



Different Perspectives: The Durham Report and *Act of Union*

An essay using the *Canada in the Making* site

Teacher Guide

After the Upper and Lower Canada rebellions of 1837, Lord Durham was sent from England to investigate the cause of the unrest. He produced his famous and highly controversial *Report on the Affairs of British North America* (also known as the Durham Report) after a short stay in the region. This led to the *Act of Union, 1840*. This essay will require students to become familiar with the report's text and comment on its significance.

Subject/Grade Level	Social Studies/History Ages 15 and up
Overview	<p>This is an essay requiring students to examine the events leading to the Durham Report and to study the report itself. They will comment on the events' impact, the Durham Report itself and later developments on one of the political groups at the time. Students can work together to extract the main points of the report.</p> <p>Research for this essay should require should take one to four hour-long sessions online, depending on whether students have access to a print version of the report. <i>Note that the sources used in ECO can be printed from the browser and then photocopied.</i></p>
Outcomes (WCP, APEF) Expectations (ON) Objectives (QC)	See the table and the summaries for each province.
Materials/Resources Required	Computers with Internet access. Student Work Sheet Suggested Rubric
Links	Early Canadiana Online: <i>Canada in The Making</i> URL: http://www.canadiana.org/citm/ Essay writing resources can be found in the <i>Writing An Essay</i> unit on ECO: URL: http://www.canadiana.org/eco/lesson_plans/topictoconc.htm Other links can be found in the Student Work Sheet.

Previous Knowledge

Students will need

- An understanding of Web navigation symbols, tools and terminology, particularly the tools used in ECO
- Familiarity with research and essay writing skills
- An understanding of the events leading to the rebellions of 1837 and 1838

Lesson Opener

Canada has a reputation as a peaceful country. Is this justified by history? Ask if students know of violent uprisings in Canadian history. Have they heard of the 1837 and 1838 rebellions? Ask them:

- What were the issues behind the uprisings?
- What triggered the violence?
- What were the results?

Procedure

Hand out Student Work Sheets and introduce students to the *ECO Canada In the Making* Web site. Read the assignment and discuss.

Students may work in groups to facilitate research online. The documents are summarized in the *Canada in the Making* section on “Canada’s Constitutional History,” and the documents are linked from there.

Students should write the essay from the perspective of one of the following groups:

- French Canadian nationalists
- Upper Canadian reformers
- The Family Compact
- The Château Clique
- The Colonial Office in Britain

Summary

Discuss: Which of the groups and individuals above achieved their goals, and to what extent? Who was the short and long-term “winner”?

Evaluation

See the Suggested Rubric.

Homework/Extension

Students can examine the Durham Report’s impact on today’s events. Is it still relevant in English and French Canadian relations? Did it have a lasting impact on Canada’s Constitutional development? How?



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Student Work Sheet

After the Upper and Lower Canada rebellions of 1837, Lord Durham was sent from England to investigate the cause of the unrest. He produced his famous and highly controversial *Report on the Affairs of British North America* (also known as the Durham Report) after a short stay in the region. This led to the *Act of Union, 1840*. This essay will require you to read the text of the report and comment on its significance to one of the political groups of the time.

You will write an essay on the events and consequences of the Durham Report, paying special attention to the recommendations, the tone of the report itself and the impact on one of the political groups listed below:

- French Canadian nationalists
- Upper Canadian reformers
- The Family Compact
- The Château Clique
- The Colonial Office in Britain

You may find it useful to conduct your research in groups.

Background:

Your essay should comment on:

1. The Nature of British Colonial Rule, 1763-1840
Give a brief summary of:
 - a. The significance of the *Quebec Act, 1774*
 - b. The American Revolution
 - c. The significance of the *Constitutional Act, 1791*
 - d. The system of government in place in both colonies.

2. Some of the major problems with the British system of rule around the time of the rebellions.
Briefly comment on:
 - a. Some of the causes for the rebellions in both Upper and Lower Canada.
 - b. The British government's reaction to the rebellions.

The Durham Report

Your essay should comment on:

3. What Durham thought the main source of the problems were in the Upper and Lower Canada.
4. What his major recommendations were.

Consequences of the Durham Report:

Comment on the consequences of the Durham Report:

5. What was the reaction of your chosen focus group to the Durham Report?
 - a. Did they support the report's findings?
 - b. In what way did it address the group's demands or expectations?
 - c. In what ways did it fail to address their demands and expectations?
6. Long Term consequences
 - a. What were the long-term consequences of the events and the documents discussed above on your group?
 - b. Did your group achieve its aims later? If so, which aims did it achieve and by what means?

Essay Requirements

The paper should be _____ words long. It should contain:

- A title page with a title, your name, the course name, your teacher's name and the date submitted.
- A clear introduction with a thesis statement.
- Proper citation (footnotes/endnotes or APA/MLA style, as determined by your teacher).
- A bibliography.

Make an effort to use primary sources to support your arguments. These can be found on the *Canada in the Making* Web site.

Note on Sources

Primary sources

Primary sources represent the most authentic resources that historians can draw upon. The documents that you will be using below may be digitized, but are still considered primary sources. Try to use the sources available on the "Canada's Constitutional History" portion of the *Canada in the Making* Web site to strengthen your arguments.

For tips on how to use primary sources, go to the "Using Primary Sources in Your Work" page.

URL: http://www.canadian.org/citm/guide/essay_e.html

Secondary sources

Secondary sources are works that interpret or analyze an historical event or phenomenon. Generally the author is at least one step removed from the event. Although not as authentic as primary sources, secondary sources are still valuable.

Possible Sources of Information Online

Note: It is important to choose sources that are produced by reputable institutions or individuals. Such information is more likely to give you a balanced, neutral view and be prepared or reviewed by experts.

General

Canada in the Making: Canada's Constitutional History

URL: http://www.canadiana.org/citm/themes/constitution1_e.html

The Canadian Encyclopedia

URL: <http://www.thecanadianencyclopedia.com>

National Archives of Canada: *Canada's Constitutional Evolution*

URL: http://www.archives.ca/05/051103_f.html (French)

URL: http://www.archives.ca/05/051103_e.html (English)

National Library of Canada: *Towards Confederation: Lower Canada*

URL: <http://www.nlc-bnc.ca/2/18/h18-2002-e.html>

National Library of Canada: *Towards Confederation: Upper Canada*

URL: <http://www.nlc-bnc.ca/2/18/h18-2001-e.html>

Solon Law Archives: *Canadian Constitutional Documents*

URL: <http://www.solon.org/Constitutions/Canada/>

The Rebellions of 1837 and 1838

Canada in the Making: Canada's Constitutional History: 1837 – 1839: Rebellion

URL: http://www.canadiana.org/citm/themes/constitution11_e.html

Canada in the Making: The Rebellions of 1837 and 1838

URL: http://www.canadiana.org/citm/specifique/rebellions/rebellions_e.html

The Durham Report and the *Union Act, 1840*

Canada in the Making: Canada's Constitutional History:

1839 – 1849: Union and Responsible Government

URL: http://www.canadiana.org/citm/themes/constitution12_e.html



Different Perspectives: The Durham Report and *Act of Union* Suggested Rubric

Application of Conventions (Mechanics) (Language Arts)

Uses correct spelling, grammar and punctuation	0	1	2	3	4	5	6	7
Follows format of a formal essay (title page, double-spaced, etc.)	0	1	2	3	4	5		

Organization of Ideas (Language Arts)

Has a clear and captivating introduction with a thesis statement	0	1	2	3				
Logical organization	0	1	2	3	4	5		
Has proper annotation and bibliography	0	1	2	3	4	5		

Communication of Knowledge (Social Studies/History) Communication (Language Arts)

Examines topic from perspective chosen, and stays on topic	0	1	2	3	4	5					
Supports argument well using different sources	0	1	2	3	4	5					
Demonstrates an understanding of the issues	0	1	2	3	4	5	6	7	8	9	10

Understanding of Concepts (Social Studies/History) Reasoning (Language Arts)

Has a clear and logical conclusion that makes a reasoned statement about topic	0	1	2	3	4	5			
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Essay Total: /50