

## Rebellions and the Act of Union CARC Social Studies

<b>Grade Level</b>	7	<b>General Outcome</b>	<b>7.1</b> Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.
<b>Time Frame</b>	4 – 5 classes	<b>Enduring Understanding (purpose of the lesson)</b>	Students investigate cause and effect relationships and evaluate solutions to issues by critically assessing effectiveness of the Act of Union in solving the problems that lead to the rebellions in Lower Canada and Upper Canada in 1837 – 1838.
<b>Developed By</b>	Janice Sulek		
<b>Critical Challenge/Big Idea</b>	<b>Was the Act of Union an effective solution to the Rebellions in Lower and Upper Canada?</b>		
<b>Values and Attitudes Outcomes</b>	<b>Knowledge and Understanding Outcomes</b>	<b>Skills and Processes Outcomes</b>	
<b>7.1.2</b> Appreciate the challenges of co-existence among peoples (C, CC, I, LPP)	<b>7.1.6</b> assess, critically, how political, economic and military events contributed to the foundations of Canada <b>7.1.6.8</b> - How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada? (PADM, LPP, I, TCC)	<b>Historical Thinking</b> <b>7.S.2.3</b> explain the historical contexts of key events of a given time period <b>7.S.2.4</b> distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations of events  <b>Apply the Research Process</b> <b>7.S.7.1</b> develop a position that is supported by information gathered through research	

		<p><b>7.S.7.2</b> draw conclusions based upon research and evidence</p> <p><b>7.S.7.4</b> organize and synthesize researched information</p> <p><b>7.S.7.6</b> integrate and synthesize concepts to provide an informed point of view on a research question or an issue</p> <p><b>7.S.7.7</b> practice the responsible and ethical use of information and technology</p> <p>☐ <b>7.S.7.12</b> evaluate the relevance of electronically accessed information to a particular topic</p> <p><b>Oral, Written and Visual Literacy</b></p> <p><b>7.S.8.1</b> communicate information in a clear, persuasive and engaging manner, through written and oral means</p>
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<b>Summative Assessment Strategies</b>	<b>Act of Union Rubric</b>
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<b>Introductory Activity/ The Hook</b>	<p><b>Activity 1: Voting Discussion</b></p> <ol style="list-style-type: none"> <li>Did anyone listen to the news today? Prime Minister Harper is considering taking away our right to vote. <ul style="list-style-type: none"> <li>☐ Cost of voting: approximately 3 million dollars</li> <li>☐ Percentage that vote: 59.1%</li> </ul> </li> </ol> <p>How do you feel about this possibility?</p>
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<b>Teaching/ Learning Strategies and Activities</b>	<p><b>Activity 2: Discussing Context</b></p> <ol style="list-style-type: none"> <li>Discuss how the people in 1837 &amp; 1838 may have felt about their vote 'not counting.' Refer to chart in <i>Our Canada</i>, page 208; <i>Voices and Visions</i>, page 139 for visual diagram of colonial government structure. Ask how they would feel in this situation. What would they do?</li> </ol>
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3. Discuss briefly the events of the Rebellions of 1837 & 1838 and how they led to the Act of Union. Present the critical challenge: Was the Act of Union an effective solution to the Rebellions in Lower and Upper Canada?

Possible criteria for an effective solution could be:

- Relevant – does it address causes/problems
- Effective – is it best for the majority
- Logical – make sense for purpose

4. As a class, brainstorm the questions students would need to ask in order to answer this question. Have students brainstorm questions around historical context e.g., political situation, social situation, economic situation, difference between Upper and Lower Canada, population demographics, etc. (i.e., causes of rebellions, Britain's response, Act of Union)

### **Activity 3: Retrieving Information**

5. Have students create an information gathering chart for their research – if this is commonplace for students, allow them to create their own chart. If they are relatively new to the process or need some scaffolding, this chart can be created either as a whole class, in small groups, or in partner groups. Have students indicate why they have chosen the format they have for their research when having it approved. (Sample charts and organizers are in the back of the Nelson Text: Our Canada from which students may also choose)
6. Have students begin their research with the text book. This will allow students a basic understanding of the situation prior to delving deeper into the research or confirming the information in the text.
7. Discuss with students the idea of website credibility. A useful resource in teaching about website credibility is *Modelling the Tools: Assessing Website Credibility* (see "Resources" section below). Have students find 5 internet sites on the rebellions. Students then choose the top 3 using the criteria outlined in the Modelling the Tools Challenge (either in "Comparing Website Credibility" or "Exploring Website Credibility"). Sites must be approved by teacher prior to proceeding.
8. Allow students time to complete their research, ensuring that they cite the sources of their information.
9. Discuss Britain's response to the Rebellions: Durham Report and the Act of Union. *Our Canada*, pages 222-225, *Voices and Visions*, page 143 - 144.

### **Activity 4: Drawing and Supporting Conclusions**

10. In a written response format students answer the question, "Was the Act of Union an effective solution to the Rebellions in Lower and Upper Canada?" Students must use the criteria previously established to justify their answer. You may choose to have students respond to this question in various ways, including a persuasive essay

	<p>format, paragraph form, in-class quiz format, a concept map or chart format, etc., as long as it allows students to justify their decision based on the criteria.</p> <p>Editor's Note: be aware of presentism, i.e., projecting our moral standards onto events and people of the past. Being aware of historical context is necessary to reduce this moral judgment. It is important for students to understand the situations surrounding events (e.g., many years of war and tensions between nations) in order to understand, not to justify but merely to understand, perspectives of the past. Continually analyzing situations surrounding events of the past will hopefully help students habitually to seek more knowledge surrounding issues in the present as well.</p>
<p><b>Resources</b></p>	<p>Francis, D. (2006). <i>Voices and visions: a story of Canada</i>. Don Mills, Ontario: Oxford University Press.</p> <p>Learn Alberta (2008) <i>Modelling the tools: assessing website credibility</i>. Retrieved March 25, 2010 from <a href="http://www.learnalberta.ca/content/ssmt/html/assessingwebsitecredibility_mt.html">http://www.learnalberta.ca/content/ssmt/html/assessingwebsitecredibility_mt.html</a></p> <p>Rees, D., Anderson Girrits, D., and Allaire, G. (2006). <i>Our Canada, origins, peoples, perspectives</i>. Canada: Duval House Publishing/Nelson.</p> <p><b>Some possible sites for student research:</b>  Canadian Encyclopedia <a href="http://www.thecanadianencyclopedia.com/">http://www.thecanadianencyclopedia.com/</a>  Collections Canada <a href="http://www.collectionscanada.gc.ca/confederation/index-e.html">http://www.collectionscanada.gc.ca/confederation/index-e.html</a>  Canadian Heritage Gallery <a href="http://www.canadianheritage.ca/books/canada7.htm">http://www.canadianheritage.ca/books/canada7.htm</a>  Historica <a href="http://www.historica.ca/peace/page.do?pageID=341">http://www.historica.ca/peace/page.do?pageID=341</a>  Early Canadian Online <a href="http://www.canadiana.org/citm/specifique/rebellions_e.html#lbackground">http://www.canadiana.org/citm/specifique/rebellions_e.html#lbackground</a></p>
<p><b>Formative Assessment Strategies</b></p>	<p>Review information gathering chart on rebellions  Review list of internet resources prior to them beginning research</p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

## Act of Union Rubric

Level Criteria	Excellent	Proficient	Adequate	Limited
<b>Explains events</b> (7.S.2.3, 7.S.2.4)	Provides a <b>comprehensive</b> description of the historical context of the rebellions of 1837 and 1837	Provides a <b>thorough</b> description of the historical context of the rebellions of 1837 and 1837	Provides a <b> cursory</b> description of the historical context of the rebellions of 1837 and 1837	Provides a <b> sketchy</b> description of the historical context of the rebellions of 1837 and 1837
<b>Justifies conclusion</b> (7.1.6.8, 7.S.7.1, 7.S.7.1)	Provides <b>compelling</b> evidence to support conclusion based on criteria.	Provides <b>convincing</b> evidence to support conclusion based on criteria.	Provides <b>believable</b> evidence to support conclusion based on criteria.	Provides <b>weak</b> evidence to support conclusion based on criteria.
<b>Communicates Information</b> (7.S.8.1)	Communicates information in a <b>captivating</b> manner.	Communicates information in a <b>substantially engaging</b> manner.	Communicates information in a <b>partially engaging</b> manner.	Communicates information in an <b>minimally engaging</b> manner.