

RESPONSIBLE GOVERNMENT EDUCATION GUIDE

MESSAGE TO TEACHERS

To celebrate the 175th anniversary of the election of Louis-Hippolyte LaFontaine and Robert Baldwin, Historica Canada, the country's largest organization dedicated to enhancing awareness of Canada's history, culture and citizenship, has created this education guide.

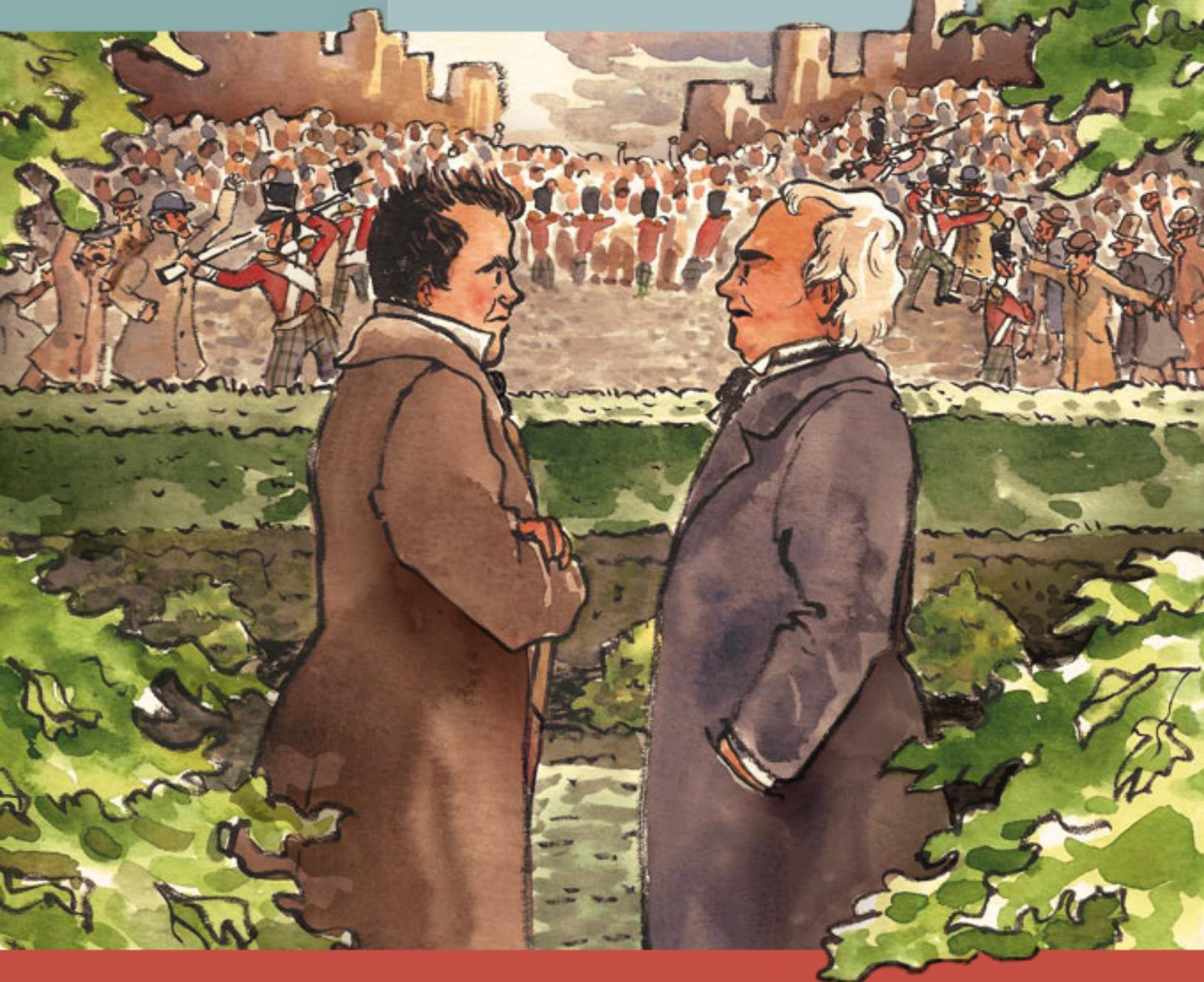
Using the concepts created by Dr. Peter Seixas and the Historical Thinking Project, this guide complements Canadian middle- and high-school curricula. It invites students to explore the history of democracy and equal language rights in Canada, and asks them to investigate the unique nature of the country's diplomatic transition from colonial dominion to autonomous nation.

This guide also asks students to explore the friendship that brought Responsible Government, a remarkable relationship between two extraordinary — and often overlooked — men. Baldwin and LaFontaine refused to

use force in the face of violent dissent in hopes of creating a nation based on reason and moderation. Their pioneering vision — a world that gains strength from peaceful change rather than armed insurrection — has endured and spread.

We hope this guide will help you to teach this important topic in Canadian history in your classroom.

This guide was produced with the generous support of the Government of Canada. Additional free, bilingual resources and educational activities are available on *The Canadian Encyclopedia* (TCE). For further research, read *Louis-Hippolyte LaFontaine and Robert Baldwin* by John Ralston Saul (Penguin, 2010).



Responsible Government is...

"the only possible guarantee of a good, constitutional, and effective government. The inhabitants of a colony must have control of their own affairs...the colonial administration must be formed and controlled by and with the majority of the people's representatives."

— Louis-Hippolyte LaFontaine, 25 August 1840, "Adresse aux électeurs de Terrebonne."

ONLINE RESOURCES

Recommended articles and resources can be accessed by visiting the **Responsible Government Collection** at **Responsible-Government.ca**. The featured articles, timelines and exhibits (in bold) are located in the **Collection**. You can also search for articles by title at **TheCanadianEncyclopedia.ca**.

Biographies of LaFontaine, Baldwin, and Lord Elgin, as well as relevant definitions and materials, are available in the **Responsible Government Backgrounder** package, available for download on the **Education Portal** at **education.historiccanada.ca**. Further information is available on the *Dictionary of Canadian Biography* website at **www.biographi.ca**.

LAFONTAINE, BALDWIN & RESPONSIBLE GOVERNMENT

Responsible Government, the basis of Canada's parliamentary democracy, was not born out of revolution. Achieved in 1848, it was shaped through a long process, driven by a determined group of reformers who believed democracy was possible without having to overthrow the monarchy. It is also the story of how the extraordinary friendship of Louis-Hippolyte LaFontaine and Robert Baldwin laid the foundations for modern Canada.

A Responsible Government is accountable to the people through representatives elected by the people instead of by appointment (as with a governor general), or inheritance (a king or queen). A Responsible Government depends on a majority in an elected legislature, requires the confidence of Parliament to pass laws and budgets, and must account for how it governs and spends taxes.

In 1837 and 1838, rebellions against the political status quo broke out in both Upper and Lower Canada. After the rebellions' defeat, reformers aimed to shape Canada's future through parliamentary means rather than through violence. The chief figures in the struggle for democratic reform believed they could overcome cultural and linguistic divisions to create a future for Canada. Louis-Hippolyte LaFontaine and Robert Baldwin led the first elected assembly of the province of Canada in 1842, only to have their government collapse when the governor refused to cooperate with Parliament.

In January 1847, Canada's new governor, Lord Elgin, arrived. After elections in January 1848, he asked the reformers to form a government. Responsible Government was finally achieved in 1848 after a decade of struggle. LaFontaine became the first true Prime Minister of the Canadas, with Baldwin his deputy premier in the "Great Ministry." But Responsible Government was not universally popular, and riots broke out in many places. In Montreal, the Parliament building was set ablaze, and Baldwin, LaFontaine and Lord Elgin were attacked. They stood firm, committed to compromise though non-violence, cooperation, and cultural accommodation.

Despite opposition, the Great Ministry was furiously productive: it established a public school system and public universities (including transforming the Anglican King's College into the secular University of Toronto), adopted key railway legislation, set up municipal governments, reformed the courts, made strides in equal language rights, and passed the controversial Rebellion Losses Bill.

The unique relationship between LaFontaine and Baldwin, coupled with the fortitude of Lord Elgin, not only shaped the future of Canadian democracy, but provided the foundation for a country based on acceptance across cultural and linguistic divides.

TIMELINE: LAFONTAINE, BALDWIN AND RESPONSIBLE GOVERNMENT

1829

JANUARY 3

Upper Canadian Reformer William Warren Baldwin forwards a petition to the British government asking for greater local responsibility for government.

+ **William Warren Baldwin**
(courtesy Toronto Reference Library/
Baldwin Collection/JRR 268 Cab IV).



1837

NOVEMBER 6

Skirmishes in the streets of Montreal between Patriotes and loyalists mark the beginning of the rebellions in Lower Canada, which occur over the next year.

+ **The Battle of St. Charles, 25 November 1837**
(courtesy Library and Archives Canada/Acc. No. 1982-114-1/C-130814).



1839

JANUARY

In his Report on the Affairs of British North America, Lord Durham recommends granting Responsible Government and uniting the Canadas to hasten assimilation of French Canadians.



1791

DECEMBER 26

The *Constitutional Act* of 1791 comes into effect, establishing the colonies of Upper Canada (Ontario) and Lower Canada (Québec).

1834

The Lower Canadian Assembly adopts the 92 Resolutions, a series of demands for Responsible Government, while maintaining loyalty to the crown. The British government ignores them.

1836

JANUARY 23

Sir Francis Bond Head arrives in Toronto to assume duties as governor general of Upper Canada. He openly campaigns for the Family Compact in that year's election.

1837

DECEMBER

Outbreak of rebellion in Upper Canada. Up to 700 rebels organized by William Lyon Mackenzie and other radical Reformers march along Toronto's Yonge Street. They are pushed back by government loyalists and militia.

1841

FEBRUARY 10

The Act of Union creates the Province of Canada. Membership in the new single parliament is split evenly between Canada East (formerly Lower Canada) and Canada West (formerly Upper Canada).

NOTE TO EDUCATORS:

Accommodations for Special Education, ELL and ESL students are included under appropriate sections, and identified as “modifications.”

ACTIVITY ONE

CAUSE & CONSEQUENCE: THE 1837 + 1838 REBELLIONS

Many factors led the reformers to conclude that Responsible Government was crucial for Canada’s future. The 1837–38 Rebellions were a direct result of colonial governance. In Upper Canada (Ontario), the dominant Family Compact was blocking economic and social development. In Lower Canada (Québec), the elected Legislative Assembly, though dominated by French Canadian nationalists, was repeatedly overruled by unelected anglophone advisors, known as the Château Clique, who pursued their own aims. When the British government rejected a request for Responsible Government, tensions between the largely urban anglophone minority and the rural French majority, coupled with economic depression, led to armed uprisings.

CAUSE AND CONSEQUENCE

Historical events are **not inevitable**, but the result of complex relationships between causes and consequences. Short- and long-term causes are the product of **context** (existing conditions) and **agency** (the power humans exercise). Some consequences are **intended**, others **unintended**. For more information on the Historical Thinking Concepts, visit historicalthinking.ca.

1. In pairs, read **Rebellions of 1837–38** on *The Canadian Encyclopedia*, and explore the **Upper Canada Rebellion Timeline** and the **Lower Canada Rebellion Timeline**.
2. Create T-charts for Upper Canada and Lower Canada, with the headings “Cause” and “Consequence.”
3. Using the information from the article and timelines, fill out the charts for each rebellion, identifying the major causes of both rebellions, and explaining the short-term effects (over the next year or so) and long-term consequences.

EXTENSION ACTIVITY: Read **The Politics of Cultural Accommodation: Baldwin, LaFontaine and Responsible Government** and **Act of Union** on *The Canadian Encyclopedia*. As a class, discuss whether, with everything you have learned about the causes of the Upper and Lower Canada Rebellions, you think that the outbreak of violence in 1837 and 1838 was inevitable. Was there any way conflict could have been avoided?

MODIFICATION: Download the **Fishbone Chart** from the **Education Portal**, and use it to complete this activity in place of T-charts.

+ THE INSURGENTS, AT BEAUBARNOIS, LOWER CANADA BY KATHERINE JANE ELLICE, NOVEMBER 1838

(courtesy Library and Archives Canada/C-013392).



+ THE BURNING OF THE PARLIAMENT BUILDING IN MONTREAL, 1849
(courtesy McCord Museum/M11588)

+ Engraving of Lord Durham, 1829
(courtesy Library and Archives Canada/Acc. No. 1970-127-1/C-121846).

1841

SEPTEMBER

Robert Baldwin cedes his parliamentary seat in York County, Canada West, to Louis-Hippolyte LaFontaine, cementing an alliance between the two leaders, and between English and French Reformers.

1843

NOVEMBER

Baldwin and LaFontaine and all their ministers (except one) resign en masse, with the support of the house, to protest the refusal of the new governor general (Sir Charles Metcalfe) to follow the advice of the legislative council.

1848

JANUARY

Reformers, led by Baldwin and LaFontaine, earn a majority in elections. Lord Elgin commissions LaFontaine to form what becomes the first Responsible Government in the Canadas.

1849

APRIL 25

Montreal Riots begin when Elgin signs the Rebellion Losses Bill. Despite efforts of assembly members to fend them off, the mob burns the Parliament building.

1849

APRIL 30

Elgin, on his way to receive an Address of Loyalty from the Assembly, is nearly killed as a mob pelts his carriage with eggs and stones.

+ Lord Elgin during the Montreal Riots, by Duncan Macpherson
(courtesy McCord Museum/M2012.123.221).

1842

SEPTEMBER

Sir Charles Bagot, the first governor general of the new Province of Canada, appoints LaFontaine as attorney general of Canada East, and Baldwin as attorney general of Canada West; they lead the elected assembly.

1847

JANUARY 30

Lord Elgin arrives in Canada to serve as governor general. He is instructed to maintain a neutral position and endorse decisions made by colonial ministers.

1849

FEBRUARY

Introduction of the Rebellion Losses Bill, which compensates Lower Canadians for property damages during the rebellions. Tories criticize the bill, which mostly benefits French Canadians, as a reward for disloyalty.

1849

APRIL 26

Representatives regroup at Bonsecours Market. Reform leaders vow to redraft bills lost in the fire. The mob attacks the homes of Baldwin, LaFontaine and other prominent Reformers.

1851

JUNE 30

Baldwin resigns from government, telling LaFontaine “the public interests will be best promoted by my retirement.” Weary of public life, LaFontaine follows suit and resigns September 26.

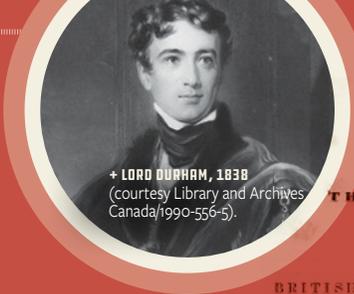
+ BACKGROUND IMAGE (BOTTOM)
LORD ELGIN AND STAFF LEAVING GOVERNMENT HOUSE FOR PARLIAMENT, APRIL 1849
(courtesy McCord Museum/M2001.303).

PRIMARY SOURCES

Primary sources, both official and personal, are created during the period being studied. Working with primary sources is essential to the study of history. Secondary sources are created after the period being studied and offer an analysis or opinion on that moment in time.

For more information on primary sources, visit

A Guide to Primary Sources on the **Education Portal**.



ACTIVITY TWO

PRIMARY SOURCES – THE DURHAM REPORT

Following the defeat of the 1837–38 Rebellions, the British sent Lord Durham to the Canadas to investigate the causes. Lord Durham's recommendations overemphasized tensions between the French and English, and sought to destroy the balance that LaFontaine and Baldwin would later argue was the strength of the country. Durham identified two principal causes of rebellion: conflict between francophone and anglophone populations, and the system of government (the power of unelected oligarchic councils). Durham recommended assimilating French Canadians into English culture through a legislative union of the Canadas. He also endorsed Responsible Government. The British government rejected this endorsement of Responsible Government, but the *Act of Union* of 1841 created the unified Province of Canada and restricted French language rights.

Investigate the findings of the Durham Report. What do they reveal about the aims of British rule and its encouragement of tensions between French and English Canadians, and what does the relationship of these two communities reveal about Canada at this time?

1. Working in small groups, select one of the following three quotes (see right).
2. Using your quote and *The Canadian Encyclopedia* articles **Durham Report** and **Act of Union**, complete each step of primary source analysis with the **Primary Source Pyramid** and the **Analyzing Primary Sources Chart** located on the **Education Portal**.

TEACHER TIP: The Durham Report is written in high-level language. Have students break down difficult sections in the quotes and define words they don't know. Working together, have them rewrite the quotes in their own words.

MODIFICATION:

Work as a class to decode and create plain English versions of the Durham Report quotes.

Using the adapted quotes, have students complete the **Analyzing Primary Sources Chart**, available on the **Education Portal**.

DURHAM REPORT QUOTES

Find a printable version of these quotes in the **Primary Sources: Durham Report Quotes** worksheet on the **Education Portal**.

1. "I know not how it is possible to secure harmony in any other way than by administering the Government on those principles which have been found perfectly efficacious in Great Britain. I would not impair a single prerogative of the Crown; on the contrary I believe that the interests of the people of these provinces require the protection of prerogatives which have not hitherto been exercised. But the Crown must, on the other hand, submit to the necessary consequences of representative institutions; and if it has to carry on the government in unison with a representative body, it must consent to carry it on by means of those in whom that representative body has confidence."
2. "I entertain no doubts as to the national character which must be given to Lower Canada; it must be that of the British Empire; that of the majority of the population of British America; that of the great race which must...be predominant over the whole North American Continent."
3. "I expected to find a contrast between a government and a people: 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."

ACTIVITY THREE

WHAT IS RESPONSIBLE GOVERNMENT?

What is Responsible Government? Working in pairs, read **Responsible Government** and **Province of Canada 1841-67** on *The Canadian Encyclopedia*, making notes on key points. Use the information to complete the 5Ws Chart.

After completing the chart, complete one of the following activities:

SUMMATIVE QUESTION:

What factors led to Responsible Government? Refer back to your research for Activities One and Two.

In small groups, identify three to five factors, and discuss your findings.

MODIFICATION:

Instead of using the 5Ws chart, have students complete the **What Is Responsible Government? Exit Card**, which can be downloaded on the **Education Portal**.

THE 5WS CHART

WHAT

WHAT IS RESPONSIBLE GOVERNMENT?

WHO

WHO IS RESPONSIBLE GOVERNMENT RESPONSIBLE TO? WHO WERE STRONG ADVOCATES FOR RESPONSIBLE GOVERNMENT IN BRITISH NORTH AMERICA?

WHY

WHY DID POLITICIANS IN BRITISH NORTH AMERICA WANT RESPONSIBLE GOVERNMENT?

WHEN

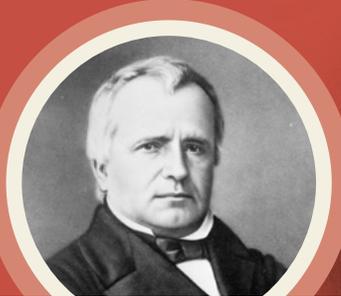
WHEN WAS RESPONSIBLE GOVERNMENT FIRST GRANTED IN BRITISH NORTH AMERICA?

WHERE

WHERE WAS RESPONSIBLE GOVERNMENT FIRST GRANTED IN BRITISH NORTH AMERICA?

+ JAMES BRUCE, LORD ELGIN
(courtesy Getty Museum/84.XA.886.5.13).

+ LOUIS-HIPPOLYTE LAFONTAINE
(courtesy Patent and Copyright Office/Library and Archives Canada/C-005961).



+ REFORMER LEADER GEORGE BROWN
ADDRESSING AN AUDIENCE DURING
AN ELECTION CAMPAIGN
(courtesy Library and Archives Canada/
Acc. No. 1972-26-1396/C-073723).



+ ROBERT BALDWIN, 1846
(courtesy Toronto Reference Library/
Baldwin Collection/JRR 271 Cab II).

+ BACKGROUND IMAGE (PAGE 4)
PAMPHLET ANNOUNCING A “PUBLIC DINNER TO THE HON. ROBT. BALDWIN,” 2 NOVEMBER 1846
(courtesy Toronto Reference Library/Baldwin Collection/1846.Baldwin, R.S.).

+ BACKGROUND IMAGE (PAGE 5)
LETTER FROM BALDWIN TO LAFONTAINE, 2 MAY 1851
(courtesy Library and Archives Canada/e010794197-v8/ R977-391-8-E).

ACTIVITY FOUR

CHANGE AND CONTINUITY & HISTORICAL PERSPECTIVES

The arrival of Responsible Government in British North America was an important step in Canada’s transition to autonomy. It’s how Canada achieved independence without revolution. Nova Scotia and the Canadas were the first of Europe’s colonies to achieve democracy without overthrowing the government. For the first time, colonies had control over domestic affairs, which had formerly been decided by colonial administrators who followed the advice of ministers in Britain and unelected self-serving local elites appointed to the Executive Council.

The diagram below illustrates how political power was distributed following the *Constitutional Act of 1791* that created Upper and Lower Canada. The supreme law-making bodies were the Executive and Legislative Councils. The Assembly (the only elected body) could advise the councils on various issues, but the councils weren’t obliged to follow the advice. The governor had supreme power over both councils, and was responsible for appointing their members. Members of the Executive and Legislative Councils were almost exclusively drawn from the **Family Compact** and **Château Clique**.

Read the **Constitutional Act 1791** and the “Pre-Confederation” section in the **Right to Vote** article on *The Canadian Encyclopedia*. As a class, discuss the following questions:

1. Who was able to vote in Canada at this time? Who was excluded? How much influence did an ordinary settler have over political affairs?
2. How could this power structure cause resentment among the inhabitants of Upper and Lower Canada?
3. Why does this structure lead to a concentration of power in the hands of a small group of people? How does Responsible Government alter that?

MODIFICATION: Pair students, grouping stronger readers with those who need support, making sure to account for their needs and comfort levels. Have students read the articles, taking point-form notes. Hold a class discussion, answering the above questions as a group.

EXTENSION ACTIVITY: Read **Voting in Early Canada** on *The Canadian Encyclopedia*. Violence was often a factor in elections, and elected assemblies were often ignored in favour of appointed councils. Why was voting important for colonists before Responsible Government? Why would some people want to stop others from voting?

GOVERNMENT STRUCTURE BEFORE 1848



ACTIVITY FIVE

PERSPECTIVE TAKING: LAFONTAINE AND BALDWIN

LaFontaine and Baldwin built their friendship and their politics on the belief that francophones and anglophones should be treated with equal respect and dignity. Their friendship was often conducted at a distance, with the two writing to each other about their lives, both personal and political. LaFontaine wrote to Baldwin during one tense election that “I need not say how much I feel for you – Have patience & courage – If you are not returned [to your seat], many of the Lower Canada members will offer you a seat.”¹

Opponents often sought to drive a wedge between the two men, knowing their unity was their greatest strength. But as Baldwin wrote to LaFontaine in 1846, “rest assured that you cannot place a higher value on my friendship than I do on yours. And I feel confident that we know each other too well for any event to sever those bonds of friendship which believe me my dear friend are at once a source of happiness & of pride.”²

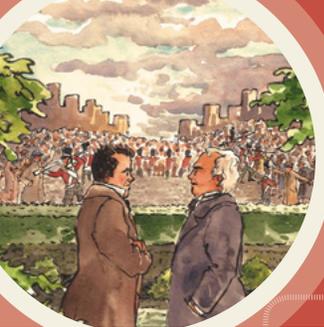
- Break into pairs, with one assuming the role of Baldwin, the other LaFontaine. Read **The Friendship that brought Responsible Government** on *The Canadian Encyclopedia*, and either **Robert Baldwin** or **Louis-Hippolyte LaFontaine** on the *Dictionary of Canadian Biography* website.
- Choose an event from the Timeline on pages 2 and 3 (making sure the event is covered in the articles you read), and note how your chosen leader (LaFontaine or Baldwin) reacted. If you want to cover another event, you may have to do further reading to determine LaFontaine or Baldwin’s position and actions.
- Write a letter to your partner from the perspective of LaFontaine or Baldwin about your chosen event. Be sure to base your response on the reality of the situation from your research. Your letter should include:
 - » Your thoughts on the matter (as LaFontaine or Baldwin)
 - » Why you believe your course of action is the way forward
 - » What you believe the reaction of the people that you represent would be
 - » Suggestions on how to collaborate with your partner to find a solution that works for both francophone and anglophone communities

NOTE TO TEACHERS: Articles on the *Dictionary of Canadian Biography* are written at a higher reading level. Students who find this challenging should complete the **Modification** activity below.

MODIFICATION: In pairs, have students read **The Friendship that brought Responsible Government** and either **Robert Baldwin** or **Louis-Hippolyte LaFontaine** on *The Canadian Encyclopedia*, and brainstorm what they’d like to say. Using the **Letter Template** available on the **Education Portal**, have each student write a letter using the sentence prompts.

¹ VOLANDE STEWART, EDITOR. *MY DEAR FRIEND: LETTERS OF LOUIS-HIPPOLYTE LAFONTAINE & ROBERT BALDWIN* (PLUM HOLLOW BOOKS, 1978), 59.

² VOLANDE STEWART, EDITOR. *MY DEAR FRIEND: LETTERS OF LOUIS-HIPPOLYTE LAFONTAINE & ROBERT BALDWIN* (PLUM HOLLOW BOOKS, 1978), 205.



ESTABLISHING HISTORICAL SIGNIFICANCE

People and events have **historical significance** if they **created change** that affected **many people** over time, or if they **revealed** something about larger issues in history or the present day. For more information on the Historical Thinking Concepts, visit historicalthinking.ca.

+ **ROBERT BALDWIN AND LOUIS-HIPPOLYTE LAFONTAINE AWAIT THE ARRIVAL OF LORD ELGIN DURING THE MONTREAL RIOTS, 30 APRIL 1849** (courtesy Gillian Goerz, 2017).

+ **LAFONTAINE** (courtesy McCord Museum/I-15335.0.1).



+ **RESPONSIBLE GOVERNMENT WAS A STEP ON THE ROAD TO INDEPENDENCE: THE FATHERS OF CONFEDERATION AT CHARLOTTETOWN** (courtesy Library and Archives Canada/C-000733).

ACTIVITY SIX HISTORICAL SIGNIFICANCE: LAFONTAINE, BALDWIN & THE ADVENT OF RESPONSIBLE GOVERNMENT

Responsible Government marked a turning point on Canada’s path toward a fairer, more equal society. It marked a distinct change in governance, starting a dialogue among the different people who made up Canada’s population. The way in which Lord Elgin, LaFontaine and Baldwin handled the violent opposition to their democratic vision was remarkable for its restraint and inclusive nature.

1. As a class, read the following quotes, noting what makes the transition to Responsible Government historically significant, and discuss why we consider the advent of Responsible Government a turning point.

“The Great Ministry, the government of LaFontaine and Baldwin, laid the foundations of Canada at its best. The idea of an inclusive society, of a citizenry that revels in social complexity, of a society in which personal restraint makes complexity a positive force, of above all a society devoted to fairness: all of this was formalized at a national level by LaFontaine and Baldwin.”³

“What was revolutionary in Canada was not so much the arrival of democracy as its conception. Democracy arrived as a broad program of social, political, economic and administrative policies consciously and intellectually designed to bring together opposing religions, languages and races. What was radical was the idea that a fair democracy could be based not on a definition of race as an expression of the nation state, but on what today we would call diversity; fairness was the key to diversity and diversity to fairness. The second revolutionary fact was that the Canadian movement was based on the rigorous use of political restraint.”⁴

Lord Elgin, the governor general who cooperated with the reformers to institute Responsible Government, “believed that it would be divisive to treat the French Canadians as a separate element in Canadian society...Elgin grasped a simple truth about Canadian politics: mere political representation according to their numbers would not be enough to satisfy the aspirations of French Canada...Responsible Government would be an important step toward accommodating the needs of French Canada...”⁵

³ JOHN RALSTON SAUL, *LOUIS-HIPPOLYTE LAFONTAINE & ROBERT BALDWIN* (PENGUIN, 2010), XVII.

⁴ JOHN RALSTON SAUL, *LOUIS-HIPPOLYTE LAFONTAINE & ROBERT BALDWIN* (PENGUIN, 2010), 5-6.

⁵ BARBARA MESSMORE, *CANADA’S GOVERNORS GENERAL 1847-1878: BIOGRAPHY AND CONSTITUTIONAL EVOLUTION* (UNIVERSITY OF TORONTO PRESS, 2006), 55-56.

TEACHER TIP: Work as a class to decode and create plain English versions of these quotes. Encourage students to ask questions about unfamiliar words, or pair students with more advanced readers.

2. Break into small groups, and make a list of criteria that identify an event as historically significant. Note that events can mark progress or setbacks.
3. Read the **Here’s My Canada timeline** (available for download on the **Education Portal**), identifying historically significant events. Choose three to five that identify progress, and three to five that indicate setbacks in transforming Canadian society.
4. What do these events represent? What long-term significance does each hold?
5. Note that this timeline only includes the history of the country since Confederation in 1867. What other past events might be considered historically significant?
6. Share your events with the class, and build a list of the most historically significant events in Canadian history.
7. Individually, choose one event and write a paragraph about its historical significance.

MODIFICATION: Have students choose one historically significant event, and have them create a reflection in whatever form they choose (e.g., poem, story, paragraph, cartoon, etc.) of their understanding of why the event is important.

EXTENSION ACTIVITY: Have a class debate. Was Responsible Government a start on the path to an egalitarian society? Is Canada an equal society today?

SUMMATIVE ACTIVITY: Based on your reading and research, do you think Responsible Government would have been achieved without the friendship of Baldwin and LaFontaine? Why or why not? Write a report explaining your reasoning, and back up your argument with facts.

BACKGROUND:
+ **MAP OF CANADA WEST**
(courtesy Archives of Ontario/10004743).

ACTIVITY SEVEN MODERN RESPONSIBLE GOVERNMENT

Using the diagram (right) illustrating power structures before Responsible Government, create an illustration that demonstrates how power structures have shifted in British North America since 1848. Next, read the article **Governor General** on *The Canadian Encyclopedia*. Using your diagrams and your research, answer the following:

1. HOW HAVE POWER STRUCTURES SHIFTED FROM THE DAYS BEFORE RESPONSIBLE GOVERNMENT?
2. DID RESPONSIBLE GOVERNMENT GIVE THE PEOPLE WHAT THEY WANTED? HOW DID IT MEET THEIR NEEDS (OR NOT)?
LOOK BACK AT YOUR WORK FROM ACTIVITY ONE.
3. WHAT WAS THE ROLE OF THE GOVERNOR GENERAL IN THE 1840s? HOW HAS IT CHANGED SINCE THEN?
4. WHAT IS A CABINET? WHAT DID THE CABINET DO IN THE 1840s? WHAT DOES IT DO TODAY?

GOVERNMENT STRUCTURE BEFORE 1848



+ **STAMP COMMEMORATING JEANNE SAUVÉ, THE FIRST FEMALE GOVERNOR GENERAL OF CANADA** (Dreamstime.com/Sergei Nezhinskiy/80793323).