



LESSON
PLANS

Citizenship Challenge

MATERIAL COVERED

- Pages 14-18 of the *Discover Canada* guide

Canadian History: Pre-Confederation

Pre-reading and Vocabulary Activities

1 PREDICTION ACTIVITY

Begin with a discussion about students' own conceptions of early Canadian history. Discuss the historical events with which they are familiar.

2 WORD WALL VOCABULARY PREVIEW

Write the following terms on individual pieces of paper and paste them around the room: Aboriginal, Canadien, Democracy, Abolition, Rebellion. Give students time to wander the room and write what they think each term means on the pieces of paper.

Divide the class into 5 groups and assign each group one of the terms for which they will research and write a final definition (1 to 2 sentences). **The Canadian Encyclopedia** can be used as a reference to enhance definitions with examples from pre-confederation history. Students should compare the words on the pieces of paper to the term's actual definition and its significance within Canadian history. Each group can present their definition to the class.

During Reading Activities (Writing, Application and Presentation Activities)

1 QUESTION AND ANSWER WORKSHEETS

These worksheets are designed for either a junior level (fill in the blank, simple recall, short answer) or a senior level (more synthesis, analysis questions). All answers are based on the reading and the students' own opinions.

2 PROBLEM-SOLUTION CHART

Students can keep track of the significant challenges and issues during the pre-Confederation era, using a Problem-Solution Chart.

During their reading, students should identify 3 to 5 problems along with the effects, causes and solutions for each.

Other resources to use with these activities:

The Canadian Encyclopedia
www.thecanadianencyclopedia.com

The Memory Project
www.thememoryproject.com

War of 1812
www.historicacanada.ca/1812

Prezi
www.prezi.com

Timetoast
www.timetoast.com



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PROBLEM - SOLUTION CHART

PROBLEMS	WHAT ARE THE EFFECTS?	WHAT ARE THE CAUSES?	WHAT ARE THE SOLUTIONS?
Ex: slow progress to full democracy	Ex: armed rebellions in 1837-1838 in Montreal and Toronto	Ex: government wish to retain power	Ex: rebels were hung, lack of popular support

After completing the reading, students can compare charts and add problems that other students found. The chart can then be used in post-reading critical thinking essay activity.

Post-reading Activities (Culminating, Critical Thinking and Extension Activities)

1 TIMELINE

Individually or in groups, have students create a timeline representing 5 key events from pre-confederation history. Students will identify the key terms, facts and people of each event.

Encourage students to be creative! They can make an electronic version of their timeline (using applications such as Prezi and Timetoast) or a paper version. **The Canadian Encyclopedia** can be used as a reference.

The final product should be presented and compared as a class. The class can discuss why certain events were chosen by some and not others.

2 CRITICAL THINKING ESSAY

Possible topics include:

What is responsible government? Discuss how responsible government was created in Canada and why. Include references to the significant issues that arose in achieving this goal (use the problem-solution chart from the reading activity #2 as a source). Use **The Canadian Encyclopedia** as a reference.

Aboriginal Peoples and French Canadians have both played different, yet equally important roles in Canada's pre-confederation history. Describe the roles of these groups within the context of pre-confederation history? Include a detailed description of how these peoples have fought to maintain their own identities. **The Canadian Encyclopedia** can be used as a reference.

In order to achieve Confederation, many different people played a role, but at the same time, many groups were left out of the discussion of the country's early formation (including women, First Nations, working-class peoples, and many others). From a historical perspective, explain the main factors for this exclusion, and discuss how the ethics of this would be different if Confederation was happening today.

Historians have a hard time agreeing on the question, 'who won the War of 1812?'. Using the **War of 1812** site for background information, answer this question using historical evidence to support your opinion.

3 CREATIVE WRITING

Assign students a section of the reading, for example, 'The Beginnings of Democracy' or 'Struggle for Continuity'. Have students write a creative narrative from the point of view of a person living through that time period. Writing should be in the first person and give a perspective of the events they are witnessing.

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