent of the said Legislative Council and Assembly, to make laws for the peace, welfare, and good government of the Province of Canada."

Art. 4. The Governor shall appoint the Legislative Councillors; there are to be at least 20 such councillors; more may be thereafter appointed.

Art. 5. The Legislative Councillors are appointed for life.

Art. 12. In the Legislative Assembly of the Province "the parts of the said Province which now constitute the Provinces of Upper and Lower Canada shall [ . . .] be represented by an equal number of representatives."

Art. 13 to 17. divide the Electoral districts of Upper Canada in such a way as to multiply their former number.

Art. 18 to 20 regroup the Electoral districts of Lower Canada in such a way as to reduce their former number.

Art. 24-25. elections are proclaimed by the Governor.

Art. 28. To run in elections, a candidate must own property worth £ 500 "above all rents, charges , mortgages and encumbrances."

Art. 31. Parliament shall last for four years unless the government decides otherwise.

Art. 37. The Governor may assent, withhold assent or reserve any bill passed by the Legislative Assembly and Council.

Art. 38. The British government may, within two years of its passage, disallow a bill passed by the Assembly and Council and assented to by the Governor.

Art. 4l. All official journals, entries and written or printed proceedings of the Council or the Assembly,… "shall be in the English language only”

Art. 43. Questions of duties, navigation and regulation of commerce with any other parts of the world are to be decided by the British Parliament; duties collected here are to be applied for the use of the Province of Canada.

Art. 44. Judges are appointed by the Governor "with the advice and consent of the Executive Council."

Art. 45. All the powers of the Governor are to be exercised with the advice and consent of the Executive Council.

Art. 46. All laws, statutes and ordinances which were in effect in Upper Canada and Lower Canada continue in force "as if this Act had not been made" and "as if the said two Provinces had not been united." The Legislature may, however, change them in the future.

Art. 50. All duties and revenues of Upper and Lower Canada "shall form one consolidated revenue fund to be appropriated for the public services of the

Art. 55. The public debts of Upper and Lower Canada are consolidated into one.

Art. 57. All money bills are introduced first in the Legislative Assembly.

1. Based on the following population data, who had more to gain from the Act of Union and why? Answer in FULL SENTENCES

(1840--Population of **Upper Canada** : 432,159)

(1831--Population of **Lower Canada** : 553,134)

(1844--Population of **Lower Canada** : 697,084)

<http://www.statcan.gc.ca/pub/98-187-x/4064809-eng.htm>

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Part 2c:

Read about the Rebellion Losses Bill 1849 <http://www.thecanadianencyclopedia.ca/en/article/rebellion-losses-bill/>

Answer the following in FULL SENTENCES

1. What was the bill’s purpose?

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1. Why would the bill be considered fair for Lower Canada?

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1. Why did Lafontaine think he should create the Rebellion Losses Bill for Lower Canada?

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1. What problems did the Tories have with the Bill?

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1. Despite the opposition, why did Governor Elgin sign the bill into law?

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1. What consequence did Elgin face?

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Part 3 – Video Discussion:

1. Does the situation in Canada in the early 1800s share any similarities with the 13 Colonies before 1775? Would a rebellion/revolution be warranted in Canada’s case?
2. In what ways do we see Durham’s recommendations in place in Canada today?
3. In what ways does the Act of Union solve the problems of Upper and Lower Canada in the early 1800s?
4. Who did more to contribute to building the Canada we know today, Lord Durham or Lord Elgin? Explain why.

Part 4 – Create your essay:

1. Come up with a **thesis** – should be a one sentence statement that answers the essay question.
2. Introductory paragraph – state your thesis & explain the causes of the Rebellion of 1837 (Part 1)
3. Body paragraphs – for each consequence (Part 2a-c), create a paragraph that defines the consequence, then explain how much responsible government is given because of the consequence (justify your assessment).
4. Concluding paragraph – restate your thesis, summarize your assessment of each body paragraph, and state why the Rebellion of 1837 is important to Canadians today.

Essay #2:

Evaluate the quote below with reference to the **Rebellion of 1837,** the **American Civil War,** and the **situation in Canada prior to Confederation.**

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| *“it was only by a happy concurrence of circumstances, that we were enabled to bring this great question to its present position.”*  John A. Macdonald, 1865 |

Part 1:

1. Define the following and explain how it could result in a civil war between the North and South (see <http://www.civilwar.org/education/history/civil-war-overview/triggerevents.html>) :

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| Event | Definition/explanation | Effect |
| Missouri Compromise |  |  |
| Nat Turner Rebellion |  |  |
| The Wilmot Proviso |  |  |
| Compromise of 1850 (& Fugitive Slave Act) |  |  |
| Uncle Tom’s Cabin |  |  |
| Bleeding Kansas |  |  |
| Dred Scott Decision |  |  |
| John Brown’s Raid |  |  |
| Abraham Lincoln’s Election |  |  |

1. Read the following speech from Abraham Lincoln in 1858, what does he say is the main cause of conflict between the North and South? Answer in FULL SENTENCES

**Springfield, Illinois, June 16, 1858**

**MR. PRESIDENT AND GENTLEMEN OF THE CONVENTION:**

If we could first know where we are, and whither we are tending, we could better judge what to do, and how to do it. We are now far into the fifth year since a policy was initiated with the avowed object, and confident promise, of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased, but has constantly augmented. In my opinion, it will not cease, until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved -- I do not expect the house to fall -- but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States, old as well as new -- North as well as South.

-Abraham Lincoln

(<http://www.civilwarcauses.org/linc.htm>)

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1. Read the following editorial from James Russell Lowell in 1861, what does he say are the causes of conflict between the North and South? Who does he blame and how do you know? Answer in FULL SENTENCES

…The fault of the Free States in the eyes of the South is not one that can be atoned for by any yielding of special points here and there. Their offence is that they are free, and that their habits and prepossessions are those of Freedom. Their crime is the census of 1860. Their increase in number, wealth, and power is a standing aggression. It would not be enough to please the Southern States that we should stop asking them to abolish slavery, -- what they demand of us is nothing less than that we should abolish the spirit of the age. Our very thoughts are a menace. It is not the North, but the South, that forever agitates the question of Slavery. The seeming prosperity of the cotton-growing States is based on a great mistake and a great wrong; and it is no wonder that they are irritable and scent accusation in the very air. . .

It is time that the South should learn, if they do not begin to suspect it already, that the difficulty of the Slavery question is slavery itself, -- nothing more, nothing less. It is time that the North should learn that it has nothing left to compromise but the rest of its self-respect. Nothing will satisfy the extremists at the South short of a reduction of the Free States to a mere police for the protection of an institution whose danger increases at an equal pace with its wealth.

-James Russell Lowell

From *Atlantic Monthly*, VII (1861), pp. 120-21). Taken from Kenneth Stampp,

*The Causes of the Civil War*, pp. 142-43

*(*[*http://www.civilwarcauses.org/edit.htm*](http://www.civilwarcauses.org/edit.htm)*)*

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1. Define the following and explain how each would cause fears in Canada of an American attack (see <http://www.bac-lac.gc.ca/eng/discover/politics-government/canadian-confederation/Pages/influence-american-civil-war.aspx>):

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| --- | --- | --- |
| Term/event | Definition/explanation | Why does it create fear? |
| Annexationism |  |  |
| Trent Affair |  |  |
| Chesapeake Incident |  |  |
| St. Albans Raid |  |  |
| Confederate operations in Canada |  |  |

1. For each of the above in #4, find primary evidence that supports the fears that were created:

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| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |

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| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |

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| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |

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| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |

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| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |

Part 2:

1. Define the following and explain how it affected Canada’s economy in the mid-1800s:

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| Term | Definition | Economic Effects |
| [Corn Laws](http://www.canadahistoryproject.ca/1850/1850-03-repeal-corn-act.html) |  |  |
| [Reciprocity Treaty](http://www.histori.ca/peace/page.do?pageID=345) |  |  |
| [Railways](http://www.thecanadianencyclopedia.ca/en/article/railway-history/) |  |  |

<http://www.canadahistoryproject.ca/1850/1850-03-repeal-corn-act.html>

<http://www.histori.ca/peace/page.do?pageID=345>

<http://www.thecanadianencyclopedia.ca/en/article/railway-history/> (read “Early Railways in British North America” and “Railway Mania”)

1. Define the following and explain how it affected the BNA Colonies politically in the mid-1800s (Horizons – Chapter 3 – pages 106-108):

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| Term | Definition | Political Effects |
| Britain’s Attitude towards BNA |  |  |
| Double Majority |  |  |
| Equal Representation |  |  |
| Representation by Population |  |  |
| Independent politicians |  |  |
| Coalition governments |  |  |

1. Describe the identity of each colony in the mid-1800s. Provide evidence that supports your description:
   * simulation documents
   * <http://www.collectionscanada.gc.ca/confederation/index-e.html>,
   * <http://www.collectionscanada.gc.ca/008/001/008001-110.01-e.php?q3=%22Confederation%22&ts_nbr=13&brws=1&PHPSESSID=gsop3gqducp5eru1emgsbd2q67>)

|  |  |
| --- | --- |
| Upper Canada | |
| Description of Identity: |  |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |

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| --- | --- |
| Lower Canada | |
| Description of Identity: |  |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |

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| Nova Scotia | |
| Description of Identity: |  |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |

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| New Brunswick | |
| Description of Identity: |  |
| Source:  (author, title, year written/published, URL) |  |
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| Newfoundland | |
| Description of Identity: |  |
| Source:  (author, title, year written/published, URL) |  |
| Quote/Image: |  |
| Interpretation: |  |

Part 3 - Video Discussion:

1. Some people argue that the American Civil War’s sole cause was the issue of slavery, others argue that there were many other problems (see <http://www.historylearningsite.co.uk/the-american-civil-war/causes-of-the-american-civil-war/>). With reference to primary and secondary sources, which side has a better argument?
2. Is America an example of how you can hold a country together by force through its Civil War? If Quebec wanted to separate from Canada, should Canada use force to stop it?
3. What are the benefits and drawbacks of raising or lowering tariffs? Should Canada be raising or lowering tariffs today?
4. Did it seem likely that the people of the different BNA Colonies would get along together? Explain with reference to your research above.

Part 4 – Create your essay:

1. Create your thesis – is John A MacDonald’s quote correct? How much of it is correct?
2. Introduction – Present the quote and explain what it means. Also, summarize the context of the 1860s and why MacDonald would be saying something like this. State your thesis at the beginning or end of the intro paragraph
3. Body paragraphs – One paragraph each for the Rebellion of 1837, American Civil War and the Situation in Canada, explain the causes and consequences, explain how the consequences relate to the thesis
4. Conclusion – restate your thesis and summarize the main arguments of each body paragraph. Conclude with why this is all important to Canada today.