

Teacher Guide

Over the course of a century, the British government of the province of Quebec (later Lower Canada, then Canada East) attempted to find a balance in governing the people. It could not have been easy: the population, at first almost entirely foreign, changed a great deal after the American Revolution – and kept changing. This population change created tensions on many levels. The essay below will give students the opportunity to examine one of these acts, study the events around it, and decide whether or not it succeeded in the drafters' aims.

Subject/Grade	Social Studies (History) and Language Arts Ages 15 and up
Overview	This is an essay requiring that students become familiar with a constitutional document in Canada's past. 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/topicconc.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 each of the acts' impact on us today vis-à-vis:

- Quebec's relations with the rest of Canada.
- Our system of democracy.
- The protection of human rights.

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 of the day.



Judging Acts

An essay using the *Canada in the Making* site

Student Guide

Over the course of a century, the British government of the province of Quebec (later Lower Canada, then Canada East) attempted to find a balance in governing the people. It could not have been easy: the population, at first almost entirely foreign, changed a great deal after the American Revolution – and kept changing. This population change created tensions on many levels. The essay below will give you the opportunity to examine one of these acts, study the events around it, and decide whether or not it succeeded in the drafters' aims.

The Topic

Your essay will examine one of the documents below in the context of the events surrounding it:

1. The *Royal Proclamation, 1763*:
URL: http://www.canadiana.org/citm/themes/constitution/constitution6_e.html
2. The *Quebec Act, 1774*:
URL: http://www.canadiana.org/citm/themes/constitution/constitution7_e.html
3. The *Constitutional Act, 1791*:
URL: http://www.canadiana.org/citm/themes/constitution/constitution8_e.html
4. The *Union Act, 1840*:
URL: http://www.canadiana.org/citm/themes/constitution/constitution11_e.html
5. The *British North America Act, 1867*:
URL: http://www.canadiana.org/citm/themes/constitution/constitution13_e.html

The Research

In order to complete this essay, it will be useful to read about Canada's Constitutional History:

- URL: http://www.canadiana.org/citm/themes/constitution1_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

For the document that you choose, consider:

1. The events that led to it being written.
2. The specific aims for which it was written.
3. How those aims were dealt with in the act (the language used, provisions, etc.).
4. How the people reacted.
5. Did it succeed or fail in its goals? Why or why not?

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/>



Judging Acts 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