



Ruling Wisely?

British Rule after the Conquest

An essay using the *Canada in the Making* site

Teacher Guide

When the British took control of New France in 1763, they found themselves ruling a vast area populated by a people who spoke a different language, had different customs, different systems of government and law, different religious beliefs and different social relationships. Naturally, this presented problems. The essay assigned below will give students the opportunity to compare two early Canadian constitutional documents that attempted to deal with these issues.

Subject/Grade	Social Studies (History) and Language Arts Ages 16 and up
Overview	This is an essay requiring that students become familiar with two constitutional documents. It can be an independent or group/paired activity for the purposes of gathering information, and will require three to four sessions online to complete. <i>Note that the sources used in ECO can be printed from the browser and then photocopied.</i>
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> http://www.canadiana.org/ 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.
- A basic understanding of the basic shape of Canadian history, especially from the 18th century on.

Lesson Opener

Ask students for the definition of biculturalism (in the Canadian context). Briefly discuss:

- The roots of biculturalism
- Whether they think the relationship between English and French Canada was always a good one

Procedure

Step 1

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

Step 2

Have students search for the required information in each document. They should try to make balanced observations and anticipate opposing arguments. It may be efficient for individuals to conduct research together. Extra credit could be given for comments about the documents not specifically identified on the Student Work Sheet.

Summary

Discuss the current relationship between English and French Canada in light of their research into its roots.

- Do they think things are better or worse now? In what ways?
- How could things have turned out differently? Discuss alternate courses of action for the British after conquest and the possible outcomes of such actions.

Evaluation

See the Suggested Rubric.

Homework/Extension

Students could write a fictional account of the events from the perspective of a member of the one of the groups below:

- French Canadian habitants
- British merchants
- Aboriginals



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The Topic

Your essay will compare the *Royal Proclamation* of 1763 and the *Quebec Act* of 1774 in the context of the events surrounding the times.

Examples of possible thesis statements are:

- The *Quebec Act* was an attempt to address the problems created by the *Royal Proclamation* of 1763.
- The *Quebec Act* was more the product of a desire to avoid rebellion in the province than to improve the situation for French Canadians.
- The *Royal Proclamation* and the *Quebec Act* represent two conflicting philosophies within the British ruling elite: one that favoured accommodation of French Canadian language and culture, and one that favoured assimilation.
- Most French Canadians were not satisfied with either act as they both limited their ability to govern themselves.
- Most French Canadians were apathetic about both documents as they did little to change the way they were governed.

You may also develop your own thesis statement. Be sure to have the approval of your instructor before continuing.

The Research

In order to complete this essay, it will be useful to read these (?) pages in the thematic section “Canada’s Constitutional History”:

- The *Royal Proclamation, 1763*
URL: http://www.canadiana.org/citm/themes/constitution6_e.html
- The *Quebec Act, 1774*
URL: http://www.canadiana.org/citm/themes/constitution7_e.html

You will also need to read biographies of important people involved in the movement for responsible government. See the Biographies page:

- URL: http://www.canadiana.org/citm/reference/biographies_e.html

The Essay

In comparing the documents, consider the following:

1. The historical events around the two documents
 - a. The Conquest
 - b. The agitation of the British merchants in Quebec
 - c. The American Revolution
2. The conditions in New France before and after 1760
 - a. Government
 - b. Social classes
 - c. Religion
3. The changes brought about by the *Royal Proclamation*
4. The changes brought about by the *Quebec Act*

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.

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)

Solon Law Archives: *Canadian Constitutional Documents*

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



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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 the topic	0	1	2	3	4	5			
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Essay Total: /50