A close-up, low-angle shot of a steam locomotive's wheels and boiler. The wheels are painted a vibrant red with white rims. The boiler is dark grey with a red stripe along the top. The image is used as a background for a book cover.

NELSON

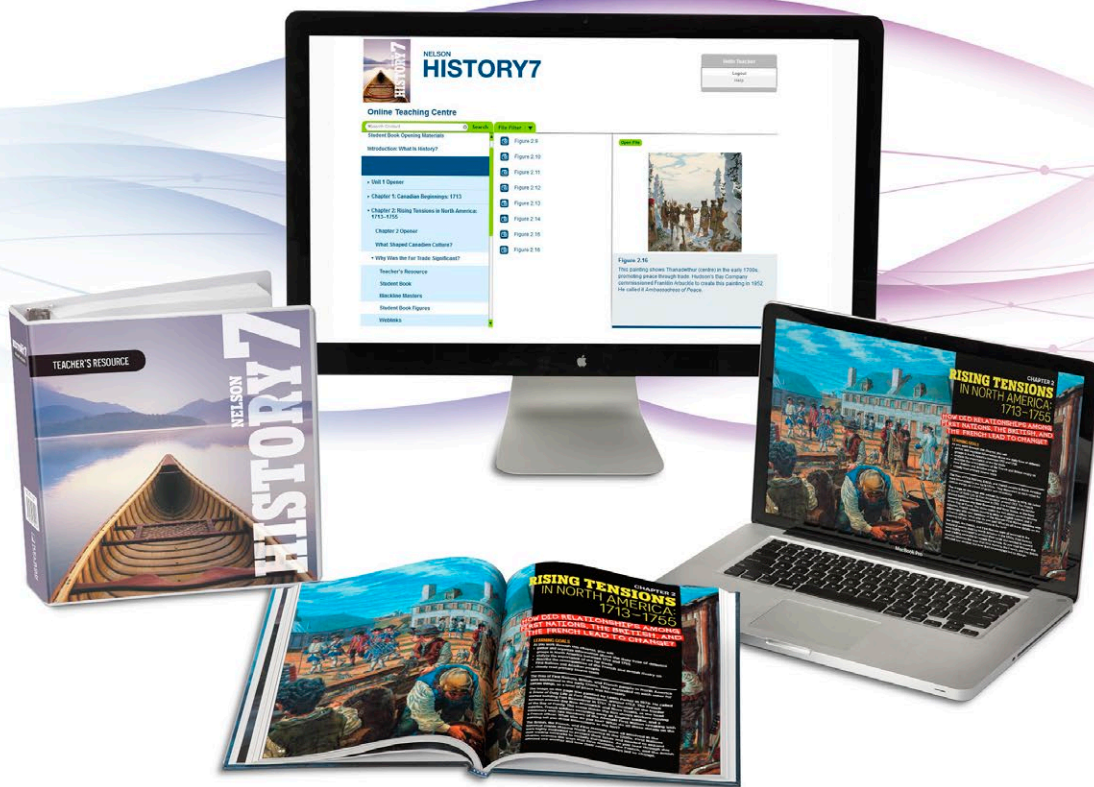
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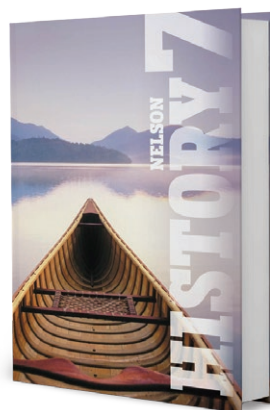
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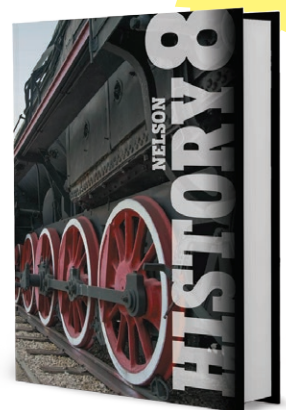
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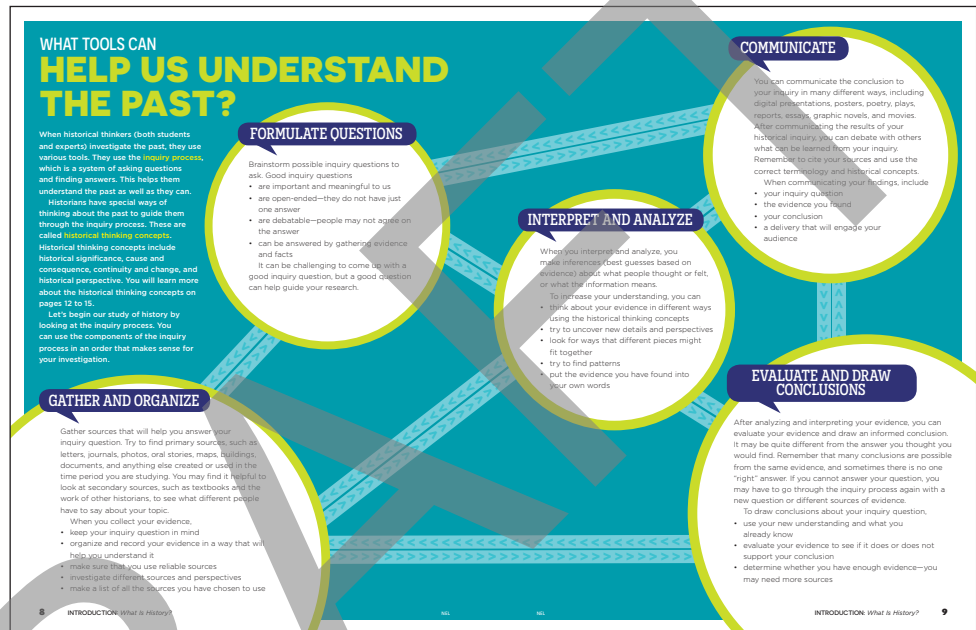
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USING THIS RESOURCE

INTRODUCTION

In the Introduction, you will be introduced to the discipline of history, as well as the **inquiry skills** and **historical thinking concepts** you will be using throughout this resource. Use the Introduction as a reference that you can turn back to throughout this resource.



CONTINUITY AND CHANGE

How can we make sense of the complex flows of history? To understand the past, historians look at how people's lives changed over time. They look at social, political, economic, cultural, and environmental changes. They look at the speed of these changes. Historians also identify the continuities: the things that stayed the same when everything else was changing. When you think about continuity and change, you can ask the following questions:

- What has changed?
- What has not changed?
- How quickly or slowly did the changes happen?
- Do the changes indicate progress for some groups or individuals and decline for others?
- What can we learn from comparing two different time periods?

CASE STUDY: THE LIVES OF CANADIAN CHILDREN

The painting in **Figure 113** shows a scene in Canada, painted in 1848. What do you notice by comparing what you see in the painting with what you know about the lives of Canadian children today? You might notice the things that have stayed the same: children still do chores and they still live in heated homes. You might also note what has changed: most children do different chores today and do not live in log cabins. What other details in the painting show what has changed or stayed the same over time?

FIGURE 113 The 1848 painting *Settlers by Cornelius Krieghoff* shows typical household activities of a winter day in Canada. **Analyze** How has the way we live changed since 1848? Why might it have changed?

HISTORICAL PERSPECTIVE

How can we better understand the people who lived in the past? Historians look for evidence that helps them discover how these people thought, felt, and went about their daily lives. They research people's lives, examine the evidence, and consider the values and beliefs that were common at the time. Then they make inferences—they reach conclusions based on the evidence they have gathered. Historians are always careful to avoid judging the past using their own present-day values. When you think about historical perspective, you can ask the following questions:

- What were the beliefs, values, perspectives, and motivations of the people who lived in that time?
- How do those beliefs and values differ from today's beliefs and values?
- Did the people make understandable decisions, based on the information they had available to them?
- What beliefs, values, and ideas do I already have that affect how I think about this event, period, or person?
- What inferences can I make about the person's thoughts, feelings, and motivations from the evidence I have?

CASE STUDY: SLAVERY IN BRITISH NORTH AMERICA

If you were researching slavery in British North America in the 1700s, you would discover that the colonies enslaved fewer people than the United States. This fact might lead you to assume that British North Americans were more moral and ethical than people in the United States. You might assume that everyone in British North America had the same viewpoint we have today—that slavery is ethically wrong. Read **Figure 114**, an excerpt from a letter written by Elisabeth Bégon of New France. Bégon writes about Pierre and Jupitère, who are both enslaved in her household.

Then read **Figure 115**, an excerpt from a dictation given by Hilaire, dit Lamour. Lamour had been granted his freedom after being enslaved for 25 years. His wife, Catherine, had not been granted her freedom at the same time. Use these sources to make inferences about how people felt about slavery in early Canada. Keep in mind that different people might have had different perspectives on the same issue. (Note: **Figure 115** uses the term *Negro*, which was common at that time. Today, some people find it offensive so a preferred and more commonly used term is *Black person*.)

FIGURE 114 This excerpt is from a letter that Bégon wrote to her son in 1748. **Analyze** What attitude does Bégon reveal toward the "gifts" that her son left behind?

FIGURE 115 This excerpt was dictated by Lamour shortly after 1780. **Analyze** What can you infer about Lamour's views on slavery?

UNIT OPENER

There are two units in this book. Each unit has four chapters.

These bubbles contain questions from the viewpoints of the different **historical thinking concepts**.

You will also see these bubbles throughout the chapters. Each colour always connects to the same thinking concept.

PURPLE means Continuity and Change, **ORANGE** means Cause and Consequence, **BLUE** means Historical Perspective, and **YELLOW** means Historical Significance.



The timeline shows different events that occur throughout the unit.



The infographics reveal interesting information about the time period.

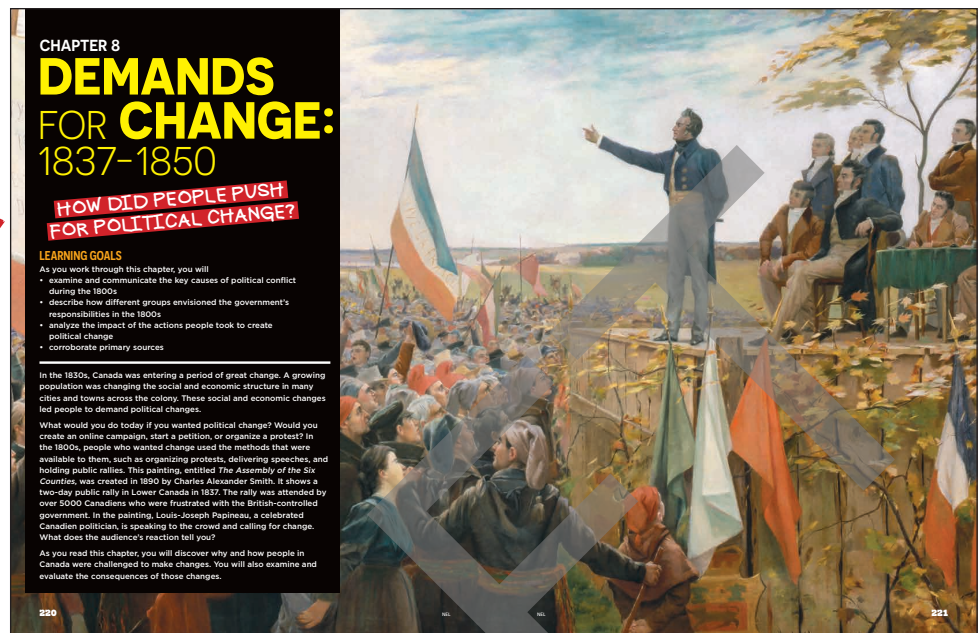
This is an introduction to the **Unit Challenge**, an activity that you will work on throughout the unit.

CHAPTER OPENER

The chapter opener introduces the theme and content covered in the chapter.

This is the main question that you will explore in the chapter.

These skills and ideas are covered in the chapter.

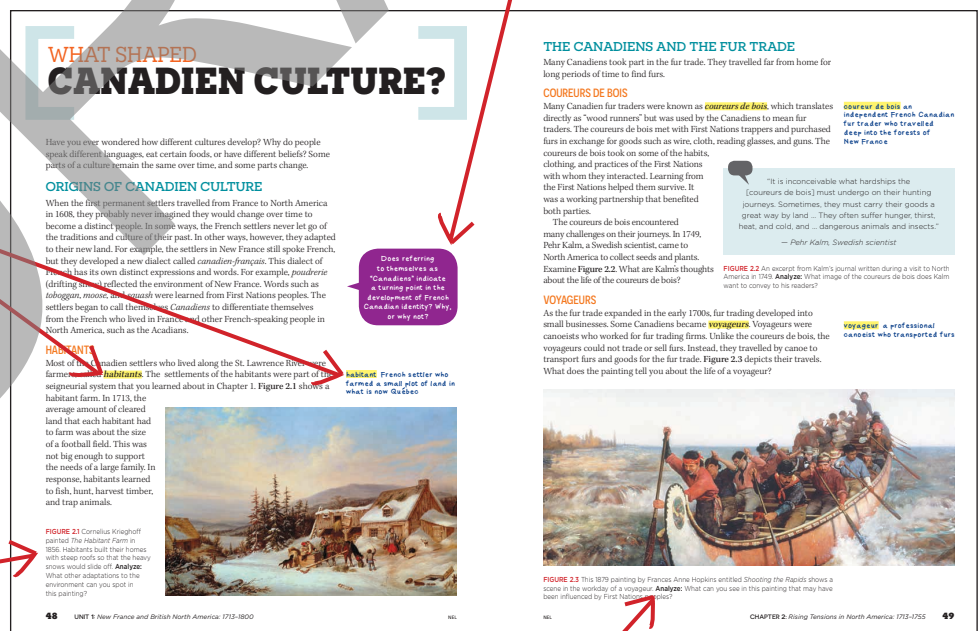


CHAPTER FEATURES

These questions represent the viewpoints of the different **historical thinking concepts**. Each colour always represents the same thinking concept.

Important words are highlighted and defined directly on the page.

The figure reference tells you what the figure (image, photo, source, map, diagram, graph, or table) is about.



The **Analyze** question asks you to examine and interpret the figure (image, photo, source, map, diagram, graph, or table) in a different way.

Quotes provide evidence and additional perspectives on the topics, issues, and events that are covered in the chapter.

HOW DID DIFFERENT GROUPS TRY TO OVERCOME POLITICAL CHALLENGES?

Politicians are not the only people who can create changes to the political system. Often, it's people outside of the government who can help to trigger change.

FIRST NATIONS LAND RIGHTS

First Nations continued to meet resistance from the government regarding land rights. The millions of acres around the Great Lakes were prime agricultural land. The arrival of thousands of European settlers during the 1800s led to the Canadian government taking this land away from First Nations. Ojibwe Chief Shingwaukose spoke to Lord Elgin, governor general of Canada, in 1849 about the increasing pressure on First Nations to give up their land. What does Figure 8.32 suggest about Chief Shingwaukose's perspective on the Ojibwe situation?

First Nations leaders continued to demonstrate that they were as entitled to the land as Europeans. Sometimes, this meant that they used the land in the same way that Europeans did—for farming. Look at Figure 8.33, which is a painting of the Wilwemong community on Manitoulin Island. The painting shows an example of a First Nations farming community. What European influences on this First Nations settlement do you see depicted in this painting?

FIGURE 8.32 This 1908 painting, called *Remembering the Indian*, Wilwemong, Manitoulin Island, by William Armstrong, shows the Wilwemong community on August 16, 1850. **Analyze:** Look at Shingwaukose's use of words in this excerpt. What feelings is he trying to emphasize?

— Ojibwe Chief Shingwaukose

FIGURE 8.33 This 1908 painting, called *Remembering the Indian*, Wilwemong, Manitoulin Island, by William Armstrong, shows the Wilwemong community on August 16, 1850. **Analyze:** Look at Shingwaukose's use of words in this excerpt. What feelings is he trying to emphasize?

CATHERINE SUTTON'S CAMPAIGN

Despite actions by leaders like Chief Shingwaukose, over time, First Nations were continuously forced to give up most of their territories. They were placed onto smaller reserves, often on land that had poor soil for farming. Figure 8.34 shows a portrait of Nahnebahwequay, also known as Catherine Sutton, an Ojibwe from Ontario. In the mid-1800s she campaigned for First Nations land rights. She gained support from First Nations groups, as well as non-Aboriginal people, in Canada, the United States, and Britain. After many years of campaigning, she and her husband finally met Queen Victoria in 1860. Queen Victoria promised to help the First Nations. She sent the Duke of Newcastle to meet with the Canadian government. After meeting with the government, however, the duke felt that there was nothing he could do for the First Nations. The duke believed that the Canadian government had all the decision-making power. Does this decision reflect the ideas of responsible government?

CHANGING VIEWS ON WOMEN'S RIGHTS

As you learned earlier, Canada went through many political struggles during the 1800s. Like many people concerned about the government, women wrote to newspapers to voice their concerns. During this time, however, women were not included in the political process. Their opinions were not always welcome. Many women wrote to newspapers under a different name to protect their identity. For example, a Canadian woman, calling herself 'Adelaide', published an article in the newspaper *La Minerve*. Read the excerpt in Figure 8.35 from her article, in which she asks the *Parliament* to defend women's equality as a traditional feature of French society. She felt that British traditions threatened women's rights. Have the attitudes about women described in Figure 8.35 changed or stayed the same compared to today?

The laws of England view the wife in a less favourable manner, and place her in an inferior category. She ceases to have a life of her own, from the moment she is contracted into marriage (married); she loses her name and takes that of her husband, exclusively.

FIGURE 8.35 This excerpt is from a letter written by 'Adelaide' to the newspaper *La Minerve* on February 2, 1837. **Analyze:** Why does 'Adelaide' see women campaigning for equal value as a loss of independence?

Transcriptions of letters, treaties, proclamations, and other sources are provided.

The **History at Work** features profile different careers related to history.

HISTORY AT WORK CARTOONIST

Kate Beaton (Figure 3.18A) has always been interested in history and art. These two passions became the basis for her job as a cartoonist. She earned a history degree from Mount Allison University in New Brunswick and went on to work at a museum in Victoria, British Columbia, and then decided to pursue a career in art through her webcomics project *Heck!*. A vibrant new work became very popular because of its humorous and clever portrayals of historical figures and events, such as the Battle of the Plains of Abraham (Figure 3.18B) and the War of 1812. Beaton eventually began to create comics for major publications and has now published several books.

FIGURE 3.18 (A) Cartoonist Kate Beaton. (B) Beaton's comic gives a humorous take on General Norton's reaction to General Wolfe's death in the Battle of the Plains of Abraham.

MAKING CONNECTIONS

1. Beaton uses her artistic skills to draw historical cartoons. Name one skill or interest that you have. Brainstorm ways you could use that skill or interest to pursue a history-related career.
2. What challenges do you think a historical cartoonist might face?

CHECK-IN

1. **CARE AND CONSIDER:** Identify several reasons for the British victory in North America. Rank the reasons in order from greatest to least impact. Justify your ranking.
2. **HISTORICAL THINKING:** The Battle of the Plains of Abraham continues to be one of the most significant battles in Canadian history. Why do you think it is seen to be so significant?
3. **EVALUATE AND DRAW CONCLUSIONS:** Think of what you have read about the series of events that took place throughout the war. What do you think could have been done differently to change the outcome for the French?

The **Connecting to Our Past** features profile young people who are actively connecting to Canada's history—to people and events from our past.

CONNECTING TO OUR PAST

DAVID KAWAPIT: YOUTH ON A MISSION

David Kawapit is an 18-year-old Cree youth with a mission. His mission is to spread the message of unity and equality to all Canadians. In January 2003, he set out on a walk from his home in Whapmagoostui (Wapmag-stoo-ee or Wapmag-GOO-stoo-ee), Quebec, to Parliament Hill in Ottawa. Six others joined him, forming a group called the Nishiyuu (Nish-yuu) walkers. Over the course of two months, they walked more than 1500 km along traditional Cree and Algonquin trading routes. They were accompanied by a police escort and other support vehicles to assist them on their journey. Strangers also stopped during the trek to show their support.

Kawapit was inspired to take action by a vision he once had. His vision showed a wolf and a bear. The wolf represented the First Nations peoples and the bear represented the Canadian government. While a bear can easily kill a wolf, many wolves, banded together, can take down a bear. This image of strength in unity served as the driving force behind Kawapit's actions. Kawapit and the six walkers (Figure 1.27) highlighted the importance of protecting their lands and their traditional ways of life for future generations.

When the Nishiyuu walkers arrived in Ottawa in March 2003, thousands had gathered to welcome them. They spoke with the aboriginal affairs minister about the necessity of fair and equal treatment of Canada's First Nations peoples. Kawapit's work brought attention to Aboriginal rights. His group inspired many other Canadians to consider the importance of the historical origins of the relationships between First Nations and the rest of Canada.

Kawapit's efforts were sparked by one important vision that inspired hundreds of others to think and take action as well. He said, "It feels really good that a lot of people are paying attention to what's going on." In the end, the relationships he built during his journey were the gifts that he took away from the experience. "I'm going to miss all these guys. The memories we shared—I won't forget them," he said of his fellow Nishiyuu walkers and the hundreds who joined them along the way. For Kawapit and his group, this walk was just the beginning of their efforts to create meaningful change for all First Nations people living in Canada.

FIGURE 1.27 David Kawapit (front, centre) was one of seven Nishiyuu walkers who walked from Whapmagoostui First Nation in northern Quebec to Parliament Hill in Ottawa. The walk was to support the Idle No More movement.

A CALL TO ACTION

1. What inequalities is the Idle No More movement trying to deal with?
2. How can you and your classmates take action to support a current movement in your community?

Use the **Check-In** questions and activities to assess your understanding. Each question or activity is labelled with the **historical thinking concept** or the **inquiry skill** that it covers.

CHAPTER FEATURES (CONTINUED)

Each **Focus On** feature will help you look more closely at a **historical thinking concept** or an **inquiry skill** and practise using it.

FOCUS ON

CAUSE AND CONSEQUENCE

All events, both past and present, have causes and consequences. For example, imagine that you did not do a homework assignment. The cause may have been that you decided to hang out at a friend's place after school instead, or perhaps you simply forgot. The consequence may be that your teacher will not accept a late assignment. A further consequence will be that your class grade falls.

Which of these consequences were intended (planned)? Which were unintended (unplanned)? You may have planned on meeting your friend after school. But your class grade falling because you failed to hand in one assignment was unplanned. Consequences can also be short term or long term. Not all consequences are equally important over time. If missing handing in one assignment was a one-time event, it likely has only short-term consequences.

When you think about the causes and consequences of a historical event, you can ask the following questions:

- What were the causes of the event?
- Who were the people who influenced the event?
- What were the social, political, or economic conditions that influenced the event?
- What were the ideas and beliefs that influenced this event?
- What were the consequences of the event?
- What were the intended and unintended consequences of the event?

CASE STUDY: THE CONQUEST

Following their victory in the Battle of the Plains of Abraham in 1760, British soldiers took control of Quebec City and the rest of New France. By 1763, 70 000 Canadians were living under British rule. Examine some of the consequences of what many people living in Quebec today refer to as "the Conquest."

Consequence: The British were English-speaking Protestants, which set them apart from the French-speaking Catholics of New France. The two groups had different laws and customs. The British tried to force the French to assimilate to the British way of life and swear an oath of allegiance to the King of England.

Consequence: In 2006, the National Battlefields Commission planned a 250th anniversary commemoration of the Battle of the Plains of Abraham. The plan called for 2000 people in period clothing and uniforms to reenact the events. However, threats from separatists (people who want Quebec to be a country separate from Canada) and opposition from francophone historians led to the cancellation of the event. What does **Figure 3.34** tell you about the long-term consequences of the Conquest?

TRY IT

1. What were the intended and unintended consequences of the Conquest? What were the short- and long-term consequences?
2. The Conquest led to Canada becoming a bilingual country. What might British leadership in the 1760s have thought about this unintended consequence?

FIGURE 3.32 A view of the Bishop's House with the Ruins was painted in 1861 by British naval officer Richard Short. **Analyze:** What does the painting tell you about conditions in Quebec City in 1761?

FIGURE 3.33 An unnamed run from the *General Hospital of Quebec* described the aftermath of the war. The exact date is unknown. **Analyze:** What is the significance about the conditions in Quebec City?

FIGURE 3.34 This excerpt is from the *Toronto Star* newspaper (online), February 17, 2009. **Analyze:** Why was the re-enactment cancelled?

Activity pages appear in every chapter to help you read, analyze, and create different kinds of maps and graphs, and read and analyze primary and secondary sources.

READING

TEXT SOURCES

Historians are like detectives: they look at sources for evidence that can help them answer questions about the past and create an argument or a narrative. Historians often look at text sources for evidence. Text sources are written records that can be descriptions of events. They can also be negotiations or speeches, remarks, or conversations. Text sources can be found as primary sources or secondary sources.

To begin a historical investigation, historians first read secondary sources to gain background knowledge of the event or time period they have a question about. Then they select primary sources that they think may be helpful. Then, historians do a **close reading** of each source. They examine the source carefully, asking questions about the source and making observations about any patterns or trends. **Figure 2.12** below lists some of the questions that historians ask themselves when they are closely reading a text source.

Question Category	Sample Questions
Source	<ul style="list-style-type: none"> • What type of document is it (a letter, diary, report, etc.)? • When and where was it created? Who wrote it? Who for? What for? • Is the author describing his or her own experiences, or those of others? • Was the information recorded when the events occurred, or later?
Content	<ul style="list-style-type: none"> • What claims does the author make? • What evidence does the author give to support these claims? • What is the author's perspective on the topic? How can I tell? • What information or perspective does the author leave out?
Writing style	<ul style="list-style-type: none"> • What words or phrases does the author use to persuade the reader? • What else does the writer's choice of words or details tell me? • What feelings does the writer express, or hope to inspire in the reader?
Audience response	<ul style="list-style-type: none"> • What effect did this text likely have on its readers? • How might a different audience have responded to it?

In this activity, you will do a close reading of the text in **Figure 2.13** to look for evidence that can help you answer the following inquiry question: What caused tensions in North America to rise from 1713 to 1754?

FIGURE 2.12 When doing a close reading of a text, it is important to ask questions about the source and its content.

FIGURE 2.13 Chief Canasatego from the Onondaga First Nation acted as a spokesperson for the Onondaga Iroquois First Nation. He spoke these words to the British during negotiations concerning Onondaga land in 1722. His words were recorded by a Pennsylvania colonist in the minutes of the meeting.

"For the future we will sell no Lands [to you, unless] we know beforehand the Quantity of Goods we are to receive. Besides, we are not well used with respect to the Lands still unsold by us. Your People daily settle on these Lands, and spoil our Hunting—We must insist on your Removing them, as you know they have no Right to settle to the Northward of Kitchichewy-hale. In particular, we renew our Complaints against some People who are settled at Junata, a Branch of Sasquahanna, and all along the Banks of that River, as far as Mahanoy; and desire they may be forthwith made to go off the Land, for they do great Damage to our Cousins the Delawares... your Horses and Cows have eat the Grass our Deer used to feed on. This has made them scarce... we are really poor..."

— Chief Canasatego, Onondaga Iroquois First Nation

HOW TO CLOSELY READ A TEXT SOURCE

Consider **Figure 2.13**. Write down everything you know about the creation of the source.

- What type of source is it?
- When and where was it created?
- Is the author recording his or her own words or Chief Canasatego's words?
- Was the speech recorded during the meeting or later?

Read the text again. How is Chief Canasatego's message communicated?

- What words does he use to show his people's displeasure?
- What words does he use to try to inspire sympathy in his listeners?
- What impact do you think this speech may have had on the British audience? Why?

What does this text suggest are some possible reasons why tensions in North America rose during this period?

LOOKING BACK

You will have the opportunity to look back at what you have learned at the end of each chapter and each unit.

LOOKING BACK: CHAPTER 4

HOW DID THE LOYALIST MIGRATION AFFECT BRITISH NORTH AMERICA?



LEARNING GOALS

As you worked through this chapter, you had opportunities to:

- examine the various causes of the Loyalist migration
- identify the various groups that made up the Loyalists and examine their experiences as immigrants
- determine whether the Loyalist migration created any significant political, social, or economic changes
- analyze and contextualize images

In this chapter, you learned about the causes and consequences of the Loyalist migration to British North America. This was a period of great change. The population boomed as 50 000 refugees, who were loyal to Britain, came over the border looking for land to settle. Their need for land created competition between different groups and them. As well, the dominant political power shifted from French to British, leading to changes in political, economic, religious, and social life for the settlers.

Summarize Your Learning

Now that you have completed Chapter 4, you are ready to answer the Chapter Big Question: How did the Loyalist migration affect British North America?

Select one of the following tasks to summarize your learning:

- Create an infographic that outlines the Loyalist migration. Your infographic should illustrate the reasons why the Loyalists moved, the challenges of moving and settling, and the impact of their settlement on others.
- Create a mini graphic novel or a series of diary entries that outlines the experience of one fictional Loyalist immigrant. Your work should outline a series of significant events from the time when the immigrant left the Thirteen Colonies to the time when she or he built a home in British North America.

APPLY YOUR LEARNING

- DEBATE QUESTIONS** Consider the changes that were happening in communities across British North America at the time of the Loyalist migration. Create an inquiry question that addresses what happens following the migration.
- CAUSE AND CONSEQUENCE** Write a script for an argument between two members of a Loyalist family over the decision to stay or go. The script should outline all the causes of migration and identify the most important cause for the family.
- KNOWLEDGE AND UNDERSTANDING** Review the different experiences of Loyalists when they arrived in British North America. How were their experiences similar to the experiences of refugees arriving in Canada today? How were their experiences different?
- CAUTION AND GRADUALISM** Create a list of all the reasons why the Loyalists remained faithful to the British government. Rank the reasons in order of importance. Share your rankings with a classmate, and explain your rationale for your rankings.
- HISTORICAL PERSPECTIVE** Write a letter of petition to the government of the time, asking for changes, from the perspective of a Black Loyalist, a white Loyalist, a Haudenosaunee, or a Canadian.
- CAUTION AND GRADUALISM** Create a table that shows the pros and cons of Loyalist settlement for each of the following groups: white Loyalists, Black Loyalists, First Nations, and Canadians.
- EVALUATE AND DRAW CONCLUSIONS** Using the information in your table from question 6, choose the one group that you think was most negatively impacted by Loyalist migration. Create a register or public service announcement that warns people in this group against the dangers of migrating to British North America.
- HISTORICAL SIGNIFICANCE** Identify ways that life in Canada today has been affected by events related to the Loyalist migration.

UNIT 1 CHALLENGE CHECK-IN

Record your responses to these questions in your log book.

- What changes occurred because of the Loyalist migration? What stayed the same? How did the Loyalist migration affect the lives of different groups of people in British North America?
- What challenges did the Loyalists face in British North America? How were the challenges different for the different groups of Loyalists? Which group faced the most significant challenge?
- Was the Loyalist migration a significant event for British North America? Why, or why not? Use evidence from sources in this chapter to support your answer. Organize the evidence in a way that will help you understand it.
- Review the Focus On: Interpret and Analyze feature on pages 16 to 17, using the criteria provided, analyze and interpret the evidence you gathered for question 3. Record key points in your own words. Look for patterns and relationships in the evidence you gathered. What new understanding do you have after analyzing the evidence?
- Review the description of the Unit 1 Challenge on pages 18 to 19 and the notes you made in your log book. What story is told when you put together your notes? What is represented in your story? Are there other sources that might provide a broader or more accurate perspective? Has your thinking changed as you studied Chapter 4? What conclusions can you make by reviewing the information in your log book? Add your new information and reflections to your log book.

These questions and activities will help you apply your learning. Each question relates to a **historical thinking concept** or an **inquiry skill**.

At the end of each chapter, you will complete a step in your **Unit Challenge**.

These activities will help you summarize what you have learned in the chapter.

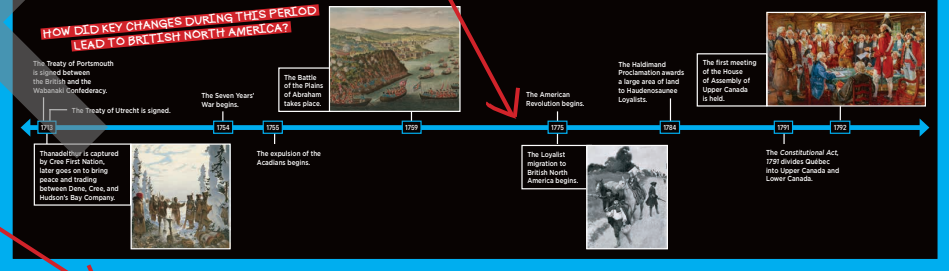
The timeline shows different events you learned about throughout the unit.

The infographics reveal interesting information about the time period.

These instructions will help you complete your **Unit Challenge**.

LOOKING BACK: UNIT 1

HOW DID KEY CHANGES DURING THIS PERIOD LEAD TO BRITISH NORTH AMERICA?



The Treaty of Utrecht is signed, ending the Seven Years' War.

The Seven Years' War begins.

The Battle of the Plains of Abraham takes place.

The expulsion of the Acadians begins.

The American Revolution begins.

The Loyalist migration to British North America begins.

The Constitutional Act, 1791 divides Quebec into Upper Canada and Lower Canada.

The first meeting of the House of Assembly of Upper Canada is held.

The Haldimand Proclamation awards a large area of land to Haudenosaunee Loyalists.

The Treaty of Paris is signed, ending the American Revolution.

Thasdelouille is captured by Chief Pelt, later goes on to bring peace and trading between Shaw, Ojib, and Hudson's Bay Company.

Travel time from Quebec to the East Coast by ship: 15 DAYS

About 10 000 Acadians were expelled from their homeland between 1755-1764.

Over 50 000 Loyalists moved to Canada after the American Revolution began in 1775.

ESTIMATED POPULATION OF BRITISH NORTH AMERICA IN 1791: 395 000

UNIT 1 CHALLENGE

DESIGN A HERITAGE FAIR PRESENTATION

Throughout Unit 1, you have been gathering information and evidence about the key changes that led to British North America. Choose an event, a series of events, a person, or a group that you feel made a significant contribution to the creation of British North America. This will be the focus of your Heritage Fair presentation. In your presentation, you will also reflect on the impact of the event(s), person, or group on Canadian society today.

Now it is time to design your presentation. Consider who your audience will be. Design your presentation to increase your audience's awareness of and interest in Canadian history. Select a format for your presentation: a project display (a display board, model, or poster), a performance (a re-enactment or drama), or a multimedia presentation or web page. Go back to the description of the Unit 1 Challenge on pages 18 to 19, and review the features that should be included in your presentation.

Self-Check List

Use the following to check that you have met all the criteria for your Heritage Fair presentation.

Knowledge and Understanding

- I identified events or people that contributed to the creation of British North America.
- I explained why these events or people were significant to the creation of British North America.
- I described the impact of the events or people I identified on various groups.

Thinking

- I selected and used a variety of appropriate sources as evidence.
- I included the perspectives of different groups.

Communication

- I used the inquiry process and historical thinking concepts to plan and design my Heritage Fair presentation.
- I selected an appropriate method of communication, keeping in mind my purpose and my audience.

Application

- I made connections between the events or people I identified and Canadian society today.
- I used the inquiry process and applied the historical thinking concepts to tell a story about a significant event or person that helped create British North America.

UNIT

CONTINUITY AND CHANGE

What stayed the same
and what changed
for the colonies after
Confederation?

CAUSE AND CONSEQUENCE

What were the consequences of
Confederation on First Nations
peoples and Métis?

HISTORICAL PERSPECTIVE

How did different groups of
people view the idea
of Confederation?

UNIT 1

CREATING CANADA: 1850–1890

HISTORICAL SIGNIFICANCE

What is the significance
of Confederation for
Canadians today?

HOW SUCCESSFUL WAS CONFEDERATION AT UNIFYING CANADA?

In July 1867, some colonies of British North America united to form a country: the Dominion of Canada. The union of these colonies is known as Confederation. During the 1800s and early 1900s, other colonies and territories joined Confederation. The union of different colonies and territories was challenging because each had its own needs and concerns.

Today, we celebrate the coming together of the colonies and territories in Confederation every July 1st on Canada Day. Communities across the country mark the day with ceremonies, parades, concerts, and other events. As this photo shows, Parliament Hill in the nation's capital, Ottawa, celebrates Canada Day with a spectacular light show and fireworks display.

In this unit, you will learn about the events and discussions that led to Confederation and the effects that Confederation had on different groups of people. You will then assess if Confederation was successful at unifying Canada.

UNIT 1: 1850–1890

The United States passes the *Fugitive Slave Act*, resulting in a large number of Black people migrating to British North America. They used the Underground Railroad to escape slavery.



The Métis establish a provisional government with Louis Riel elected as president.

The federal government passes the *Manitoba Act*.

1850

1867

1869

1870

Three colonies join together under Confederation to form the Dominion of Canada.



ESTIMATED POPULATION
OF CANADA IN 1871

3 736 904

Approximately

30 000 to 40 000

Black people came to British North America along the Underground Railroad.

UNIT 1 CHALLENGE

CREATE AN EDITORIAL

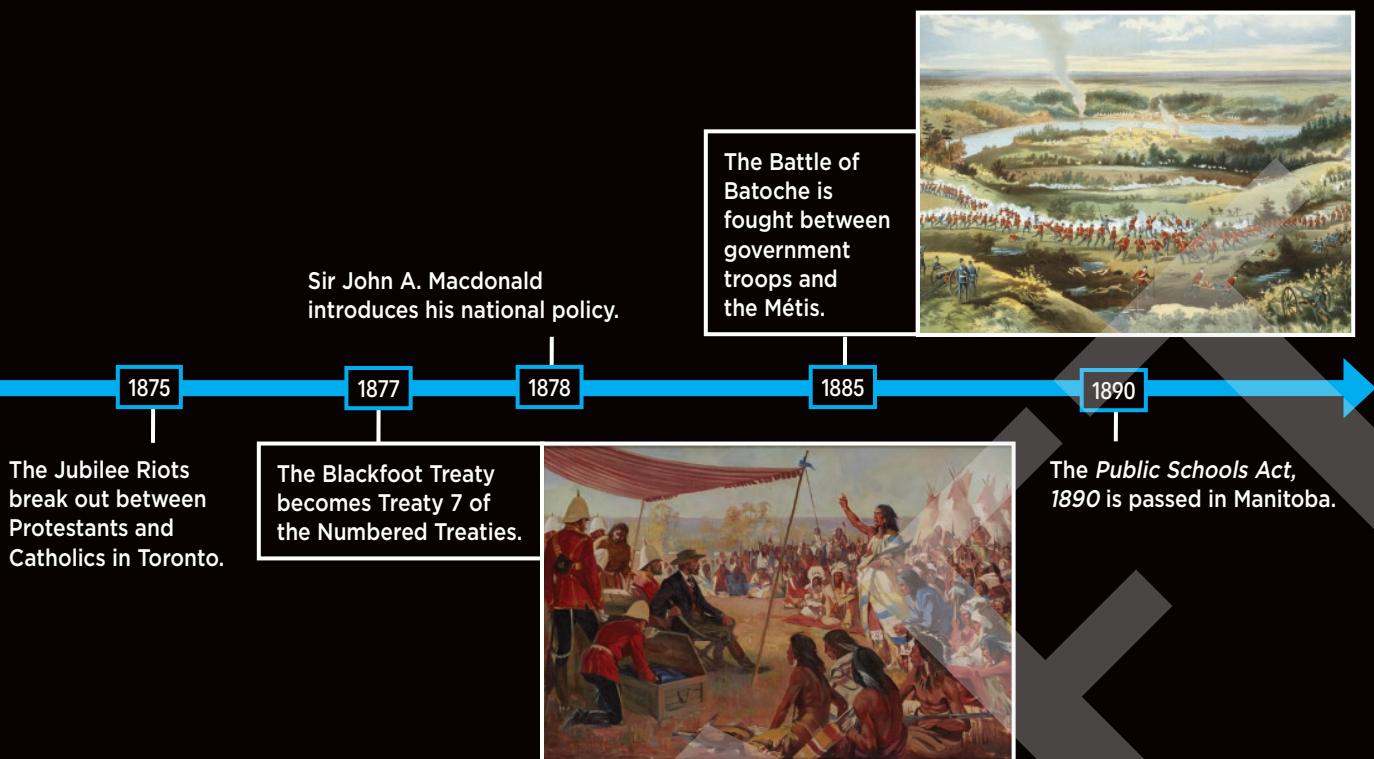
In Unit 1, you will explore the significant causes of Confederation and its consequences for various groups of people living in Canada. You will examine the events that contributed to the consequences, as well as the groups and individuals who played a central role.

As you work through Unit 1, you will learn how to identify important changes over time, determine the causes and consequences of those changes, and evaluate their impact on various groups of people. You will also learn how to use historical sources to

interpret the past. At the end of the unit, you will respond to the Unit Big Question: *How successful was Confederation at unifying Canada?* by conducting an inquiry then writing an editorial, which you will present and defend at a press conference.

What to Consider

An editorial is an opinion-based article that is supported by evidence. In your editorial, you will take a position about which group you believe was most or least unified by Confederation.



Over **17 000**
Chinese people came to Canada
from 1881 through 1884 to help
build the Canadian Pacific Railroad.



It took
30 000 workers **4.5 YEARS**
to build 3200 km of railway track.

Your editorial should include the following features:

- **Purpose:** What is the focus of your editorial? Which people, events, and consequences will you consider?
- **Historical thinking:** What caused the events and developments of Confederation? What were the consequences? Was everyone affected the same way? For the group that you selected, what were the long-lasting effects?
- **Research:** Which sources will you use to gather information and evidence? How will you check the evidence you find?
- **Perspective:** Whose perspective will you examine? What were the perspectives of other groups? What evidence will you use to support your opinion?

- **Conclusions:** What conclusions will you make about the success of Confederation in unifying the group that you selected? Was this group the most or least unified? What evidence supports your conclusions?

At the end of each chapter, you will use a log book to collect and record information and evidence about different groups of people and the effects of Confederation on each group. You will learn more about keeping a log book at the end of Chapter 1. You will use this information to help you write your editorial.

CHAPTER 2

THE PATH TO CONFEDERATION: 1860–1867



WAS CONFEDERATION THE BEST OPTION FOR THE COLONIES?

LEARNING GOALS

As you work through this chapter, you will

- understand the significance of Confederation
- identify the reasons for and challenges to Confederation
- analyze perspectives on the process of unifying British North America
- closely read primary source texts



Every July 1, many Canadians celebrate Canada Day. They paint their faces with red maple leaves, attend fireworks displays, and reflect on what Canada means to them. Why is July 1 officially Canada's birthday? The answer has a lot to do with the people in this painting.

These are politicians and other leaders who attended at least one of three conferences between 1864 and 1867. The first conference was held in Charlottetown, Prince Edward Island, and was to include representatives from the Maritime colonies only. The goal of this meeting was to discuss a possible union of Prince Edward Island, Nova Scotia, and New Brunswick into one colony. However, representatives from the Province of Canada asked to attend. Their goal was to persuade the Maritime colonies of the benefits of an even larger union of colonies, known as Confederation. Two more conferences established the details of Confederation.

Artist Rex Woods created this painting, entitled *The Fathers of Confederation*, in 1967. What do you notice about the people in the painting? Who do you think may have been excluded from attending the conferences?

In this chapter, you will explore why some colonies joined together to form the Dominion of Canada on July 1, 1867. You will also consider whose voices were not heard in the decision making.

WHAT LED TO THE IDEA OF CONFEDERATION?

The colonies in British North America had been developing quickly. But between the colonies in eastern and western British North America was the vast expanse of Rupert's Land and the North-Western Territory. This region was not a British colony, but it was controlled by the British through Hudson's Bay Company.

How does the map in Figure 2.1 differ from a map of Canada today?

A LAND DIVIDED

By 1864, Hudson's Bay Company was looking to sell its interests in Rupert's Land and the North-Western Territory, due to a steep decline in the fur trade. This area was home to thousands of First Nations, Métis, and Inuit. Look at the map in **Figure 2.1**. Who might be interested in gaining control of the region from Hudson's Bay Company?

FIGURE 2.1 In 1864, British North America was made up of the regions shown in green on this map. **Analyze:** How might the expanse of British North America pose challenges to unifying it?

British North America and Surrounding Areas, 1864



SEPARATE COLONIAL GOVERNMENTS

Although the colonies remained part of Britain, they operated independently of one another. They pursued policies that reflected their own best interests. Each colony had its own government of locally elected representatives, and each was dealing with political, economic, and military issues. Leaders in some of the colonies began to consider whether **Confederation**, a union of the colonies, was a possible solution to the issues. Read the speech excerpt from Thomas D'Arcy McGee in **Figure 2.2**. McGee was an Irish immigrant and member of the Legislative Assembly of the Province of Canada. What obstacles might need to be overcome to make McGee's vision for Confederation a reality?

THREATS FROM THE UNITED STATES

Geographically, British North America was very large, and its system of defence was inadequate for its size. This made the colonies and territories an easy target if the Americans decided to push north across the border. Many American settlers were already claiming lands south of the Great Lakes that were populated by First Nations such as the Potawatomi and Cheyenne. The Americans displaced these nations in pursuit of more land and resources. In what way was this similar to what was happening in British North America at the same time?

MANIFEST DESTINY

As they succeeded in advancing west, many Americans believed it was their **manifest destiny**, or obvious right, to take over all of North America. Examine the painting in **Figure 2.3**. What is the main message the artist is trying to convey about manifest destiny?

Confederation a union of, or an alliance among, colonies in British North America

"I see in the not remote distance, one great nationality ... all bound together by free institutions ... and free commerce. I see a generation of industrious [hard-working], contented, moral men, free in name and in fact—men capable of maintaining, in peace and in war, a constitution [law and principles of a government] worthy of such a country!"

— Thomas D'Arcy McGee,
Father of Confederation

FIGURE 2.2 Excerpt from a speech by McGee promoting Confederation in 1860. **Analyze:** Why do you think McGee repeats the word *free* in his speech?

manifest destiny American belief in a clear right and duty to expand throughout North America



FIGURE 2.3 Artist Emanuel Leutze produced this painting in 1861. It was the basis of the mural *Westward the Course of Empire Takes Its Way* on display in the United States Capitol where Congress meets. **Analyze:** What situations, symbols, and techniques does the artist use to represent manifest destiny?

THE AMERICAN CIVIL WAR

From 1861 to 1865, the United States was engaged in a civil war. It was a war of **secession**: a number of southern states wanted to break away from the rest of the United States. The main reason for this separatist movement was a disagreement about slavery. Most of the northern states had abolished slavery. But the southern states relied heavily on enslaved labour for their economic growth. The southern states tried to form a separate nation where slavery would be legal.

Britain declared itself neutral in the war. Neutrality meant Britain could continue to trade with both the northern and southern states. Britain strongly condemned slavery, but it also took measures to ensure the South did not cut off the supply of cotton to British textile mills.

The large army of the northern states won the war, keeping the United States together and ending slavery. This war caused the death of more than 600 000 Americans. It also increased American resentment toward Britain, and therefore toward British North America, for its divided support during the war. Examine **Figure 2.4**. What American threat is implied?



secession withdrawal from a larger group, such as a country

ANNEXATION BY THE UNITED STATES

After the American Civil War, the very large and well-trained American army had no battles to fight. Should it choose to, it could easily dominate the colonies in British North America where its borders were not well defended. British North Americans also feared that the American pursuit of manifest destiny would put them at risk of being taken over by the United States. Being taken over by another territory is known as **annexation**. Fear of American annexation grew when, in 1866, Massachusetts Congressman Nathaniel Banks introduced an Annexation bill in the United States Congress. A bill is the first step in creating a new law. Read the excerpt from the Annexation bill in **Figure 2.5**. How might this bill be used to support the idea of Confederation in British North America?

FIGURE 2.4 In this 1861 cartoon, John Bull, the symbol of Britain, asks “Brother Jonathan,” a reference to the Americans, where they are running to. The Americans respond, “Just gwine [going] to take Canada.” **Analyze:** How would this cartoon increase fears of a United States invasion of British North America?

annexation incorporation of a territory into another territory

“Be it enacted by the Senate and House of Representatives of the United States of America ... that from the date thereof, the States of Nova Scotia, New Brunswick, Canada East, Canada West, and the Territories of Selkirk [Red River area], Saskatchewan, and [British] Columbia ... are constituted and admitted as States and Territories of the United States of America.”

— United States Annexation bill

FIGURE 2.5 This is an excerpt from the July 2, 1866, Annexation bill, calling for the colonies of British North America to be incorporated into the United States. **Analyze:** What American attitude toward British North America does this bill convey?

Why would the United States owning Alaska be a cause for concern in British North America?

THE UNITED STATES PURCHASES ALASKA

The Annexation bill did not pass. But the threat of annexation by the United States had been steadily increasing since 1859. It was then that Russia offered to sell Alaska to the United States. Russia lacked the financial resources to protect its interests in the region. Rather than sell Alaska to its European rival Britain, Russia approached the United States. The American Civil War delayed the sale, but the transaction was eventually finalized in March 1867 at a cost of \$7.2 million (about \$165 million in current Canadian dollars).

THREATS FROM IRISH NATIONALISTS

Another threat to the security of the colonies in British North America came from the Irish Republican Brotherhood, also known as the **Fenians**. The Fenians opposed British rule over Ireland. They began forming as a secret society in Ireland in 1858.

In the United States, some Irish soldiers who had served in the American Civil War joined the Fenians. They plotted an armed invasion of British North America. The Fenians believed that the British colonies were vulnerable to attack and planned to take them hostage until Britain granted independence to Ireland. Many colonists feared that sentiments among Fenian immigrants in the United States would spill over into British North America.

Look at the painting in **Figure 2.6**. It shows militia in Orangeville, Ontario, preparing to defend against the Fenian invaders. What does this painting reveal about British North America's reaction to the Fenian threat?

Fenians an Irish-Catholic organization in Ireland and the United States that turned to violence in an effort to liberate Ireland from British rule

FIGURE 2.6 Orangeville Volunteers of 1866, *Ready to Meet the Fenian Raiders* by Owen Staples, around 1925. **Analyze:** What does this painting suggest about the town's support of the volunteer soldiers?



HISTORICAL SIGNIFICANCE

To understand the past, historians research evidence of events, people, and developments. But how do they decide which stories to tell? Asking questions about the research they gather helps historians determine who and what might be historically significant and why.

When you think about the historical significance of various events, people, and developments, you can ask yourself the following questions:

- Did the event, person, or development create a long-lasting change?
- If so, how many people were affected, and were they affected profoundly or deeply?
- Was this the first time that an event such as this occurred or an idea such as this was introduced?
- Does this event, person, or development reveal something about the past that is different from the present?
- How did the significance of this event, person, or development vary for different people?
- Has the historical significance of this event, person, or development changed over time?

CASE STUDY: FENIAN RAIDS

The Fenian raids were a series of small, failed invasions into British North America that occurred between 1866 and 1871. They received a lot of attention from people living in the British colonies. Examine the evidence in this case study and answer the inquiry question: Were the Fenian raids historically significant?

The Fenians began their mission in April 1866, targeting Campobello Island, New Brunswick. The colonial government knew about the plan and was able to quickly put down the attack with only a few buildings destroyed. However, the attack raised fear in the people of New Brunswick.



On June 2, 1866, about 800 Fenians attacked farther west, crossing the Niagara River from Buffalo, New York, into Canada West. The Fenians clashed with an inexperienced colonial militia at Ridgeway, near Fort Erie. Many of the colonial soldiers were college students who had learned to fire a rifle only the day before. The Fenians won a victory here and advanced toward Fort Erie. The two sides fought another bloody battle until the Fenians were forced to retreat back into the United States when additional colonial militia and British troops arrived.

In total, 10 colonial soldiers were killed in the battle at Ridgeway. Examine **Figure 2.7**, which depicts a funeral of volunteer soldiers killed at Ridgeway. This image appeared in a British newspaper. What do you think the artist was trying to communicate to his audience?



FIGURE 2.7 This is an illustration by Charles Fuller, based on an original wood engraving. The original engraving appeared in *The Illustrated London News* on June 30, 1866, and is entitled *Funeral of Canadian Volunteers Killed in a Skirmish with the Fenians: Scene in the Cemetery at Toronto*. **Analyze:** What mood do you think the artist was trying to create?

A few days after the battle at Fort Erie, the Fenians captured and stole goods from two small villages in Canada East, near Vermont in the northeastern United States. Their aim was to take control of Montréal. However, colonial troops defeated the Fenians near present-day Saint-Armand, Québec, before they were able to reach the city.

The Fenian raids heightened the colonists' distrust of American authorities. Read **Figure 2.8**. It contains part of a letter written by a young militia soldier about the Fenian raids. What does this excerpt tell you about the relationship between British North America and the United States?



"I ... am satisfied that a deep seated conviction [belief] was in the public mind of the Canadians that the American Authorities were not overly anxious to preserve peace on our borders. When one remarks surely the American Authorities were lax [not strict enough] in preventing the raid Canadians merely remark 'we never expected better of them' and rush on patiently to prepare for war against the Fenians.... They were surprised that the Fenians should have made the raid but scarcely at all astonished that they should have escaped the vigilance [attention] of the American Authorities."

— Alexander James Christie

FIGURE 2.8 This excerpt comes from a letter Christie wrote to his father from Ottawa on June 6, 1866. **Analyze:** What reason does Christie give about why the Fenian raids caused people in British North America to become more distrustful of their neighbours south of the border?

After the Fenian raids, colonial officials decided to provide the militia with more training and better weapons. Support also grew for uniting the colonies to strengthen defenses. In the elections that followed the raid in New Brunswick, voters in the colony elected the politicians who supported Confederation, partly because of the Fenian threat.

TRY IT

1. Are the Fenian raids historically significant? Use evidence in this feature to answer at least two of the significance questions.
2. Are the Fenian raids relevant to us today? Why, or why not?

ECONOMIC ISSUES

North America had been a source of riches for Britain for more than 200 years. To keep control of the land and its valuable fur, fish, and timber resources, Britain had fought many lengthy and costly battles.

DEFENCE COSTS TO BRITAIN

In the 1860s, Britain helped protect the colonies in British North America from a possible takeover by the Fenians and from threats posed by American annexation. In 1862 alone, Britain sent more than 10 000 troops to British North America to defend it from any danger posed by the American Civil War. During the winter months, the St. Lawrence River was frozen, so soldiers could not travel inland by ship. Instead, they had to march a very lengthy distance northwest through New Brunswick to reach their posts in Canada East and beyond. Examine the image in Figure 2.9, which depicts this event. What do the details suggest about some of the challenges British soldiers faced protecting British North America?

What challenges might soldiers face defending Canada today?

FIGURE 2.9 This colour wood engraving on woven paper is entitled *British Troops on the March—Canada*. It was created by George C. Leighton and appeared in *The Illustrated London News* on March 15, 1862. **Analyze:** Who is shown helping the British soldiers on their mission?



How were Britain's interests in British North America changing at this time?

Read the editorial statement in **Figure 2.10**. What does this source reveal about Britain's attitude toward defending British North America in the 1860s?

"Conscious as we are of our inability to protect these colonies by land in case of war, we must naturally rejoice at any event which seems to place them in a position in which they would be better able to protect themselves."

— *Editorial, London Times*

FIGURE 2.10 This statement was published in the *London Times* on October 15, 1864. **Analyze:** Why do you think Britain would "naturally rejoice" if British North America were better able to protect itself?

NEED FOR NEW MARKETS

Recall from Chapter 1 that the United States cancelled the Reciprocity Treaty with Britain in 1865. British North America lost the favourable tax rate it had enjoyed on goods exchanged with the United States. This had a negative impact on the economy of the colonies. As a result, they were eager to find new markets for their products and resources. Read the speech excerpt from George Brown in **Figure 2.11**. Brown was the leader of the Liberal Party in the Province of Canada and founder of the *Globe* newspaper. How does Brown explain that Confederation would offer a solution to the economic troubles?

FIGURE 2.11 Excerpt from a speech by Brown given in Halifax, Nova Scotia, September 12, 1864. **Analyze:** What impact does Brown imply Confederation will have on the United States?

"But far in advance of all other advantages would be this, that union of all the Provinces would break down all trade barriers between us, and throw open at once to all a combined market of four millions of people. You in the east would send us your fish and your coals and your West India produce, while we would send you in return the flour and the grain and the meats you now buy in Boston and New York."

— *George Brown, Father of Confederation*

CHECK-IN

1. **FORMULATE QUESTIONS** Skim this section and record three to five questions you have about what led to the idea of Confederation.
2. **COMMUNICATE** Create an image-based message for social media that reflects Britain's desire for its colonies in British North America to look after their own affairs.
3. **HISTORICAL SIGNIFICANCE** Rank the reasons in support of uniting the colonies in order of significance.
4. **CAUSE AND CONSEQUENCE** What were the intended and unintended consequences of the Fenian raids?

WHAT WERE THE CHALLENGES TO CONFEDERATION?

By the mid-1860s, British North America was facing various threats from the United States. Each colony was also dealing with challenges within its own borders. In the Province of Canada, the French-Catholic majority in Canada East and the English-Protestant majority in Canada West were locked in conflict. The Atlantic colonies needed ways to boost their economic development after the Reciprocity Treaty was cancelled. In the West, the colonies of Vancouver Island and British Columbia were facing financial problems after the end of the gold rush.

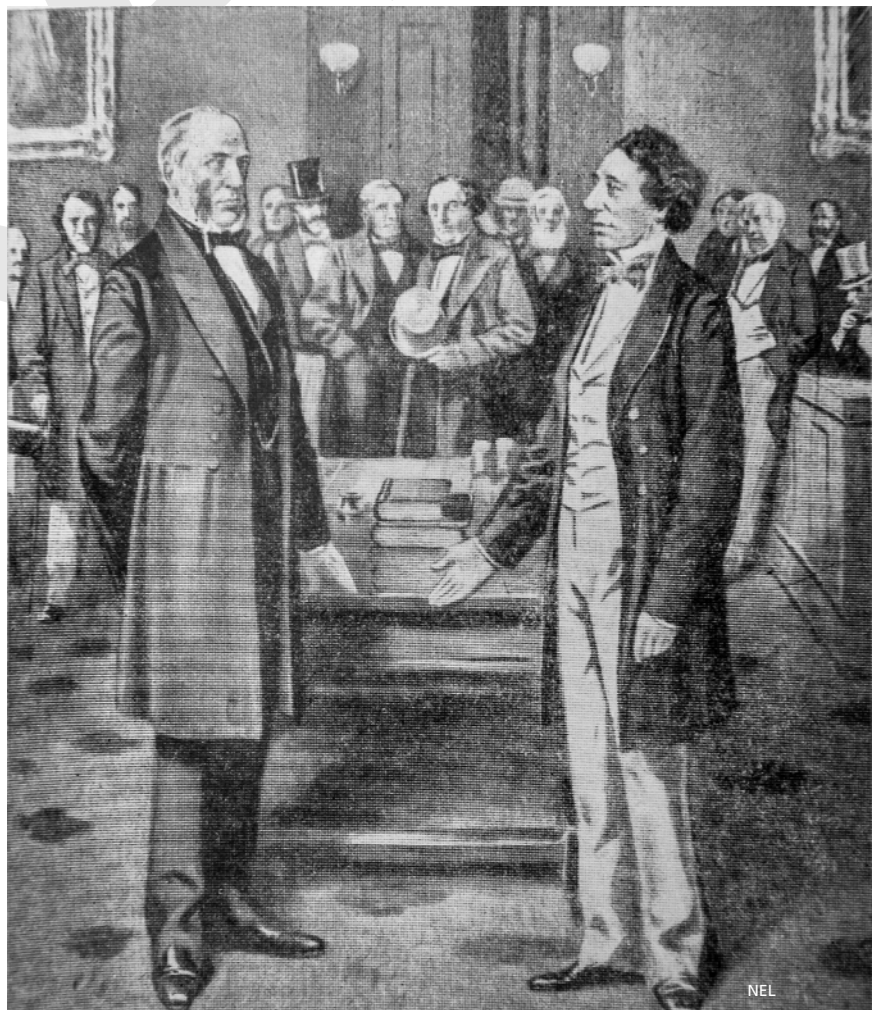
What alternatives to Confederation might have resolved the problems in the colonies?

CONFLICTS IN THE PROVINCE OF CANADA

In the Province of Canada, ruling two very different groups with one government was challenging, especially as the population grew. The government grew politically unstable. In Canada West, Conservative Party leader John A. Macdonald and Liberal Party leader George Brown were bitter rivals. They were divided over many issues, in particular those concerning French rights. Brown wanted to diminish French political power in the Province of Canada and assimilate French Canadians. Macdonald wanted to uphold the rights of the French and protect their equal representation in the government. Both leaders eventually agreed that unifying colonies through Confederation offered a better chance of resolving the political conflict over Canada East. This is because Confederation would mean that Canada West and Canada East would each have its own local government but would also work together under one federal, or centralized, government.

Examine **Figure 2.12**, which depicts the moment at which Brown and Macdonald decided to work together. Why might this decision be considered a turning point on the path to Confederation?

FIGURE 2.12 This undated artwork by C.W. Jefferys is entitled *George Brown and John A. Macdonald Meet to Inaugurate Confederation*. The term *inaugurate* means to begin or introduce. **Analyze:** What details in the painting suggest that this meeting between the two leaders was significant?



How does
Cartier's vision
compare with McGee's
vision in Figure 2.2?

FIGURE 2.13 This is a translated excerpt from a speech given by Canada East's Premier Cartier during a Parliamentary debate on Confederation, February 7, 1865.

Analyze: What concerns of the people of Canada East does Cartier address in this statement?

Many people in Canada East were opposed to the idea of Confederation. But their political leader, George-Étienne Cartier, believed the union would deliver greater protections, more independence, and a better future for the French. Cartier may have been persuaded in this belief by the support Macdonald had shown in protecting French-Catholic rights in the Province of Canada. Read the quote in **Figure 2.13**. What is Cartier's vision for the new, unified country?

"[I]f union is attained, we shall form a political nationality with which neither the national origin, nor the religion of any individual, will interfere. It was lamented by some that we had this diversity of races, and hopes were expressed that this distinctive feature would cease. The idea of unity of races is utopian—it is impossible.... In our own Federation we will have Catholic and Protestant, English, French, Irish and Scotch, and each by his efforts and his success will increase the prosperity and glory of the new Confederacy."

— George-Étienne Cartier, *Father of Confederation*

THE GREAT COALITION

Macdonald, Brown, and Cartier formed an unlikely alliance in June 1864, known as the Great Coalition. The three leaders began working toward creating a federal system for the Canadas. But the goal was to expand the arrangement to include other colonies in British North America, as well as Rupert's Land and the North-Western Territory. A **legislative union** would give more power to the central government for making laws and running the country. A **federal union** would give power to the central government, as well as to the provinces to run their own affairs.

Officials in Britain supported the idea of a union. But there were groups in every region of British North America that did not support the idea. They believed that uniting the colonies under one central government would cause more problems than it would solve.

CONCERNS IN CANADA EAST

Read the excerpt from a speech by Jean-Baptiste-Éric (J.B.E.) Dorion, a journalist and politician from Canada East, in **Figure 2.14**. What is Dorion's primary concern about Confederation?

FIGURE 2.14 This is an English translation of part of a speech delivered in Parliament by J.B.E. Dorion on March 5, 1866.

Analyze: What reasons could Dorion have to believe that conflicts will always be resolved in favour of the general government?

"I oppose Confederation because I foresee innumerable difficulties with the joint powers given to the local and general governments in several areas. These conflicts will always be resolved in favour of the general government and to the detriment of the often legitimate [lawful] claims of the Provinces."

— J.B.E. Dorion, *anti-Confederationist from Canada East*

CONCERNS IN THE ATLANTIC COLONIES

The Atlantic colonies had resource-based economies. They benefited from strong trade relationships with Britain, the United States, and beyond. Examine the population graph in **Figure 2.15**. Why do you think there was limited support for Confederation among those living in the Atlantic colonies?

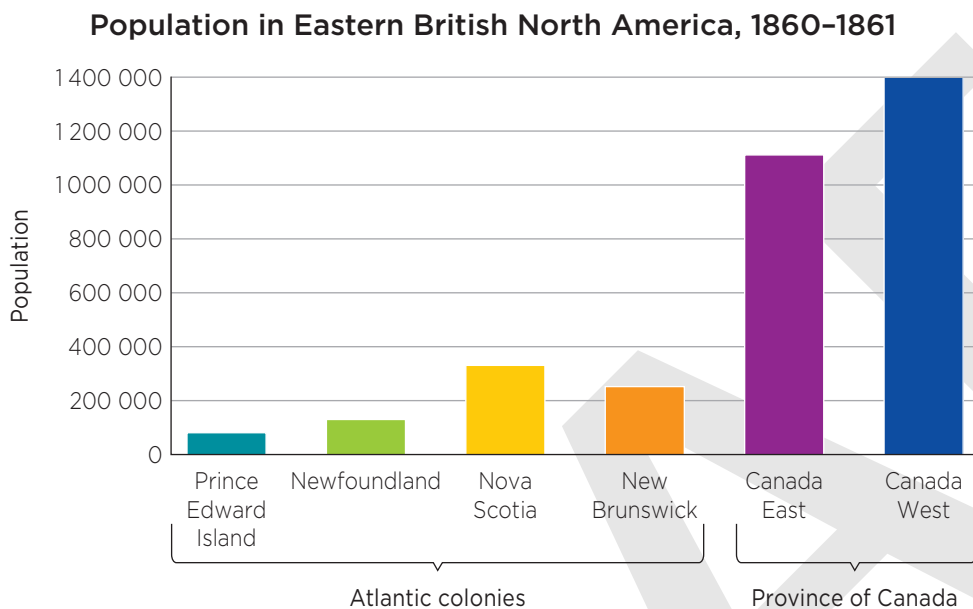


FIGURE 2.15 Population statistics based on an 1861 census (official count of the population), only a few years before Confederation talks began. **Analyze:** Based on population alone, which region would have the greatest influence in a union of the colonies?

NEWFOUNDLAND

Newfoundland's economy was suffering in the 1860s due to a decline in the cod- and seal-fishing industries. Government revenue had decreased as a result. Almost one-quarter of the revenue the government took in was spent on providing relief to those struggling in poverty. Some vocal opponents of Confederation, such as merchant and mining entrepreneur Charles Fox Bennett, persuaded Newfoundlanders that the economic decline was temporary. He used fear tactics to further the movement against Confederation. Read his editorial comment in **Figure 2.16**. Why would Newfoundland's geographic location provide a strong argument against the colony joining Confederation?

Why would remaining as a British colony be a better option for Newfoundland than joining Confederation?

"We are chiefly and almost wholly by nature's laws a fishing population, possessing rich resources in our fisheries ... The sending of Delegates [representatives] to Canada ... would entail a very heavy expense ... the sacrifice of our independent legislation [laws] and the control of our own rich colonial resources for the benefit of that nationality which ... can confer [grant] but few and trifling [insignificant] benefits on us."

— Charles Fox Bennett, anti-Confederationist

FIGURE 2.16 Excerpt from an editorial Bennett wrote to *The Newfoundlander*, December 5, 1864. **Analyze:** Who does Bennett say will benefit from Confederation?

PRINCE EDWARD ISLAND

The people in Prince Edward Island had developed strong trading ties with Britain and the United States. Their main industries were timber, farming, and shipbuilding. Read Edward Palmer's remarks in **Figure 2.17**. Palmer was premier of Prince Edward Island from 1859 to 1863. How do his concerns about Confederation compare with J.B.E. Dorion's statement in **Figure 2.14**?

"We would submit our rights and our prosperity ... into the hands of the general government and our voice in the united Parliament would be very insignificant."

— *Edward Palmer, Father of Confederation*

FIGURE 2.17 Palmer delivered these remarks in April 1864. **Analyze:** What is Palmer's main concern regarding Confederation?

NOVA SCOTIA

Nova Scotia's former premier Joseph Howe actively opposed Confederation. He wrote a series of 12 letters, called the Botheration Letters, that were published in the *Halifax Morning Chronicle* in early 1865. What is Howe arguing for in the letter excerpt in **Figure 2.18**?

"Nova Scotia, secure of self-government ... has been blessed with a good crop, an abundant fishery, a healthy season; her mining interests are extending; her shipyards have been busy all the year; her railroads are beginning to pay, and her treasury is overflowing.... We have not a question to create angry discussion with the mother country, with our neighbours in the United States, or with the Governments of the surrounding colonies.... Who says, then, that something should be done?"

— *Joseph Howe, Nova Scotia's former premier*

What impact do you think the perspective of former premiers had on the discussions of Confederation?

FIGURE 2.18 Excerpt from a Bothereation Letter by Howe dated January 11, 1865. **Analyze:** What does Howe imply Nova Scotia might lose by joining Confederation?

NEW BRUNSWICK

In the mid-1860s, New Brunswick was split politically over Confederation. Anti-Confederation politician Albert J. Smith led his fellow opponents of Confederation to victory in the 1865 general election. How is the concern Smith notes in **Figure 2.19** similar to the concerns expressed by other anti-Confederation leaders?

Smith resigned in 1866 due to pressure from Britain to reconsider a union among the colonies. Another election was called and former premier Samuel Leonard Tilley, a pro-Confederation politician, won.

"[I]n a few years we shall be at the feet of Canada—Upper Canada—who will exercise control not only over Lower Canada but also over us."

— *Albert J. Smith, premier of New Brunswick*

FIGURE 2.19 Smith expressed this concern about Confederation in the winter of 1864–1865. **Analyze:** What do you think the phrase "we shall be at the feet of Canada" means?

What positive and negative changes might Confederation bring to the Maritime colonies?

A POSSIBLE MARITIME UNION

As you read in Chapter 1, the Maritime colonies were dealing with many challenges. Arthur Hamilton Gordon, the lieutenant-governor of New Brunswick, was concerned that a union with the Province of Canada would destroy the Maritime colonies' power and independence. Gordon instead believed that a Maritime union of New Brunswick, Nova Scotia, and Prince Edward Island offered a solution to many of their challenges. A Maritime union would also allow these colonies to pool their tax dollars to pay for much-needed infrastructure, such as roads and railways.

In September 1864, leaders from New Brunswick, Nova Scotia, and Prince Edward Island met to discuss the union of their three provinces at the Charlottetown Conference. You will learn more about the Charlottetown Conference later in this chapter. **Figure 2.20** shows a sculpture of former premier John Hamilton Gray of Prince Edward Island (right) speaking with former premier of New Brunswick John Hamilton Gray (left) at the Charlottetown Conference. Both men had the same name but were not related, and they both went on to become Fathers of Confederation. Why do you think this conversation was so significant that it was commemorated in a sculpture 150 years later?

FIGURE 2.20 This bronze sculpture by British Columbia artist Nathan Scott was unveiled in Charlottetown, Prince Edward Island, on September 4, 2014.

Analyze: What message do you think is being communicated by the artist through the body language and positioning of these men?



INCLUSION OF THE NORTHWEST REGION

By the time Confederation was being considered, the fur trade was in serious decline in British North America. The bison were disappearing, and some First Nations were suffering from food shortages, famine, and new diseases brought over by the settlers.

Despite not owning the North-Western Territory and Rupert's Land (see **Figure 2.1**), Hudson's Bay Company owned the rights to the fur trade in the region. Supporters of Confederation were eager to take over this vast land. They were worried about rumours that Hudson's Bay Company was willing to sell its dominion over the region to the United States. Read the words of John A. Macdonald in **Figure 2.21** and George Brown in **Figure 2.22**. Compare their perspectives to the American belief in manifest destiny that you learned about earlier in this chapter.

Supporters of Confederation believed they needed to convince people in Canada East and the Atlantic colonies to join the union. But they saw the lands controlled by Hudson's Bay Company as something that simply needed to be purchased in order to create settlements. Why do you think this region was viewed differently in the questions and discussions around Confederation?

INCLUSION OF THE PACIFIC COAST

The end of the gold rush brought economic decline to the Pacific Coast. In 1866, the British government imposed a union on the colonies of Vancouver Island and British Columbia to help improve their economic situations. The union, however, lacked a government responsible to the people because it consisted of many appointed, rather than elected, officials. With debt rising, British Columbia considered joining Confederation. This was a challenge since the colony was cut off from the rest of the colonies in the east by the vast expanse of Hudson's Bay Company lands. Also, some people in this region supported annexation by the United States over Confederation.

"I would be quite willing, personally, to leave that whole country a wilderness for the next half-century but I fear if Englishmen do not go there, Yankees will."

— John A. Macdonald, *Father of Confederation*

FIGURE 2.21 Excerpt from Macdonald's letter to British Member of Parliament and railway entrepreneur Sir Edward W. Watkin, 1865. **Analyze:** Why does Macdonald want to take over the lands controlled by Hudson's Bay Company?

"If Canada acquires this territory it will rise in a few years from a position of a small and weak province to be the greatest colony any country has ever possessed, able to take its place among the empires of the earth. The wealth ... of [this] territory will flow through our waters and be gathered by our merchants, manufacturers, and agriculturalists. Our sons will occupy the chief places of this vast territory, we will form its institutions, its rulers, teach its schools, fill its stores, run its mills, navigate its streams."

— George Brown, *Father of Confederation*

FIGURE 2.22 Excerpt from a *Globe* editorial, by Brown January 22, 1863. **Analyze:** What groups are being excluded from Brown's plans for the Northwest region?

CHECK-IN

- 1. GATHER AND ORGANIZE** What were the main arguments against Confederation?
- 2. EVALUATE AND DRAW CONCLUSIONS** Which colony had the most to gain from joining Confederation? Which colony had the most to lose?
- 3. HISTORICAL PERSPECTIVE** Create a multimedia report or dramatic performance in role as someone living in British North America in the mid-1860s. What are your concerns? Use the primary sources in this section to support your perspective.

HOW WAS CONFEDERATION ACHIEVED?

Think back to the last group project you were assigned at school. What challenges did the group face? How were everyone's perspectives taken into account? How was the group able to make a final decision? Confederation dealt with these same questions. Bringing people together to unify a country was a great feat.

THE CHARLOTTETOWN CONFERENCE

In September 1864, representatives from Nova Scotia, Prince Edward Island, and New Brunswick were planning to meet to discuss a Maritime union. When news of this meeting reached the Province of Canada, John A. Macdonald and other pro-Confederation leaders asked to attend. The conference was held in Charlottetown, Prince Edward Island.

The Charlottetown Conference was the first of three sets of meetings held between 1864 and 1866 to discuss and debate Confederation. Some of the objections to Confederation you read about earlier in this chapter resulted from the Confederation debates. Newfoundland was not represented at this conference. Colonies in the Pacific Coast region were not central to the discussions of Confederation at this time. Through lengthy speeches and many arguments, politicians from the Province of Canada and the Maritime colonies discussed the idea of a formal union.

Look at the photo in **Figure 2.23**. It shows delegates (representatives elected or chosen to act on behalf of others) at the Charlottetown Conference taking a break from the discussions. Compare this photo to the painting in the chapter opener. What similarities and differences do you notice?

What concerns might representatives from the Pacific Coast have brought to the discussions of Confederation?

FIGURE 2.23 This photo was taken on the steps of Government House in Charlottetown in September 1864. **Analyze:** What details in the photo suggest these leaders did not necessarily represent the interests of everyone living in British North America at this time?





FIGURE 2.24 *Dancing at the Charlottetown Province House Ball, 1864*, created by Dusan Kadlec in 1982. **Analyze:** What message about the role of women is the artist trying to convey in this painting?

WOMEN AT THE CONFERENCE

In addition to the daily discussions, there were various social events held during the conferences. The leaders' wives and their unmarried daughters and sisters often attended the many dinners and parties.

At the time Confederation was being discussed, women could not vote. Refer to **Figure 2.24** and **Figure 2.25**. Do you think the presence of some women at conference events was adequate to establish their collective voice in the decisions being made about Confederation?

FIGURE 2.25 Comment from Professor Nielson, Calgary, Alberta, September 21, 2015. **Analyze:** What primary sources did Nielson use to research the role of politicians' wives and daughters during Confederation?

“Although women were not part of the formal decision-making process that resulted in Confederation, some politicians' wives played informal roles.

Male politicians' letters show that they discussed Confederation politics and their political decisions with their wives. Letters and diaries also suggest that politicians' wives and daughters were included in social events during, for example, the Charlottetown Conference. At these events, women's social skills could be put to use to build friendships and goodwill among delegates, which were necessary for the men to be able to work together on the Confederation project.”

— *Carmen Nielson, Mount Royal University*

PRIMARY TEXT SOURCES

Historians look to different types of sources to understand the past. These kinds of sources are created by someone who witnessed or experienced the events or conditions of the time under study. Primary sources can be a deliberate account of the past, such as a newspaper article, letter, or diary. They can also be material considered traces of the past, such as an advertisement or a restaurant menu.

Historians must ask questions and make observations and inferences to create an understanding about how and why events unfolded as they did. When the information in a historical source helps answer a question about the past, it becomes historical evidence. To uncover evidence in a primary text source, historians do a close reading, analyzing and evaluating what the source says. **Figure 2.26** lists some of the questions that historians ask when they are closely reading a primary text source. Note that not all of the questions can be applied to all primary sources. Sources such as diaries and personal notes were not meant to be seen by an outside audience.

Question Category	Sample Questions
Source	<ul style="list-style-type: none"> • What kind of document is it? • When and where was it created? Who wrote it? For whom was it written and why? • Is the author describing his or her own experiences, or those of others?
Content	<ul style="list-style-type: none"> • What claims does the author make? • What evidence does the author give to support these claims? • What is the author's perspective on the topic? How can I tell?
Writing style	<ul style="list-style-type: none"> • What words or phrases does the author use? What do these words and details communicate to the reader? • What feelings does the writer express?
Audience response	<ul style="list-style-type: none"> • What effect did this text likely have on its readers? • How might a different audience have responded to it?

FIGURE 2.26 When closely reading a primary text source, historians must consider a number of factors to develop an understanding of the source and its content, including whether it was written for an outside audience or not.

The editorial in **Figure 2.27** was published on September 16, 1864. The Charlottetown Conference had ended on September 9. The discussions were scheduled to continue in a few weeks at a second conference in Québec City.

In this activity, you will do a close reading of **Figure 2.27** to look for evidence that can help you answer the following inquiry question: In 1864, did most people in New Brunswick support the idea of Confederation?



“Politicians may go to Charlottetown and in secret session decide that Confederation is just the thing that’s wanted by this Province, and they may lay their heads together to devise ways and means of bringing about such Confederation at an early day; but when we see a disposition shown to cram this scheme down the people’s throats without giving them time for reflection, we certainly shall be the last to lend assistance to the accomplishment of such designs....

We cannot but express our indignation at the pusillanimous [cowardly] conduct of the Lower Province [Nova Scotia, New Brunswick, and P.E.I.] delegates. They were sent to Charlottetown ... to discuss the question of a Union of their own Provinces. Under the blandishments [flattering words designed to persuade] of Canadian politicians, (who invited themselves to the Conference!) they placed the Union of the Lower Provinces entirely in the back-ground.... They come back, of course, without having considered the subject which their Legislatures gave them for discussion, and admit themselves so overpowered by the “Canadian view” that they can think of nothing else.... There is now no guarantee that, when they appoint themselves to go to Québec to the Grand Conference of all, they will not resolve to annex the Provinces to the United States.”

— *Saint John Morning Telegraph*

FIGURE 2.27 Editorial from *Saint John Morning Telegraph*, September 16, 1864.

HOW TO CLOSELY READ A PRIMARY TEXT SOURCE

Consider **Figure 2.27**. Write down everything you know about the creation of the source.

- What kind of document is this?
- When and where was it created?
- Who wrote it? Why did they write it?

STEP 1

Read the text again. What strategies did the author use to persuade readers?

- Which words or phrases does the author use? What details does the author communicate to the reader?
- What feelings is the author expressing?

STEP 3

What inferences can you make? What does this text suggest about whether, in 1864, people in New Brunswick supported the idea of Confederation?

STEP 5

Read the text carefully. Look up the meaning of unfamiliar vocabulary. Summarize the main ideas and arguments presented.

- What is the topic of this editorial?
- What opinion is expressed? What evidence is given to support this opinion?

STEP 2

Consider how different audiences might have responded to this text at the time.

- What response do you think regular readers of the *Saint John Morning Telegraph* likely had to the editorial?
- How might others in New Brunswick and in the other colonies have responded to this editorial?

STEP 4

THE QUÉBEC CONFERENCE

By the end of the Charlottetown Conference, Nova Scotia, New Brunswick, and Prince Edward Island had abandoned the idea of a Maritime union to consider a union with the Province of Canada. But now all of the leaders needed to work out the terms of Confederation.

A second conference was held in October 1864 in Québec City. Representatives from Canada West, Canada East, and the Atlantic colonies discussed and debated the needs and wants of the colonies.

COMPROMISES AND TERMS

The Maritimes wanted access to new trade partners in British North America. For this, they needed a railway to move their goods. Prince Edward Island wanted a ferry system to have better access to the mainland. It also wanted a solution to the land ownership issue so tenants could buy their own land. Canada East wanted special rights for religion, education,

and language. John A. Macdonald of Canada West wanted a very strong central government. He drafted the majority of the resolutions (decisions) reached during the Québec Conference. Examine the report in Figure 2.28. Why do you think historians would want to preserve this draft version of the report rather than keep only the final, clean copy?

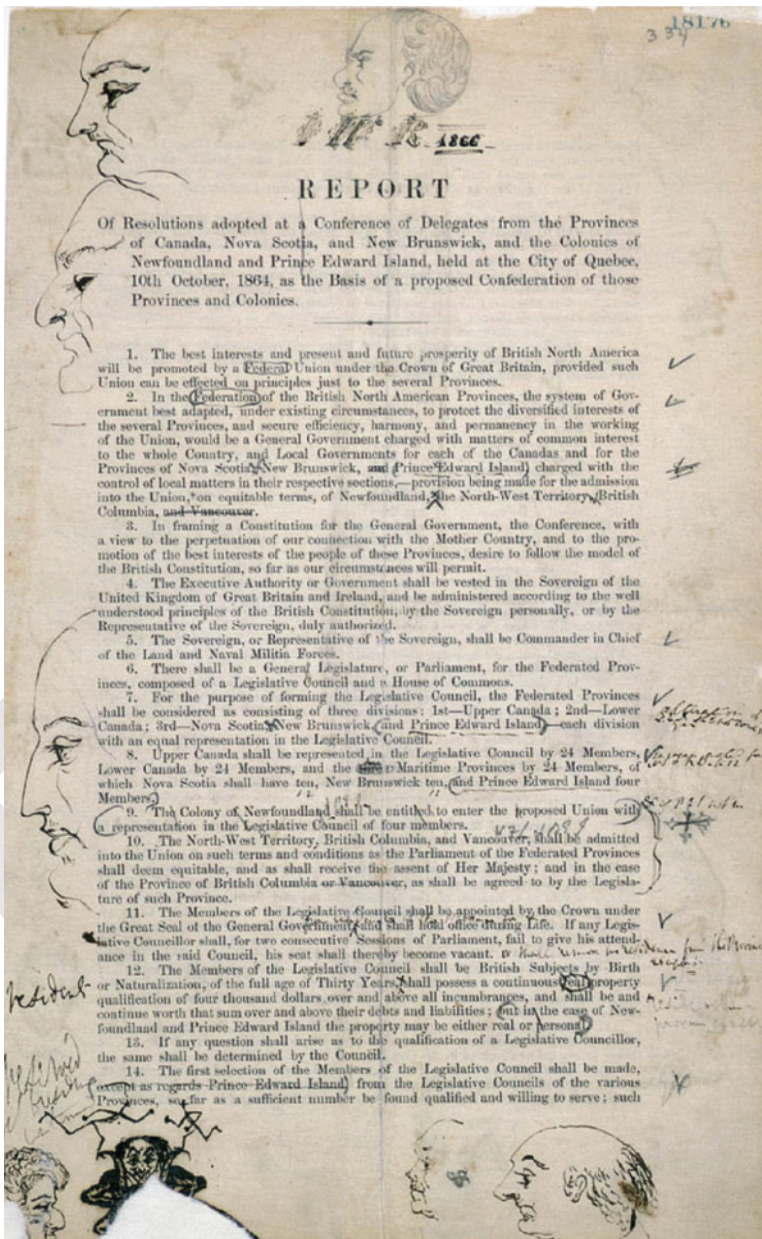
FRAMEWORK FOR THE DOMINION OF CANADA

The Québec Conference established that the federal government would consist of two houses. In the lower house, or House of Commons, representation would be based on population size. Smaller provinces, such as Prince Edward Island, would have fewer representatives. To provide some balance, the upper house, or Senate, would be based on regional representation. This meant that there would be a more equal number of members from Canada West, Canada East, and the Atlantic colonies.

It was agreed that the federal government would be responsible for “Indian Affairs.” It would absorb the debts of the colonies up to a maximum amount. It would also control all major sources of revenue, such as taxes related to trade. In return, each province would receive a payment from the federal government to help cover expenses. At the time, the payment amounted to 80 cents per person.

How might agreeing to one colony's demands create problems for other colonies?

FIGURE 2.28 John A. Macdonald's copy of the first page of the report drafted at the Québec Conference in 1864. **Analyze:** What do the doodles reveal about Macdonald's personality outside of being a politician?



OUTCOME OF THE QUÉBEC CONFERENCE

As a result of the Québec Conference, only the Province of Canada, New Brunswick, and Nova Scotia agreed to join Confederation. Prince Edward Island and Newfoundland were not yet convinced the union was in their best interests. Read George Brown's words about the results of the Québec Conference in **Figure 2.29**. Of the regions involved in drafting the Québec resolutions, which region does Brown imply will hold no power?

THE LONDON CONFERENCE

With the list of resolutions drafted, the Fathers of Confederation representing Canada West, Canada East, New Brunswick, and Nova Scotia travelled to England to write the *British North America Act*. This legislation would officially end their status as individual British colonies. They would be joined together as a united, partially self-governing country by an act of British Parliament. The London Conference, which took place between December 1866 and March 1867, is represented in **Figure 2.30**. Why would creating a new country out of the colonies in British North America require a legal act of the British Parliament?

"All right!!! Conference through at six o'clock this evening—constitution adopted ... a complete reform of all the abuses and injustice we have complained of!! Is it not wonderful? French Canadianism entirely extinguished!"

— George Brown, *Father of Confederation*

FIGURE 2.29 Letter from Brown to Anne Nelson, his wife, October 27, 1864. **Analyze:** How would you describe Brown's reaction to the results of the Québec Conference?

FIGURE 2.30 J.D. Kelly's painting entitled *The Fathers of Confederation at the London Conference, 1866*, was reproduced as a colour poster in 1935. **Analyze:** What do the details of the people, room, and papers suggest about this meeting?



BYTOWN MUSEUM YOUTH COUNCIL

By the time of Confederation in 1867, Ottawa had been the capital of the Province of Canada for 10 years. Before then, Ottawa was a tough lumber and military community called Bytown.

The mission of Ottawa's Bytown Museum (Musée Bytown in French) is to explore and share the rich history of Ottawa and its people. The museum explores Bytown, from its earliest days to the present, through displays that include videos and artifacts from the past, such as clothes, photos, and paintings.

The museum also has a Youth Council (**Figure 2.31**) made up of 15 members ranging in age from 16 to 23, who learn about and promote Ottawa's history. Through their work, the members become active citizens of their community. For example, they give tours to museum visitors and participate in City of Ottawa events such as Heritage Day and Winterlude. During these events, Youth Council members dress in period costumes and interact with the public.

“[THE YOUTH COUNCIL HELPS TO] BUILD A SENSE OF COMMUNITY.”

Being part of the Youth Council also helps its members build their creative and teamwork skills. They research and write blog posts on subjects such as Bytown's schools and historical burial grounds. In 2014, Youth Council members redesigned the museum's Youth Activity Area. They also researched and chose the themes and artifacts that are explored in the Youth Activity Area. One theme looks at childhood in rural and urban Ottawa in the late 1800s. The display has interactive components such as books, historical toys, and access to historical resources through technology.

The Youth Council also wrote and produced a video, in which members talk about their experiences with the group. One member says that her work with the Youth Council helps her “build a sense of community.” According to another member, “meeting people that work at this museum, as well as other professionals in Ottawa ... is something that will hopefully help me in my future career.”

The members of the Youth Council help people in their community gain new understandings of Ottawa's history. Their work helps foster pride in their city and its history.



FIGURE 2.31 Members of the Bytown Museum Youth Council

A CALL TO ACTION

1. Ottawa's history is connected to Canada's history as its capital city. In what ways does the history of your community connect to Canada's history?
2. Members of the Youth Council share the history of Ottawa with their community in many ways. In what ways can you be an active citizen, learning and sharing your community's history?

THE DOMINION OF CANADA

July 1, 1867, became known as Dominion Day. **Figure 2.32** shows people gathered to hear the reading of Queen Victoria's proclamation. In it, she declared that the Province of Canada (now split into two provinces, Ontario and Québec), New Brunswick, and Nova Scotia were officially united in the Dominion of Canada.

John A. Macdonald was appointed prime minister on July 1, 1867, and was elected to the position a month later. Queen Victoria also knighted him for his role in forming the new dominion. Agnes Macdonald, Sir John A. Macdonald's wife, wrote about the impact of July 1. Read **Figure 2.33**. What does Agnes Macdonald indicate life with the new prime minister of Canada might be like?

In both Nova Scotia and New Brunswick, Queen Victoria's proclamation met with protests. Many people believed Confederation was pushed on them due to their lack of voting rights. Read **Figure 2.34**. What other voices may have been missing in the decisions on Confederation?



FIGURE 2.32 Market Square, Kingston, Ontario, July 1, 1867. **Analyze:** What does this photo suggest about the significance of July 1, 1867, to the people of Kingston?

"This new Dominion of ours came noisily into existence on the 1st, and the very newspapers look hot and tired, with the weight of Announcements and Cabinet lists. Here—in this house—the atmosphere is so awfully political that sometimes I think the very flies hold Parliaments on the Kitchen Tablecloths."

— Agnes Macdonald

FIGURE 2.33 Excerpt from Macdonald's diary, July 5, 1867. **Analyze:** What do you think she means by "the very flies hold Parliaments on the Kitchen Tablecloths"?

"Confederation was a political deal between an exclusive group of politicians: all male, all property owners, and all of European origin. Though the new country was created out of the traditional territories of First Nations people, no First Nations people were involved in the discussions or consulted on the deal. Despite this, Confederation granted the federal government control over 'Indian Affairs.'"

— Timothy Stanley, University of Ottawa

FIGURE 2.34 Statement from Professor Stanley, December 15, 2015. **Analyze:** Who does Stanley suggest had the most to lose with Confederation?

CHECK-IN

- 1. FORMULATE QUESTIONS** What questions could you ask that would help guide your understanding of the conferences and Confederation?
- 2. HISTORICAL SIGNIFICANCE** Which person or event do you think was most significant to the outcome of Confederation and why?

WAS CONFEDERATION THE BEST OPTION FOR THE COLONIES?



LEARNING GOALS

As you worked through this chapter, you had opportunities to

- understand the significance of Confederation
- identify the reasons for and challenges to Confederation
- analyze perspectives on the process of unifying British North America
- closely read primary source texts

In this chapter, you learned what Confederation is and why some people thought it was the best option for the colonies at the time. There were many reasons why Confederation seemed like a good idea. Britain wanted to be rid of the financial burden of defending British North America. The colonies needed a way to defend against the threat of annexation and invasion from the United States. A desire to protect resources was another factor. But satisfying the needs and wants of all the colonies was difficult. Not all people in British North America were consulted before the birth of the Dominion of Canada.

Summarize Your Learning

Now that you have completed Chapter 2, you are ready to answer the Chapter Big Question: Was Confederation the best option for the colonies? Summarize what you have learned by completing one of the following tasks:

- Write a brief speech in role as one of the Confederation leaders, explaining why you are for or against a union of the colonies. Include key facts and persuasive words to convince others to support your opinion.
- List three groups that were not represented in the Confederation process. Write a letter to the Fathers of Confederation proposing how Confederation could have been a more inclusive process.

APPLY YOUR LEARNING

1. **EVALUATE AND DRAW CONCLUSIONS** Which colony do you think gained the most and which gained the least by joining Confederation in 1867? Give your reasons for both.
2. **CAUSE AND CONSEQUENCE** What events were happening in the United States at this time that had unintended consequences leading to Confederation in British North America?
3. **INTERPRET AND ANALYZE** What role did the need for land and other natural resources play in Confederation? How did those needs lead the colonies to unite? Display your ideas on an illustrated and annotated map.
4. **HISTORICAL SIGNIFICANCE** Which event do you think was most significant in arriving at Confederation? Conduct a debate on this question. Prepare three reasons to support your point of view using evidence from the chapter.
5. **HISTORICAL PERSPECTIVE** Choose any one of the groups not included in the process of Confederation. What do you think may have been the group's point of view about Confederation? Write in role a social-media post that group members may have shared with their friends, giving their opinion on the matter.
6. **FORMULATE QUESTIONS** When you consider the voices that were not heard during the Confederation debates, what questions are raised for you? Choose a person or group that you would interview back then if you had the chance. What questions would you ask them?
7. **COMMUNICATE** What changes did the Great Coalition feel were needed at this time to improve the country? Design a pro-Confederation poster that calls for these changes.
8. **CONTINUITY AND CHANGE** How are the celebrations of July 1 the same today as they were in 1867? How are they different? What would account for some of the differences? Use evidence in this chapter to support your explanation.

UNIT 1 CHALLENGE CHECK-IN

Record your responses to these questions in your log book.

1. Review the Focus On: Historical Significance feature on pages 54 to 55. Using the criteria provided, identify the significant ideas, events, and people leading to Confederation. Be sure to explain your choices.
2. Create a graphic organizer, such as a flow chart, in which you identify the different groups in different regions in British North America and the perspectives of each group on Confederation. How did each group react to the idea of Confederation? Then reflect on the effects of Confederation on each group, identifying which groups you think benefited the least and the most. Explain your thinking with reasons.
3. Review the description of the Unit 1 Challenge on pages 18 to 19 and the notes that you made in your log book for Chapter 1. What connections can you make between the issues in Chapters 1 and 2? Has your understanding of the issues changed?

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