



Different Perspectives: The Durham Report and *Act of Union*

An activity for use with the *Canada in the Making* site

Teacher Guide

After the Upper and Lower Canada rebellions of 1837, Lord Durham was sent from England to investigate the cause of the unrest. He produced his famous and highly controversial *Report on the Affairs of British North America* (also known as the Durham Report) after a short stay in the region. This led to the *Act of Union, 1840*. This activity will give students the opportunity to work together and examine the different perspectives of the social and political groups that were involved in and affected by the events that led to these important documents. They will present their findings to the class.

Subject/Grade Level	Social Studies/History Ages 15 and up
Overview	<p>This is a group project in which students learn about the events that led to the Durham Report, the differing perspectives of various social and political groups at the time and the consequences of the report. They will understand the source of these grievances, the goals of various groups, and the reaction to and impact of the Durham report and the <i>Act of Union, 1840</i>.</p> <p>The main portion of the activity should take four one-hour sessions online. <i>Note that the sources used in ECO can be printed from the browser and then photocopied.</i></p>
Outcomes (WCP, APEF) Expectations (ON) Objectives (QC)	See the table and the summaries for each province.
Materials/Resources Required	Computers with Internet access Materials for a presentation: <ul style="list-style-type: none">• Traditional print materials (card, paper, markers) or• Multimedia tools (PowerPoint, overheads) Student Work Sheet Suggested Assessment Criteria Extension Work Sheet
Links	Early Canadiana Online: <i>Canada in The Making</i> URL: http://www.canadiana.org/citm/ Other links can be found in the Student Work Sheets.

Previous Knowledge

Students will need

- An understanding of Web navigation symbols, tools and terminology, particularly the tools used in ECO.
- Familiarity with research and presentation skills.
- An understanding of the events leading to the rebellions of 1837 and 1838.

Lesson Opener

Canada has a reputation as a peaceful country. Is this justified by history? Ask the students if they know of violent uprisings in Canadian history. Have they heard of the rebellions of 1837 and 1838? Ask them:

- What were the issues behind the uprisings?
- What triggered the violence?
- What were the results?

Procedure

Step 1

Hand out Student Work Sheets and introduce students to the *ECO Canada In the Making* Web site. Read the assignment and discuss.

Step 2

Assign groups. Each group is to research a perspective on the events surrounding the Durham Report and the *Act of Union*. They may look at background material on the *Canada in the Making* Web site or other sites.

Group 1: French Canadian nationalists

Group 2: Upper Canadian reformers

Group 3: The Family Compact

Group 4: The Château Clique

Group 5: The Colonial Office in Britain

Group 6: Lord Durham

Step 3

Students research their chosen perspectives. They should discuss answers and try to make balanced comments about the events and documents.

Step 4

When all sections have been researched, the group should prepare a presentation. They should try to use primary source materials to improve the presentation. They may prepare posters, PowerPoint presentations, overhead presentations, or any other means to present their findings.

Summary

Discuss: Which of the above groups and individuals achieved their goals, and to what extent? Who was the long and short term “winner”?

Evaluation

See the Suggested Assessment Criteria.

Homework/Extension

Hold a debate or prepare a pro-and-con chart on the Durham Report and the *Act of Union*. See the extension worksheet for details.



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Student Work Sheet

After the Upper and Lower Canada rebellions of 1837, Lord Durham was sent from England to investigate the cause of the unrest. He produced his famous and highly controversial *Report on the Affairs of British North America* (also known as the Durham Report) after a short stay in the region. This led to the *Act of Union, 1840*. This activity will give you the opportunity to work together and examine the different perspectives of the social and political groups that were involved in and affected by the events that led to these important documents. You will present your findings to the class.

Groups:

In groups you will examine one of the following perspectives and prepare a group presentation:

- Group 1: French Canadian nationalists
- Group 2: Upper Canadian reformers
- Group 3: The Family Compact
- Group 4: The Château Clique
- Group 5: The Colonial Office in Britain
- Group 6: Lord Durham

For all groups:

Briefly examine the system of government in Upper or Lower Canada (depending on which group you are researching) from 1791 to 1837. Note some of the problems with the British system of rule and identify the major areas of dispute.

For your group's perspective:

Describe the group/person.

- Who were the leaders?
- To which social class did they belong?
- What was their economic status?
- What was their historical position in Canada?
- How were they related to the other groups?
- What was their relationship with the other groups?

What were their interests?

- Did they support the status quo? Why?
- What were their grievances with the government or the other groups?
- What did they see as a reasonable solution to the problems of the time?

How did they react to the rebellions of 1837 and 1838?

- Did they participate? To what extent?
- What were the short-term consequences of the rebellion for this group?

For Groups 1 to 5: What was the impact of Lord Durham's report?

- What findings had the most impact on this group?
- Did this group contribute to the findings of the report? If so, how?
- Did this group approve of the report's findings? Why or why not?
- Did the recommendations of the report meet their demands or expectations?

For Group 6 (Durham Group): What factors influenced Durham's findings?

- Consider the following factors, among others you find important:
 - His background and personality.
 - The amount of time he spent in British North America.
 - The groups with which he communicated.
 - His familiarity with Canada.

The Act of Union, 1840.

- How did this act meet the demands/recommendations of your group/individual?
- How did this act fail to meet the demands/recommendations of your group/individual?

Long-Term Consequences

- What were the long-term consequences of the events and the documents discussed above on your group?
- Did your group achieve its aims later? If so, which aims did it achieve?

Note on Sources

Primary sources

Primary sources represent the most authentic resources that historians can draw upon. The documents that you will be using below may be digitized, but are still considered primary sources. Try to use the sources available on the "Canada's Constitutional History" portion of the Canada in the Making Web site to strengthen your arguments.

For tips on how to use primary sources, go to the "Using Primary Sources in Your Work" page. URL: http://www.canadian.org/citm/guide/essay_e.html

Secondary sources

Secondary sources are works that interpret or analyze an historical event or phenomenon. Generally the author is at least one step removed from the event. Although not as authentic as primary sources, secondary sources are still valuable.

Possible Sources of Information Online

Note: It is important to choose sources that are produced by reputable institutions or individuals. Such information is more likely to give you a balanced, neutral view and be prepared or reviewed by experts.

General

Canada in the Making: Canada's Constitutional History

URL: http://www.canadiana.org/citm/themes/constitution1_e.html

The Canadian Encyclopedia

URL: <http://www.thecanadianencyclopedia.com>

National Archives of Canada: *Canada's Constitutional Evolution*

URL: http://www.archives.ca/05/051103_f.html (French)

URL: http://www.archives.ca/05/051103_e.html (English)

National Library of Canada: *Towards Confederation: Lower Canada*

URL: <http://www.nlc-bnc.ca/2/18/h18-2002-e.html>

National Library of Canada: *Towards Confederation: Upper Canada*

URL: <http://www.nlc-bnc.ca/2/18/h18-2001-e.html>

Solon Law Archives: *Canadian Constitutional Documents*

URL: <http://www.solon.org/Constitutions/Canada/>

The Rebellions of 1837 and 1838

Canada in the Making: Canada's Constitutional History: 1837 – 1839: Rebellion

URL: http://www.canadiana.org/citm/themes/constitution11_e.html

Canada in the Making: The Rebellions of 1837 and 1838

URL: http://www.canadiana.org/citm/specifique/rebellions/rebellions_e.html

The Durham Report and the *Union Act, 1840*

Canada in the Making: Canada's Constitutional History:

1839 – 1849: Union and Responsible Government

URL: http://www.canadiana.org/citm/themes/constitution12_e.html



Different Perspectives: The Durham Report and *Act of Union* Suggested Assessment Criteria

Program Area: Social Studies, History, Canadian Studies

Criterion: Understanding Concepts

Attainment Descriptors:

- Prepared information for presentation demonstrates understanding of the different perspectives surrounding events around the Durham Report and the *Act of Union, 1840*.
- Prepared information for the presentation demonstrates an understanding of the implications of the events and documents on the governance of Canada.
- Prepared information for the presentation demonstrates an understanding of the implications of the events and documents on different groups.

Program Area: Social Studies, History, Canadian Studies

Criterion: Research Methods

Attainment Descriptor:

Locates, gathers and organizes research materials from the *Canada in the Making* Web site and other sources.

Arguments expressed in the presentation are supported by clearly communicated evidence from the *Canada in the Making* Web site and other sources.

Program Area: Language

Criterion: Reading

Attainment Descriptor:

- Reads and demonstrates an understanding of texts from various time periods.
- Analyzes and assesses ideas, themes, concepts and arguments.

Program Area: Language

Criterion: Oral and visual communication

Attainment Descriptor:

- Speaks clearly and uses appropriate variety in volume, rate, tone and pitch, pause, stress and emphasis, inflection, fluency.
- Uses a variety of media and presentation methods in order to make the presentation engaging (e.g.: posters, images, audio, role playing, PowerPoint presentation).

Program Area: General

Criterion: Cooperative Group Work

Attainment Descriptor:

- Contributes to group work; works well with others.
- Listens attentively to organize and classify information and to clarify thinking.



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Extension Work Sheet

On the following chart, list what you think were the Durham Report's positive and negative features. As you do so, think about the effects the report had on Canadian history (i.e.: Confederation, relations between French Canada and English Canada, etc.). Be prepared to defend your opinions in a debate using evidence!

Pros of Durham Report	Cons of Durham Report