Student Note Package Chapter 6: Becoming Canada

Canadian Identity liberators United Empire Loyalists traitors refugees discrimination Underground Railroad immigrants responsible government

***What does it mean to be Canadian?***

* Create a short video about being Canadian. Be very creative!
* Suggested Apps: iMovie, Camera App (reverse it and film yourself)
* This video should be approx. 2 minutes in length.

Skill Check: Using Statistics to Create Graphs

* Read over the “Skill Check” pg. 124.
* Create a survey in partners to gather information from our school. You can use survey monkey to do this. We can collect data from our class.
* Suggested topics to survey:
	+ Favorite out of school activity
	+ Walk, Bus or Get a Ride to school
	+ Favorite subject at school
	+ Owners of personal devices (iPod Touches, SmartPhone, Cellphone)
* Create a graph (line, bar, or pie) by entering your data into the Numbers App.
* Email your groups’ graph to katelightfoot@gpcsd.ca

**Rebellion in the Thirteen Colonies**

Focus: How did revolution in the Thirteen Colonies and the resulting Loyalist migration affect Britain’s North American colonies?

*Growing Restless*

Define the terms below:

|  |  |
| --- | --- |
| Liberators |  |
| Traitors |  |
| Refugees |  |

Research the term “the Intolerable Acts”. List what Acts this term referred to.

Why would these acts cause resentment towards the British?

Read pg. 125 -126 and summarize what was happening in the Thirteen Colonies as they are “growing restless”

Summarize below:

What were the Political, Economic and Social factors that lead that lead to the uprising in the Thirteen Colonies?

List them below

|  |  |  |
| --- | --- | --- |
| Political | Economic | Social |
|  |  |  |

Define “discrimination” below:

Read the Biography on Rose Fortune (pg. 127). Why was Rose Fortune an active citizen? Provide details from her biography that prove this.

**Case Study: Land, Identity, and the First Nations**

Read over this section. Create a popplet about Thayendanega (Joseph Brandt) and his contributions to First Nations citizenship in North America.

*Respond:* Why was it important for the Mohawk to have land of their own? What effect do you think this would have on their sense of identity? How would it affect their sense of citizenship in Canada?

**Building a Bilingual Country**

What did the Constitutional Act of 1791 do?

How did this shape the Canada we live in today?

Conflict Renewed: The War of 1812

Focus: What effect did the War of 1812 have on Canada?

Why couldn’t Britain and the United States get along? List the reasons provided in your textbook (pg. 131) below:

*
*
*
*

Voices: pg. 131

* Read the quotes provided from the United States, Loyalist and First Nations perspectives about the War of 1812.
* How did this war contribute to the “British” identity in Canada?

Create a fact-web about the War of 1812 (popplet, pages, etc.)

The War of 1812 ended in a . Both sides agreed to do what?

The treaty that ended the War of 1812 was?

How did the Americans view the war?

How did the people of Upper and Lower Canada view the war?

How did the First Nations view the war?

Questions:

1. sHow did the war of 1812 contribute to defining Canada’s political boundaries?

**The Great Migration**

*Focus: How did the flow of immigration after 1815 reinforce the British character of Canada?*

Why did Britain want to bring more people to their colonies?

What type of people did they want to fill their colonies with? (From where)

Define **immigrants** below:

Why did so many people want to leave Britain to live in the colonies?

*

Look at fig. 6.15 in your textbook on pg. 134. What geographical feature influenced where people made their new homes?

Does immigration still influence the Canadian identity, as it did during the great migration?

* Go the surveymonkey.com address provided and do the survey about your heritage. We will collect class statistics to determine how the Canadian identity has been influenced even in our own classroom!

What happened in Ireland that drastically increased the number of immigrants from that country? Research to find out more and create a QR code (on EasyQR) to put into your notes in this section. Make sure to include the definition of **quarantine station** in your code.

**A Very British Colony**

Consider Figure 6.20. Create a graph/chart in your Numbers App that visually shows this data. Also, answer the following questions:

* What trend do you notice in your graphs?
* How did the arrival of so many people from Britain change the identity of the British colonies?
* Do you think the attempt to give Canada a British character or ‘flavor’ succeeded? Why or why not?

**CASE STUDY: The Underground Railroad**

Create a fact-web about the Underground Railroad. Use these facts to create a paragraph on what the Underground Railroad was. Also, make sure to include the answer to the following question in your QR code:

* Canada became a haven for many former enslaved people. Do you think this role helped form the Canadian identity we know today? Give reasons for your answer.

Divided Society

With a partner, read pg. 139-142. Make notes on the items below:

|  |  |
| --- | --- |
| Legislative Assembly |  |
| Chateau Clique |  |
| Family Compact |  |
| Rebellion in Lower Canada |  |
| Rebellion in Upper Canada |  |

*Chateau Clique is to Lower Canada as the Family Compact is to Upper Canada.*

**The Impact of the Rebellions**

What feelings and lasting effects did the Rebellions in Lower and Upper Canada have?

Read the section on pg. 143 about “Lord Durham’s Report”

Who:

What:

Where:

When:

Why:

How:

What conclusions did Lord Durham come to in his report?

*
*

Lower Canada became =

Upper Canada became =

What biases did Lord Durham have that affected his report?

Were the Canadiens happy about the changes this report made? Why or why not?

Define **Responsible Government** below:

Social 7: Mid-Term Project

Instead of doing a mid-term test, we will be doing a project that summarizes our knowledge of chapters 1-6 in partners (I will choose). This project is located on pg. 145 of your textbook. There will be some changes to this project, as we will be using our iPads to complete it.

* Research: Wikipanion, internet, etc.
* Planning/gathering: Popplet, pages, et.c
* Presentation: Keynote, voicethread, QR code searches, etc.

Advice: Be creative and engage your audience. Remember to organize your project information into subtopics so it is more manageable. Good research is the beginning of a great project. Make sure to put all research in your OWN words and give credit to those who’s information your are borrowing. Visuals are a great way to demonstrate your understanding as well (graphs, pictures, etc.). Kick some social butt!