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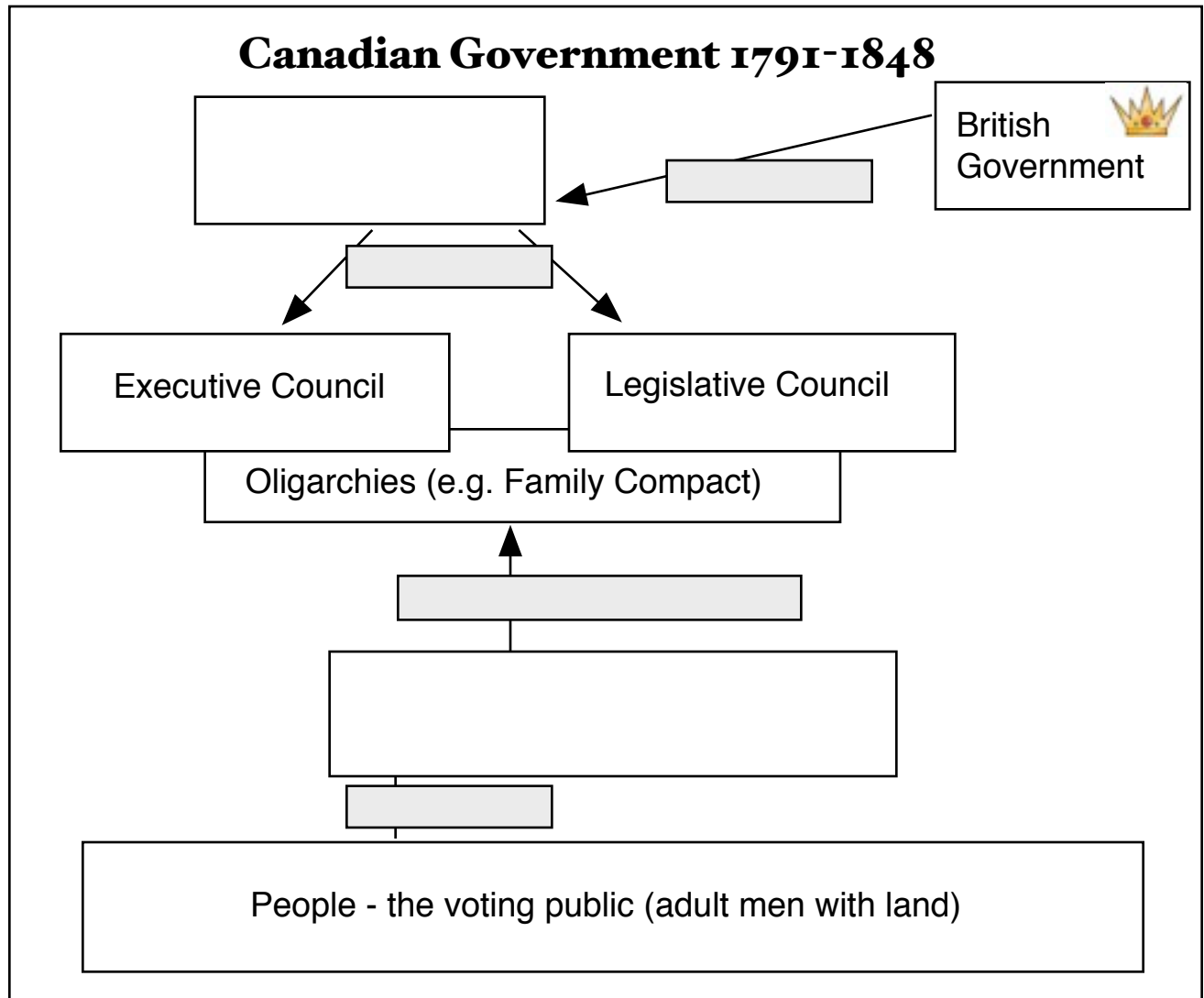
Social Studies 9 Unit 3 Building a Nation

3C Need for Reform

References:

Cranny, M. (2009) **Horizons: Canada's Emerging Identity**, Toronto: Pearson Education, **Ch. 2 Canada: A Peoples History** (video series), perhaps portions of episode 7 "**Rebellion & Reform**" (*A Seething Anger, On the Eve of Rebellion*)

1. Complete this chart with notes from the teacher, or use Horizons p. 66 for help



PART ONE Read Horizons Ch. 2 p. 65-72 and answer the following questions

1. What is an oligarchy? Give an example from Upper Canada in the early 1800s. (p. 65)

2. What is a veto? Give an example. (p. 65)

3. Compare responsible and representative government. Are they pretty much the same? Do we have both in Canada now? (p. 66)

4. What was the government reaction to Robert Gourlay's when he criticized their policies with a "list of grievances"? Who took up the reforms cause after Gourlay? (p. 66)

5. Who could vote in Upper Canada in the 1830s? (p. 67)

6. What was a problem that existed in Lower Canada, but not in Upper Canada? (p. 70)

7. What was the Chateau Clique? Who (which group in society) dominated the Chateau Clique? (p. 70)

8. Examine Figure 2-29 on p. 70. How did the organization of society differ between Upper and Lower Canada in the early 1800s?

9. "The Situation in Lower Canada" (p. 70-72) mentions many reasons why the Reformers in Lower Canada were angry with the British government? In particular, the section called Nationalism (p. 71) outlines the concerns of French-Canadian concerns. List some of the reasons here:

10. Who were the leaders of the reform movement in Lower Canada? Beside their names, mention their nationality.

11. The last line on p. 72 says that “[A]fter 3- frustrating years of attempting political reform, Papineau and his Patriotes openly rebelled against the government.” Read the paragraph for which this is the last line — what do you think finally pushed the reforms to start a rebellion?

PART TWO: The Rebellions. Start by reading Horizons p. 73 - 80

12. Start with the Rebellion in Lower Canada (p. 73-74). Take some notes on who, what, where, when, and why — these are some details to help you know what happened during the rebellion.

13. Do the same for the Rebellion in Upper Canada (p. 74-76).

14. Read Punishing the Rebels, and The Aftermath (p. 77-78). What were the consequences of the rebellions?

15. What was the Durham Report all about? (p. 78-79). What were its recommendations? Were they well received?

16. The very nature of the British North American colonies changed as a result of the rebellions and the Durham report. Comment on these changes — what happened? (p. 79-80)

ADDITIONAL READING: QUOTES FROM LORD DURHAM’S REPORT

"It is not by weakening but in strengthening the influence of the people on their government," he wrote, "that it will be possible, in my view, to bring about concord where discord has so long reigned, and to introduce a hitherto unknown regularity and vigor into the administration of the provinces."

"I expected to find a conflict between the government and the people; instead, I found two warring nations within a single State; I found a struggle, not of principles, but of races. And I realized that it would be pointless to try to improve the laws or institutions without succeeding in extinguishing the mortal hatred which now divides the inhabitants of Lower Canada into two hostile groups: French and English."

"The language, the laws and the character of the North American continent are English, and every other race than the English race is in a state of inferiority. It is in order to release them from this inferiority that I wish to give the Canadians our English character."

"We must hasten," wrote Howe, "to bring to the colonies the principle of self-government, a government accountable to the people. It is the only straightforward and certain solution capable of curing a deep rooted and far-reaching affliction."