

Important Concepts . . .

# Preview Review



**Social Studies    Grade 7    TEACHER KEY**

**W2 - Lesson 3: Creating a New Country**

## Important Concepts of Grade 7 Social Studies

W1 - Lesson 1 .... Role of First Nations in the Foundation of Canada  
W1 - Lesson 2 ..... Role of French in the Foundations of Canada  
W1 - Lesson 3 ..... Role of British in the Foundations of Canada  
W1 - Lesson 4 ..... Competition for Trade  
W1 - Lesson 5 ..... Quiz

W2 - Lesson 1 ..... War and Peace  
W2 - Lesson 2 ..... Becoming Canada  
W2 - Lesson 3 ..... Creating a New Country  
W2 - Lesson 4 ..... The Métis  
W2 - Lesson 5 ..... Quiz

W3 - Lesson 1 ..... Growth in the West  
W3 - Lesson 2 ..... Expanding Confederation  
W3 - Lesson 3 ..... Immigration  
W3 - Lesson 4 ..... A New Canada  
W3 - Lesson 5 ..... Quiz

## Materials Required

Social Studies Grade 7

Version 5

Preview/Review W2 - Lesson 3

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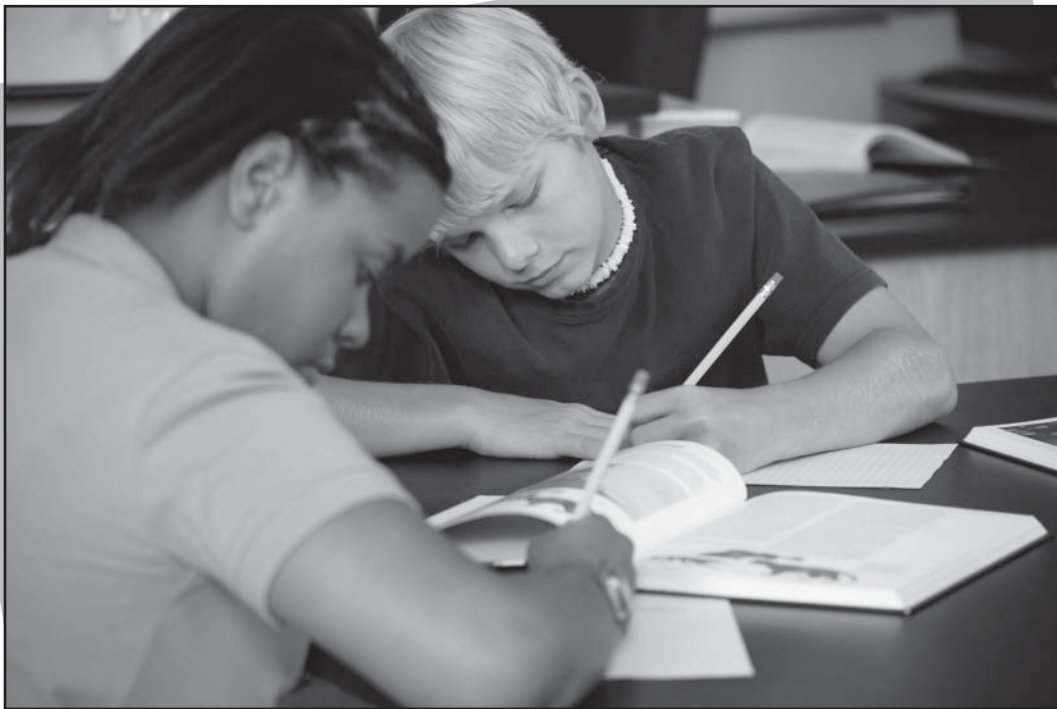
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# **Preview/Review Concepts for Grade Seven Social Studies**

## **Teacher Key**



***W2 – Lesson 3:  
Creating a New Country***

# OBJECTIVES

By the end of this lesson, you should

- know the major individuals who contributed to the creation of Canada
- understand the extent Confederation provided Quebec and Ontario increased control over their own affairs
- understand how Confederation strengthened the Maritime colonies

## GLOSSARY

**BNA Act (British North America Act)** – created the Dominion of Canada

**capital** – a city that is the seat of government for a country or a province

**compromise** – a way to settle a disagreement through individuals agreeing to give up something to come to an agreement

**democracy** – a system of government in which all the people have an opportunity to have input into making decisions

**federal system** – a system of government in which power is divided between a central authority and provincial authority

**free trade** – trade between nations without any taxes or tariffs

**Manifest Destiny** – an American 19th-century doctrine that stated the United States had the right and duty to expand throughout the North American continent

**reciprocity** – a policy between countries that gives mutual trade advantages to each

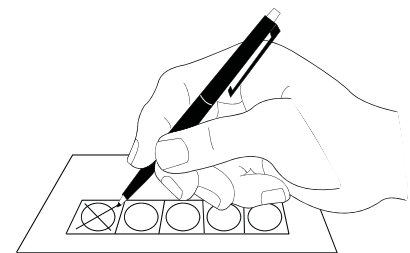
## W2 – Lesson 3: Creating a New Country

### Review

Turn to W2 – Lesson 2: *Becoming Canada*. If you are in a classroom, you may be discussing and correcting together. If you are studying individually, please be sure you have reviewed the W2 – Lesson 2 material thoroughly. Ensure you have a good understanding of W2 – Lesson 2 before proceeding to W2 – Lesson 3. If you need extra help, please approach your teacher or learning facilitator.

### Classroom Discussion 1: The Right to Vote

Today, Canadian citizens 18 years or older can vote. It was not always that way. At one time, only citizens over the age of 21 who owned property could vote. Married women did not have the right to vote; First Nations people and Métis also could not vote. In the beginning of Canada, only about 11 percent of the country's population could vote.



A lawyer once defended his client's right to vote when the client's only source of property, a donkey, had died. The lawyer pleaded with the judge asking if it was the man who had the right to vote or was it his donkey? The lawyer lost his case.

In the beginning, Canada had a limited democracy. It was limited because not everyone could vote. Individuals who did not have the right to vote had no say in decision-making. First Nations people were treated harshly, women had very few rights, and minorities were often discriminated against.

Times changed, and the right to vote is now extended to all adults who are citizens of Canada.

If you are in a classroom, discuss the following question as a group. If you are working individually, write your answer on the lines provided and check your work with your learning facilitator or teacher.

Should the voting age be raised or lowered? Defend your opinion with reasons.

*Answers will vary. The student should present a case for his or her position.*

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## Reading 1: Conditions for Confederation

By the middle of the 1850s, British colonies extended from coast to coast in North America. In all, there were seven colonies, each with its own needs and concerns. The events of the 1850s led many colonists to consider the possibility of a union among the colonies.

Read pages 149 to 153 in your textbook, *Voices and Visions*, to learn about the events that pushed the British colonies towards confederation. Then, complete Activity 1.

## Activity 1: Conditions for Confederation

If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

### Political Deadlock in the Province of Canada

In the 1850s, Canada East and Canada West had the same number of representatives in the assembly. The rival groups in the assembly voted against each other producing a “tie” or deadlock.

1. The political deadlock in the province was a problem because decisions could not be made.
2. Representation by population would result in more representation for Canada West in the assembly. This would leave the Canadiens outnumbered in the Assembly.

## Shifting Trade Relations

3. Britain's free trade policy was disadvantageous for the British North America colonies because the colonies no longer had an assured or guaranteed market.
4. The colonies were in serious economic trouble when the reciprocity agreement with the United States ended. The colonies began to consider trade with each other in a union as a possible solution.
5. Business leaders in the colonies were interested in a union because it would give Canada West and Canada East access to maritime ports to ship goods overseas. There would be an increase in customers for Maritime ports. If united, the colonies could trade goods without paying taxes.

## Defending British North America

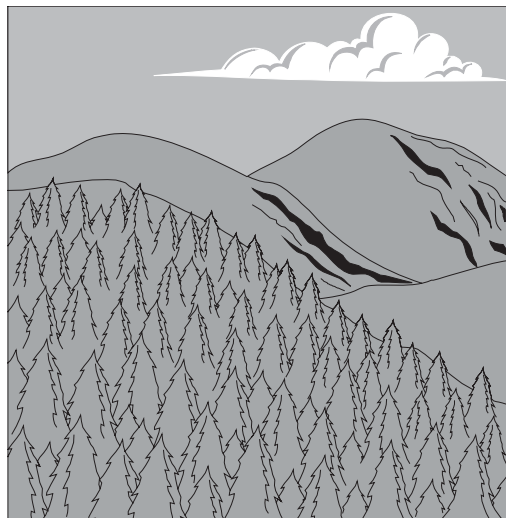
6. Many colonists in British North America colonies were concerned that if the North won the American Civil War, the United States would want to take over (two words) the colonies. The American belief in Manifest Destiny (two words) encouraged the expansion of American control throughout North America.
7. The colonists hoped they could protect themselves better if they were united.
8. The attacks on some British North America colony towns by the Fenians made the colonists more concerned about the security of the colonies.

## Reading 2: Confederation and the Maritime Colonies

The Maritimes expanded from the single colony of Newfoundland in 1583 to include Nova Scotia, Prince Edward Island, and New Brunswick by the middle of the 1800s. In the beginning, the colonies depended on fish, furs, and the forests for their growth and wealth. By the middle of the 1800s, the fur trade had almost died out leaving only the forestry and fishing industries. A key industry was shipbuilding. The Maritime colonies produced some of the finest ships ever to sail the seven seas. The colonies were in a “Golden Age” as Maritime products were being shipped all over the world and things looked good for the people living in the Maritimes.



Read pages 155 to 157 in your textbook, *Voices and Visions*, to see why some Maritimers thought a union with the other British colonies was a good idea while others thought it was a bad idea. Then, complete Activity 2.





## Activity 2: Confederation and the Maritime Colonies

To complete Activity 2, use the list of words and terms provided. Choose the **best** word or term to complete each statement. The words will be used only once. Not all the words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

Black	coal	fourth	George Brown	Golden Age
invasion	Joseph Howe	Maliseet	railway	road
third	shipbuilding			

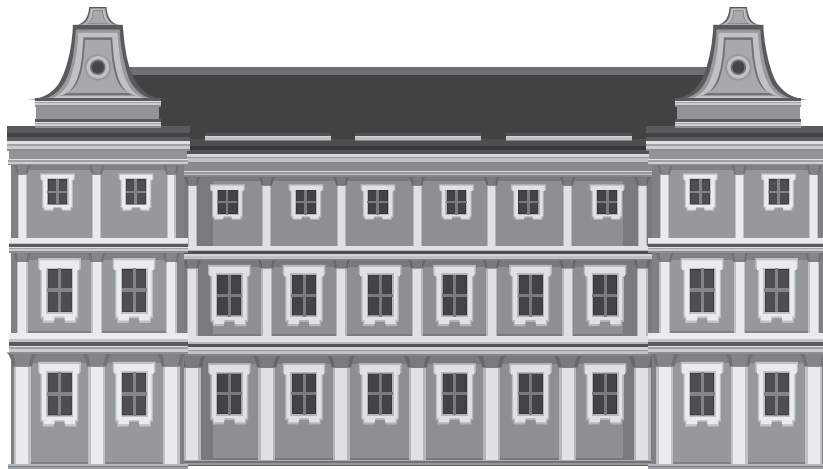
1. The years between 1840 and 1870 were called the Golden Age for the Maritime colonies.
2. British North America had the fourth largest shipping fleet in the world.
3. Nova Scotia became one of the largest coal producers in the world.
4. One of the attractions to joining a union of colonies was the proposed building of a railway. Many thought this would be good for business and could help resist an American invasion.
5. Joseph Howe was a leading Nova Scotia leader who spoke against the proposed union with Canada.
6. Not everyone enjoyed the good times in the Maritime colonies. First Nations and Black Loyalists experienced hardships.

## Reading 3: Confederation Discussions

By the early 1860s, the British colonies realized that the world was changing. To the south, the Americans were again at war. This time the Americans were fighting among themselves in a huge civil war. The fear of another American invasion was on the minds of many colonists. Britain had changed its view of the colonies and no longer gave them preferred treatment in trade and pushed the colonies to become more self-sufficient.

Many of the political leaders in the British colonies began to think about the possibility of a union. The idea began in the Maritime colonies, but it soon spread to the central province of Canada. Colonial political leaders went to Charlottetown to discuss the idea of a union.

Read pages 158 to 161 in your textbook, *Voices and Visions*, to see what happened with those discussions and how they led to the development of the Canadian confederation. Then, complete Activity 3.



### Activity 3: Confederation Discussions

To complete this activity, answer the following multiple-choice questions. Read carefully. Write the letter of the **best** possible answer in the blank before each question. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

- C   1. Where was the first meeting held for delegates interested in discussing the possibility of a union?
- A. Halifax
  - B. Quebec City
  - C. Charlottetown
  - D. St. John's
- B   2. Which province did not join Confederation until 1873?
- A. Newfoundland
  - B. Prince Edward Island
  - C. New Brunswick
  - D. Nova Scotia
- D   3. Who was the unofficial "architect" of Confederation at Quebec City?
- A. George-Etienne Cartier
  - B. Joseph Howe
  - C. George Brown
  - D. John A. Macdonald
- A   4. What is it called when everyone gives up a little to get an agreement they can all accept?
- A. Compromise
  - B. Federalism
  - C. Consensus
  - D. Confederalism
- C   5. Which four provinces made up the Dominion of Canada in 1867?
- A. Prince Edward Island, Newfoundland, New Brunswick, and Nova Scotia
  - B. Canada East, Canada West, Prince Edward Island, and Newfoundland
  - C. Nova Scotia, New Brunswick, Canada East, and Canada West
  - D. Canada East, Canada West, Prince Edward Island, and New Brunswick

## Reading 4: Dawn of a Dominion

On July 1, 1867, a new country came into existence. The Dominion of Canada was born and people cheered from coast to coast. The government of this new country was established by a series of compromises. Defence and foreign affairs were still under the control of the British. The head of state was the British monarch. The powers of government were split between each provincial government and the federal government. The British North America Act of 1867 (BNA Act) gave the federal government power to make decisions on matters that affected the whole country. The provincial governments could make decisions that were local or regional in nature.

Read pages 162 to 163 in your textbook, *Voices and Visions*, to discover how the leaders of confederation solved the problems regarding representation and divided governmental powers. Then, complete Activity 4.



## Activity 4: Dawn of a Dominion

To complete this activity, examine the chart on page 163 of your textbook, ***Voices and Visions***, showing federal and provincial powers. Look at the items listed below. If the item comes under federal power, write it under the federal list. If the item comes under provincial power, write it under the provincial list. If the item comes under shared powers, write the item under both lists. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the chart and check your work with your learning facilitator or teacher.

Air Canada  
Internet

bottle depots  
recycling fees

cable TV  
radio stations

driver licences  
seat belt use

cell phones  
speed limits

Federal Power	Provincial Power
<i>Air Canada</i>	<i>bottle deposits</i>
<i>cable TV</i>	<i>driver licences</i>
<i>cell phones</i>	<i>recycling fees</i>
<i>Internet</i>	<i>seat belt use</i>
<i>radio stations</i>	<i>speed limits</i>

## W2 – L3: Creating a New Country Review Assignment

Complete pages 10 to 13 as your review assignment for this lesson. If you are working in a classroom, you may review this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from today to help you. This assignment is worth 25 marks.

### Section A: Multiple Choice

Below are five multiple-choice questions. Write the letter of the **best** possible answer in the blank before each question. This section is worth five marks (1 mark each).

- C   1. Which of the following political parties wanted a more democratic government?
- A. Les Rouges
  - B. Les Bleus
  - C. Clear Grit Party
  - D. Liberal-Conservatives
- A   2. Which of the following political parties wanted independence for Quebec?
- A. Les Rouges
  - B. Les Bleus
  - C. Clear Grit Party
  - D. Liberal-Conservatives
- D   3. Which American policy was a concern of the British North American colonies?
- A. Free Trade
  - B. Tariffs
  - C. Reciprocity
  - D. Manifest Destiny
- A   4. Britain needed new markets to sell its goods. What was the policy they adopted to expand their markets?
- A. Free Trade
  - B. Tariffs
  - C. Reciprocity
  - D. Manifest Destiny

C   5. Which of the following powers belong to Canada's federal government?

- A. Post office and hospitals
- B. Education and banking
- C. Defence and criminal law
- D. Highways and municipalities

## Section B: Fill-in-the-Blanks

From the list of words provided, choose the best word to complete each statement. Write the correct word on each of the lines. Not all the words will be used. This section is worth 15 marks. (1 mark for each correctly placed word or phrase).

BNa Act	compromise	consensus	federalism
federal system	free trade	George Brown	Golden Age
Governor General	Great Ministry	John A. Macdonald	Joseph Howe
kanata	Manifest Destiny	Prince Edward Island	Newfoundland
Quebec City	railway	reciprocity	rep by pop

- Louis-Hippolyte LaFontaine and Robert Baldwin joined forces and formed the Great Ministry.
- Britain began free trade, or tax-free trade.
- A trade agreement between the United States and the British North America created reciprocity between the colonies and the United States.
- The United States believed in Manifest Destiny. This expressed their belief that it was their natural right to control all North America.
- The Maritime colonies felt that the years from 1840 to 1870 were considered their Golden Age.
- The promise of building a railway attracted the attention of both New Brunswick and Nova Scotia to the idea of a union.

7. Joseph Howe of Nova Scotia opposed the idea of a union.
8. George Brown proposed federalism as the government system for union.
9. The founders of Confederation gathered at Quebec City where it took them two weeks to reach a consensus.
10. John A. Macdonald was the unofficial “architect” of Confederation and headed the London Conference.
11. Canada’s name came from the Haudenosaunee word kanata, which means village.
12. On July 1, 1867, the BNA Act created the Dominion of Canada.
13. The BNA Act called for a federal system of government.
14. In 1949, Newfoundland became the tenth province of Canada.



## Section C: Short Answers

Complete the review assignment for this lesson by answering the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 5 marks.

1. Explain the three factors that led the British colonies to think about forming a union. (3 marks)

*1. The colonies were worried that The United States might again invade British North*

*America. 2. They were concerned that shifting trade relations with Britain would be a*

*problem. The business of Canada East and West needed the ports of the Maritimes. Building a stronger market at home was one way to make up for the reduction of trade with Britain.*

*3. The political deadlock in the Province of Canada had their leaders consider a possibility of a larger union that would include the Maritimes.*

2. Which two Maritime Provinces decided to join the union? What was the main reason they supported the idea? (2 marks)

*New Brunswick and Nova Scotia voted to join the union because of the promise of a railway appealed to them.*

**Total:** \_\_\_\_\_  
**25 marks**

## Creating a New Country Bonus Crossword Puzzle

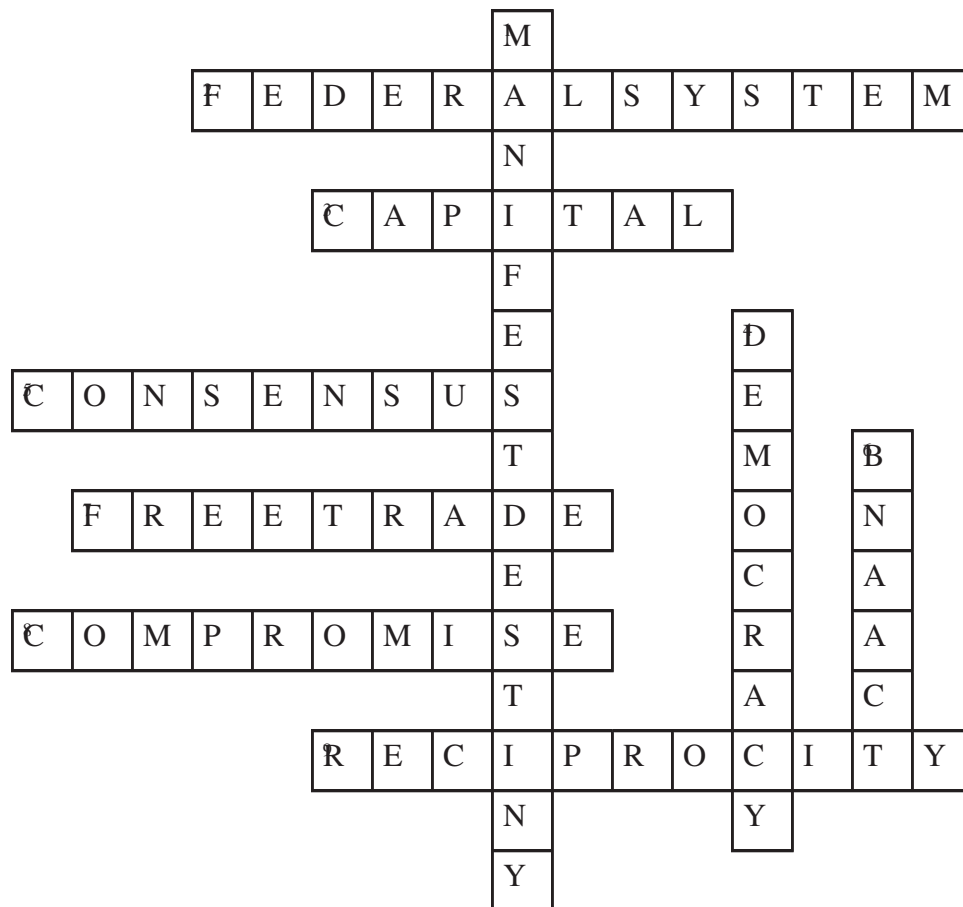
Use the following clues to identify the words to complete the crossword puzzle below.

### Across

2. system of government in which power is divided between a central authority and provincial authority
3. a city that is the seat of government input
5. the arrival of agreement by a group as a whole
7. trade between nations without any taxes or tariffs
8. a way to settle a disagreement in which individuals agree to give up something to come to an agreement
9. a policy between countries that gives each mutual trade advantages

### Down

1. USA belief that is was their natural right to control North America
4. system of government in which all the people have an opportunity to have influence in making decisions
6. created the Dominion of Canada



\* This puzzle was made using the [www.armoredpenguin.com/wordsearch](http://www.armoredpenguin.com/wordsearch) website.

