

*Important Concepts . . .*

# Preview Review



**Social Studies Grade 7**

**W2 - Lesson 2: Becoming Canada**

## 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 Foundation of Canada  
W1 - Lesson 3 ..... Role of British in the Foundation 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

**Textbook Required**  
*Voices and Visions*

Social Studies Grade 7

Version 5

Preview/Review W2 - Lesson 2

Publisher: Alberta Distance Learning Centre

Written by: Tom Dirsá

Reviewed by: Donna Klemmer

Project Coordinator: Dennis McCarthy

Preview/Review Publishing Coordinating Team:

Kelly Kennedy and Marvin Sheets



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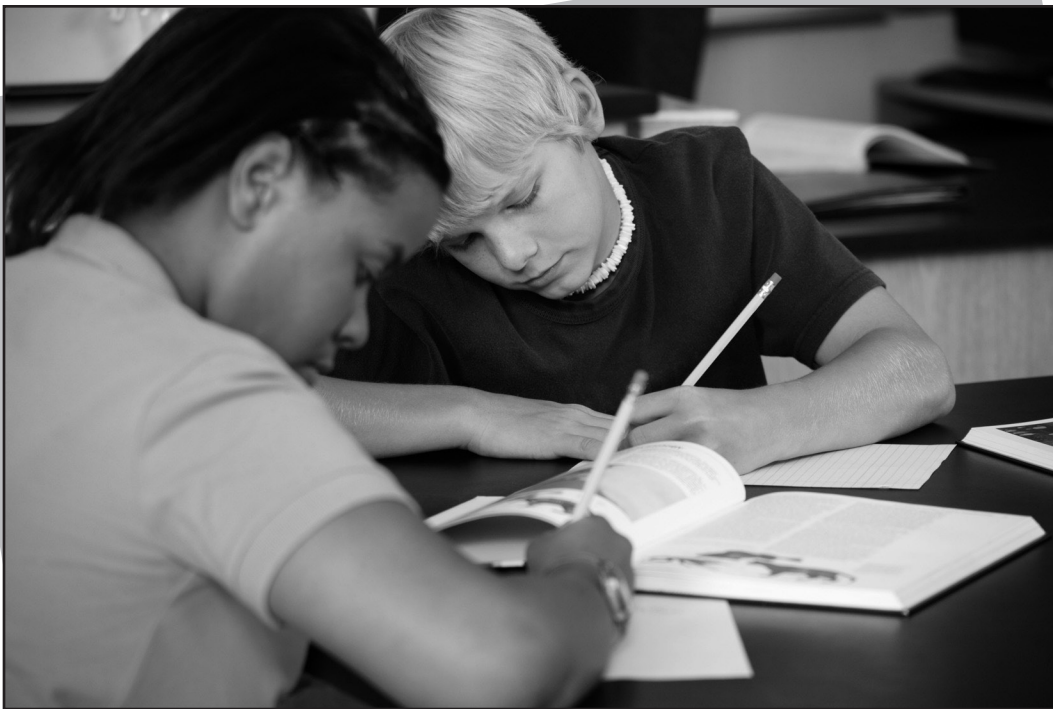
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# **Preview/Review Concepts for Grade Seven Social Studies**



***W2 – Lesson 2:  
Becoming Canada***

# OBJECTIVES

By the end of this lesson, you should

- understand how the War of 1812 contributed to British identity in Canada and the defining of Canada's political boundaries
- know the key individuals who contributed to the formation of Canada as an independent country
- understand how the Great Migration affected British identity in Canada
- know how the Act of Union of 1840 attempted to address the concerns raised by the Rebellions of 1837 and 1838

## GLOSSARY

**Chateau Clique** – the Anglophone friends and relatives of the governor of Lower Canada who were members of the government

**deadlock** – a standstill where progress has been stalled indefinitely

**Family Compact** – the Anglophone friends and relatives of the governor of Upper Canada who were members of the government

**immigrant** – an individual who comes to a new country

**Loyalists** – American colonists who remained loyal to the British crown during the American Revolution

**migration** – movement of people within a country looking for new opportunities

**Ninety-Two Resolutions** – a document prepared by the Patriotes in 1834 calling for governmental reforms

**Patriotes** – Canadian radicals who wanted governmental reform; led by Louis-Joseph Papineau

**quarantine station** – an area or building where people believed to have a contagious illness are kept to prevent the spreading of the illness to others

**traitor** – a person who betrays his or her country

## W2 – Lesson 2: Becoming Canada

### Review

Turn to W2 – Lesson 1: *War and Peace*. 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 1 material thoroughly. Ensure you have a good understanding of W2 – Lesson 1 before proceeding to W2 – Lesson 2. If you need extra help, please approach your teacher or learning facilitator.

### Classroom Discussion: What Makes a Canadian?

What is a Canadian? Is the Canadian identity our flag, the sports we play, our money, our history? When others think about Canada, their thoughts might include hockey, the maple leaf, the hunting of seals, the RCMP, or snow and cold temperatures.

Spend some time thinking about what a Canadian is. Then, answer and/or discuss the following questions. If you are in a classroom, discuss the questions as a group. If you are working individually, write your answers on the lines provided and check your work with your learning facilitator or teacher.

1. Does where you live in Canada affect your idea of what a Canadian is? If so, how?

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2. It has been said that Canada is a *mosaic of cultures* while the United States is a *melting pot of cultures*. What is the difference? Do you agree that Canada is a mosaic of cultures? Why or why not?

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## Reading 1: Rebellion in the Thirteen Colonies

During the early 1700s, the thirteen British colonies grew rapidly. By the 1750s, the Thirteen Colonies were ready to expand. They looked to the west and thought the Ohio River Valley would be an excellent area for expansion. Then in 1774, Britain passed the Quebec Act. The Act gave control of the Ohio Valley to Quebec. The Thirteen Colonies were already upset with Britain for restricting trade, for high taxes on imported goods, and for the restrictions placed on their ability to make decisions. The Quebec Act's restrictions to the Thirteen Colonies' desire to expand into the Ohio Valley was the last straw. Within a year the American Revolution began. The Thirteen Colonies thought Quebec would join them in their battle against the British.

Read pages 125 to 128 in your textbook, *Voices and Visions*, to see if the Thirteen Colonies were right. You will also discover how people who remained loyal to king of England were treated in the Thirteen Colonies and how this affected Quebec and Nova Scotia. Then, complete Activity 1.



## Activity 1: Rebellion in the Thirteen Colonies

To complete Activity 1, use the list of words provided to choose the **best** word 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.

Cape Breton Island	liberators	Montreal	New Brunswick
Prince Edward Island	rebellion	refugees	Sir Frederick Haldimand
Sir Robert Semple	traitors	Loyalists	

1. When American rebel forces invaded Quebec, they thought the Canadiens would see them as \_\_\_\_\_.
2. Not all the people who lived in the Thirteen Colonies wanted to rebel. Many of them remained loyal to Britain. They became known as the \_\_\_\_\_.
3. The American rebels treated the Loyalists as \_\_\_\_\_.
4. Nearly 40,000 Loyalists became \_\_\_\_\_ and moved north to British North America.
5. Many of the Loyalists who moved to Nova Scotia were unhappy with the lack of opportunities. The British decided to divide Nova Scotia into two parts. The western section became known as \_\_\_\_\_.
6. Britain also renamed Ile Saint-Jean to \_\_\_\_\_.
7. In Quebec, Governor \_\_\_\_\_ provided the Loyalists with land along the northern shore of Lake Ontario.



## Reading 2: Land, Identity, and the First Nations

With nearly 40,000 people moving north into British North America, Britain had a major accommodation problem. The problem was solved in the Maritimes by splitting Nova Scotia. This allowed many of the Loyalists to settle in New Brunswick. In Quebec, Governor Haldimand had two problems. The first was what to do with nearly 2000 Mohawk First Nation people who had remained loyal to the king of England. The Mohawk leader Thayendanegea demanded the British give them the land Britain had promised. The second problem was what to do with the thousands of British Loyalists who did not wish to remain in Quebec.

To find out what the governor did and how it affected First Nations people, read pages 129 and 130 in your textbook, *Voices and Visions*. Then, complete Activity 2.





## Activity 2: Land, Identity, and the First Nations

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.

1. a. What land was the Mohawk First Nation promised for helping the British?  
What happened to this land?

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- b. Was Thayendanegea successful in getting land for the Mohawk? If so, where was the land located?

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2. Why did the Anishinabe First Nation agree to give up their land to Governor Haldimand for so little in return?

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3. How did Britain solve the problem of the desires of the British Loyalists and the French Canadiens to maintain their separate cultures?

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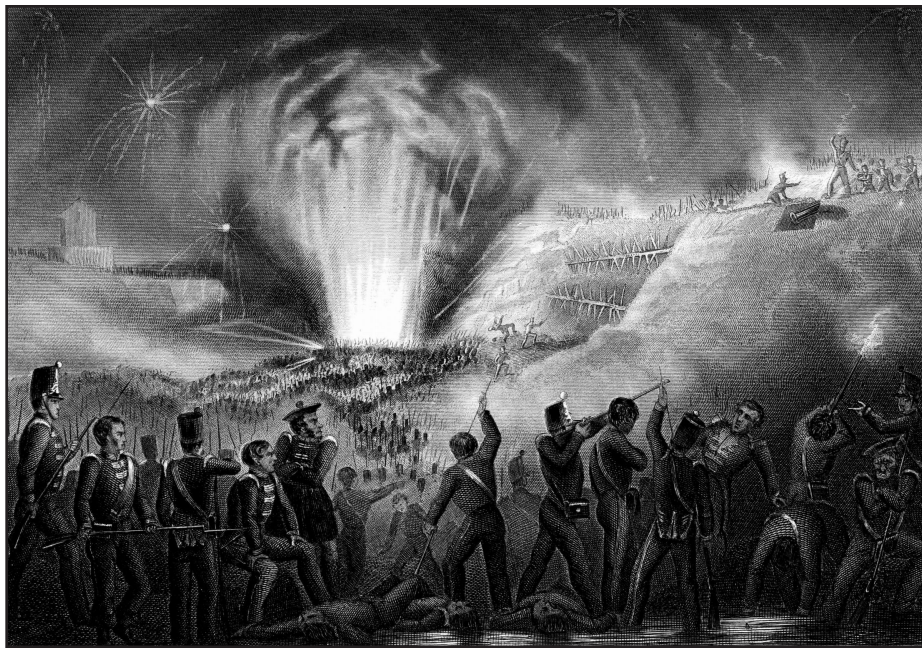
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## Reading 3: The War of 1812

In 1812, war broke out again between the United States and Britain. The British were fighting the French and stopped the Americans from trading with France by using a naval blockade. At the same time, the British navy took American sailors to serve on British ships. The British encouraged First Nations in disputes over land with the Americans. The Americans believed that British North America colonists would join them and attempted to take control of the British colonies.

Read pages 131 to 133 in your textbook, *Voices and Visions*, to find out the results of this conflict. Then, complete Activity 3.



## Activity 3: The War of 1812

For Activity 3, complete the following statements. The answers can be found in your reading, “Conflict Renewed: The War of 1812”. If you are in a classroom, you may discuss the statements as a group. If you are working individually, write your answers on the lines provided and check your work with your learning facilitator or teacher.

1. Britain stopped the Americans from trading with the French because Britain was at \_\_\_\_\_ with the French.
2. The Americans were upset that Britain was \_\_\_\_\_ American sailors to serve in the British navy.
3. The British worried about the \_\_\_\_\_ of the colonists living in British North America.
4. \_\_\_\_\_, a Shawnee leader, fought and won many battles for the British.
5. The War of 1812 ended in a \_\_\_\_\_.
6. The Treaty of Ghent required both sides to return any \_\_\_\_\_ they had gained.
7. The Americans and the British agreed to make the \_\_\_\_\_ parallel of latitude the political boundary from west of the \_\_\_\_\_ to the Rocky Mountains.
8. The \_\_\_\_\_ allies suffered more casualties than the British and Americans combined.
9. The Americans \_\_\_\_\_ to create a First Nations state.
10. \_\_\_\_\_ became a hero when she overheard an American plan to attack and hiked more than 32 kilometres to warn an outpost.

## Reading 4: Great Migration

After the War of 1812, Great Britain encouraged people to **immigrate** (to move to a new country) to British North America. Hundreds of thousands of immigrants left Britain and came to this new land in the early 1800s.

To discover why so many people came to North America during this time and what happened to them, read pages 134 to 137 in your textbook, ***Voices and Visions***. Then, complete Activity 4.

## Activity 4: Great Migration

Based on your reading, answer the following questions. If you are working in a classroom, you may discuss this activity. If you are working individually, write your answers on the lines provided and check your work with your learning facilitator or teacher.

1. Why were people encouraged to immigrate to North America? Identify three reasons that encouraged them to come to North America.

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2. Why did people from Ireland consider 1847 as the Terrible Year?

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3. The rapid increase of British settlers to British North America changed the identity of the colony. Identify three of the changes that affected the colonies.

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## Reading 5: Divided Society

With the rapid increase in people from Britain, the original colonists felt overwhelmed and threatened. Britain appointed a governor for each colony. The governors and their friends ran each colony. They failed to listen to the concerns of the colonists. The colonists asked for reforms in the way the colonies were governed. When Britain failed to accept the reforms, the colonists turned to rebellion.

Read pages 139 to 144 in your textbook, *Voices and Visions*, to see how the rebellions resulted in reforms that led to responsible government. Then, complete Activity 5.



## Activity 5: Divided Society

Below are five 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 then check your work with your learning facilitator or teacher.

- \_\_\_\_\_ 1. Which law gave the British colonies a new form of government with a governor and an elected assembly?
- A. The Quebec Act of 1774
  - B. Ninety-Two Resolutions
  - C. The Constitutional Act of 1791
  - D. Act of Union 1841
- \_\_\_\_\_ 2. What was the name of the group that influenced the governor of Upper Canada?
- A. Patriotes
  - B. Chateau Clique
  - C. Reformers
  - D. Family Compact
- \_\_\_\_\_ 3. What was the name of the group that influenced the governor of Lower Canada?
- A. Patriotes
  - B. Chateau Clique
  - C. Reformers
  - D. Family Compact
- \_\_\_\_\_ 4. Who was the leader of the Patriotes?
- A. Louis-Joseph Papineau
  - B. William Lyon Mackenzie
  - C. Robert Baldwin
  - D. Louis-Hippolyte LaFontaine
- \_\_\_\_\_ 5. What was the name of the report the British used to pass the Act of Union in 1841?
- A. The Elgin Report
  - B. The Ninety-Two Resolutions
  - C. The Seventh Report of Grievances
  - D. The Durham Report



## W2 – Lesson 2: Becoming Canada Review Assignment

Complete pages 11 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 – Matching

Match the individual or group on the left with the correct item on the right. Write the letter on the appropriate line to indicate your choice. This section is worth 10 marks. (1 mark each)

- |                                  |       |                               |
|----------------------------------|-------|-------------------------------|
| A. Lower Canada                  | _____ | 1. Thayendanegea              |
| B. Potato famine                 | _____ | 2. Lord Durham                |
| C. Patriotes                     | _____ | 3. Sir Frederick Haldimand    |
| D. First Nation war hero of 1812 | _____ | 4. Irish immigrants           |
| E. Governor of Quebec            | _____ | 5. Tecumseh                   |
| F. Robert Baldwin                | _____ | 6. Chateau Clique             |
| G. Mohawk First Nation leader    | _____ | 7. Family Compact             |
| H. Act of Union 1841             | _____ | 8. William Lyon Mackenzie     |
| I. Upper Canada                  | _____ | 9. Louis-Hippolyte LaFontaine |
| J. Scottish reformer             | _____ | 10. Louis-Joseph Papineau     |



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

To finish the following section, you must complete each given statement by writing the correct word(s) on the line provided. This section is worth 5 marks. (1 mark each)

1. Lord Elgin agreed to accept the advice of Robert Baldwin and Louis-Hippolyte LaFontaine when he passed the \_\_\_\_\_ Bill.
2. When the rebellions of 1837 failed, both William Lyon Mackenzie and Louis-Joseph Papineau fled to the \_\_\_\_\_.
3. The land Sir Frederick Haldimand chose for the Loyalists belonged to the \_\_\_\_\_ First Nation.
4. Because a typhus epidemic broke out on the ships bringing immigrants to North America, they had to stay in a \_\_\_\_\_ until doctors were sure they were free of the disease.
5. In 1848 when the Reformers won the election, the governor, Lord Elgin, accepted their advice and passed the Rebellion Losses Bill and Canada was on the road to \_\_\_\_\_.

## Section C – Short Answers

Answer the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 10 marks.

1. The United Empire Loyalists had several reasons for opposing a war against the British. What were three of the reasons? (3 marks)

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2. How was the Constitutional Act of 1791 an important step in building a bilingual country? (1 mark)

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3. In 1837, two rebellions broke out. One was in Lower Canada and the other was in Upper Canada. Why did these rebellions occur? Who were the leaders and what did the rebellions accomplish? (4 marks)

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4. Lord Durham spent five months in Canada to try to understand the issues that concerned the colonists. Upon his return to England, he provided a report to the British government. What were the two major recommendations in Lord Durham's report? (2 marks)

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

## Becoming Canada Bonus Word-Search Puzzle

Find the following words and phrases in the puzzle below. These words are used in Chapter 6 of the textbook. Can you find them all?

Chateau Clique  
Loyalists  
quarantine station

deadlock  
migration  
traitor

Family Compact  
Ninety Two Resolutions  
underground railroad

immigrant  
Patriotes

s	r	i	n	c	o	p	i	r	c	r	t	i	i	e	u	d	a	t
n	d	r	i	q	g	n	i	d	i	o	c	c	i	t	o	q	m	o
o	a	d	o	s	f	o	a	s	o	i	q	n	d	i	u	i	i	i
i	a	r	t	t	l	s	o	d	p	t	m	i	m	a	a	a	g	h
t	a	e	l	a	n	g	n	t	t	e	d	m	r	l	t	t	r	p
u	n	d	e	r	g	r	o	u	n	d	r	a	i	l	r	o	a	d
l	t	i	u	u	a	u	a	c	n	f	n	n	n	g	p	t	t	t
o	r	d	q	d	a	i	d	t	d	t	n	r	c	a	r	r	i	h
s	t	s	i	l	a	y	o	l	i	m	n	s	r	i	g	a	o	m
e	l	p	l	u	g	l	a	n	k	l	a	t	o	t	s	i	n	l
r	a	e	c	o	c	a	e	d	i	a	a	t	i	i	u	t	e	t
o	r	n	u	o	n	s	m	i	c	i	e	n	m	i	a	o	a	r
w	o	d	a	i	t	c	t	u	e	s	p	a	e	l	c	r	m	s
t	a	c	e	a	a	c	i	r	t	i	u	a	u	i	o	n	a	a
y	o	n	t	a	g	t	c	i	e	t	a	o	g	e	a	l	t	k
t	a	i	a	r	d	r	t	n	i	n	s	m	n	i	t	u	e	i
e	o	r	h	e	t	l	m	i	c	w	o	a	i	c	s	a	a	s
n	o	t	c	a	p	m	o	c	y	l	i	m	a	f	l	a	p	r
i	e	e	n	i	e	t	p	c	s	n	d	a	i	s	l	r	n	t
n	o	l	t	f	s	a	t	t	k	a	r	t	g	i	g	t	l	d

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



