

HISTORY, GRADE 7

OVERVIEW

In Grade 7 history, students will examine social, political, economic, and legal changes in Canada between 1713 and 1850. They will explore the experiences of and challenges facing different groups in Canada during this period, and will compare them to the experiences of present-day Canadians. In this grade, students will be introduced to the historical inquiry process and will apply it to investigate different perspectives on issues in eighteenth- and early-nineteenth-century Canada, including issues associated with the shift in power from France to Britain. Students will learn about various groups that existed in colonial Canada and how they were affected by the conflicts and changes that characterized this period. They will begin to apply the concepts of historical thinking to their study of Canadian history, leading to deeper and more meaningful explorations of life in colonial Canada. Students will also develop their ability to gather and critically analyse evidence from primary sources in order to form their own conclusions about historical issues and events.

The Grade 7 history expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *beliefs* and *values, equity, freedom, identity, power and authority, and relationships*.

The following chart presents an overview of Grade 7 history, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of historical thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of historical thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Historical Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
Strand A. New France and British North America, 1713–1800				
A1. analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada	Continuity and Change; Historical Perspective	Understanding the experiences of and challenges facing people in the past helps put our experiences and challenges into context.	Do we experience any of the same challenges people in Canada experienced in earlier times? What types of developments permit us to respond to them in different ways than people did in the past?	Maps* and Globes Analysing and constructing political maps to show alliances (see, e.g., A2.3) Analysing demographic or population maps related to settlement patterns, territorial expansion (see, e.g., A2.3)
A2. use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain	Historical Perspective; Historical Significance	Different groups responded in different ways to the shift in power in Canada from France to Britain.	Why might different people view the same event in different ways? How do we determine what is historically significant?	Analysing and constructing flow maps on movement patterns and/or displacement of different groups (see, e.g., A2.3)
A3. describe various significant events, developments, and people in Canada between 1713 and 1800, and explain their impact	Historical Significance; Cause and Consequence	The significance of historical events is determined partly by their short- and long-term impact.		

(continued)

Overall Expectations	Related Concepts of Historical Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand B. Canada, 1800–1850: Conflict and Challenges				
B1. analyse aspects of the lives of various groups in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800	Continuity and Change; Historical Perspective	Throughout Canadian history, people have struggled to meet challenges and to improve their lives.	What can we learn from the ways in which people met challenges in the past? Why is it important to consider various perspectives when analysing events or issues?	Graphs Analysing and/or constructing graphs related to immigration to Canada (see, e.g., B2.4) Maps* and Globes Analysing and constructing political maps to show alliances (see, e.g., B2.3) Analysing demographic or population maps related to settlement patterns, territorial expansion (see, e.g., B2.3)
B2. use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850	Historical Perspective; Historical Significance	The first half of the nineteenth century was a time of major conflict and change in Canada.	What types of forces can bring about change?	Analysing and constructing flow maps on movement patterns and/or displacement of different groups (see, e.g., B2.3)
B3. describe various significant events, developments, and people in Canada between 1800 and 1850, and explain their impact	Historical Significance; Cause and Consequence	Social and political conflicts and changes in the first half of the nineteenth century have had a lasting impact on Canada.		

* The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.

A. NEW FRANCE AND BRITISH NORTH AMERICA, 1713–1800

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- A1. Application:** analyse aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada (**FOCUS ON:** *Continuity and Change; Historical Perspective*)
- A2. Inquiry:** use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (**FOCUS ON:** *Historical Perspective; Historical Significance*)
- A3. Understanding Historical Context:** describe various significant events, developments, and people in Canada between 1713 and 1800, and explain their impact (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

SPECIFIC EXPECTATIONS

A1. Application: Colonial and Present-day Canada

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of Grade 7, students will:

- A1.1** analyse key similarities and differences in social values and aspects of life between present-day Canadians and some different groups and/or communities in Canada between 1713 and 1800 (*e.g., with reference to gender roles, religious practices, living conditions, diet, recreation, and/or political rights; attitudes towards slavery, social class, the role of women, and/or crime and punishment; attitudes of other Canadians towards First Nations*)

Sample questions: “What are the main differences between your life and the life of a child in Haudenosaunee society or on a seigneurie in New France?” “What social attitudes permitted slavery to exist in colonial Canada?” “What does the presence of missionaries among First Nations imply about the social values of the colonizing peoples? In what ways have attitudes towards First Nations peoples held by non-First Nations people in Canada changed or stayed the same?”

- A1.2** analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges (*e.g., with reference to conflict arising from imperial rivalries; climatic and environmental challenges; competition for land and resources between First Nations and colonists; the hard physical labour and isolation associated with life in new settlements; disease; discrimination facing Black Loyalists; restrictions on rights and freedoms of slaves, seigneurial tenants, or indentured workers*), and assess similarities and differences between some of these challenges and responses and those of present-day Canadians

Sample questions: “What were some of the environmental challenges facing people in early Canada? What similarities do you see between these challenges and current environmental challenges facing Canadians?” “In what ways are the lives of elderly people different now than they were in the past? What are the main reasons for the differences?” “What sort of care was available for sick people in eighteenth-century Canada? Why were traditional First Nations remedies so important? What were the limitations of these remedies?”

A1.3 analyse the displacement experienced by various groups who were living in or who came to Canada between 1713 and 1800 (e.g., *the expulsion of the Acadians; the forced relocation experienced by many First Nations and/or Métis to reserves or different territories; the migration of Loyalists to various regions of Canada; the forced migration of African slaves to New France and British North America; the immigration of people to Canada seeking land, religious freedom, and/or work*), and compare it with present-day examples of displacement (e.g., *the relocation of a First Nation reserve community in Canada as a result of poor living conditions; the experience of and services available to immigrants or refugees to Canada*)

Sample questions: “What was the experience of different Loyalist groups? What challenges did these groups face? Why did some Black Loyalists choose to return to Africa?” “In what ways would the experience of immigrants to colonial Canada have been different from that of present-day immigrants to this country? What accounts for some of these differences?”

A2. Inquiry: From New France to British North America

FOCUS ON: *Historical Perspective; Historical Significance*

By the end of Grade 7, students will:

A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (e.g., *the expulsion of the Acadians, treaties and alliances among First Nations and between First Nations and European powers, key battles in the North American colonies, legal and territorial changes as a result of the Seven Years’ War, increased settlement by British immigrants, challenges associated with Britain administering a colony with a French majority, the Constitutional Act of 1791*)

Sample questions: “What groups were involved in the Battle of the Plains of Abraham? Why would each group have viewed the conflict differently?” “Why was the Quebec Act passed? Who supported it? Who opposed it? Why?” “Why would French and English colonists and First Nations have had different views about the arrival of the Loyalists?”

A2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary sources (e.g., *diaries, gravestone inscriptions, material from online archives, paintings, petitions, speeches*) and secondary sources (e.g., *poetry or songs written after this historical period, historical fiction, monuments, web resources and/or books on Canadian history*)

Sample questions: “Why would the diaries and letters of expelled Acadians be a good source on their experiences and perspectives? What other sources could you consult to investigate the perspectives of other groups on the expulsion?” “What are petitions? Whose perspectives would they reveal? How might you find out if there are any petitions on the issue you are investigating?” “Where might you find information about the position of First Nations on the Treaties of Peace and Friendship?”

A2.3 analyse and construct maps as part of their investigations into significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, with a focus on exploring their spatial boundaries (e.g., *construct maps to show the location of various battles in North America during the Seven Years’ War; analyse flow maps to show where groups were displaced from and where they went; analyse population maps to determine changes in settlement patterns and the groups that were affected*)

Sample questions: “What type of map could you use to show the routes taken by the Acadians after they were expelled from the Maritime colonies?” “When you study maps of Canada before and after the Treaty of Paris, what do you notice about changes in settlement trends?” “What information would you need to include on a map to show the various alliances and conflicts in North America during the Seven Years’ War?”

A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., *analyse paintings of key events in the Seven Years’ War to extract information and determine the perspective presented; analyse*

documents to determine the response of people in New France to the colony's being ceded to Great Britain; use a graphic organizer to help them compare the perspectives of the French and English colonists on the division of the colony into Upper and Lower Canada)

Sample questions: “What tools might you use to help you analyse the evidence you have compiled?” “What do these paintings reveal about the subject? About the perspective of the artist? Given the information you have found in your other sources, do you think the depiction in this painting is accurate?” “What does your evidence suggest about the significance of the Battle of the Plains of Abraham for colonists in New France? For First Nations allied to the French? For British colonists and the colonial administration?”

- A2.5** evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues related to the shift in power in colonial Canada from France to Britain

Sample questions: “What did you find out about how different individuals and groups in Quebec viewed the shift in power to Britain?” “What have you learned from looking at this event from different perspectives? Do you think all the perspectives are equally valid? Why or why not?”

- A2.6** communicate the results of their inquiries using appropriate vocabulary (e.g., *perspective, colony, treaty, expulsion, displacement, values, roles, power, conflict, Acadian*) and formats appropriate for specific audiences (e.g., *a historical narrative in storybook or graphic form about the responses of different people to the expulsion of the Acadians; a debate presenting differing perspectives on the battle of the Plains of Abraham; an information poster on the Constitutional Act of 1791, including the response of different groups to the act; an audiovisual presentation about the ways different groups viewed the Treaties of Peace and Friendship*)

Sample questions: “Which format is best suited to communicating the results of your inquiry in an engaging and meaningful manner? Why?”

A3. Understanding Historical Context: Events and Their Consequences

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of Grade 7, students will:

- A3.1** identify factors leading to some key events that occurred in and/or affected Canada between 1713 and 1800 (e.g., *the expulsion of the Acadians, the Seven Years' War, the Battle of the Plains of Abraham, the American Revolution, Pontiac's Rebellion, Loyalist migrations*), and describe the historical significance of some of these events for different individuals, groups, and/or communities

Sample questions: “Why did the British government expel the Acadians? Where did they go? Who took over their lands? Who are the Cajuns? What is their connection to the Acadians?” “What were the underlying causes of the Seven Years' War? Why is that war seen as a turning point in North American history?”

- A3.2** identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., *the Treaty of Utrecht, the Treaties of Peace and Friendship of 1713–60, the Royal Proclamation of 1763, the Niagara Treaty of 1764, the Quebec Act of 1774, the Haldiman Proclamation of 1784, the Constitutional Act of 1791*), and explain the impact of some of these changes on various individuals, groups, and/or communities

Sample questions: “What impact did the Royal Proclamation of 1763 and the Treaty of Peace and Friendship of 1760 have on First Nations peoples?” “In what ways was the Quebec Act a departure from earlier policy? What impact did it have?” “Why was the Constitutional Act of 1791 implemented? What impact did this act have on French and English Canada?”

- A3.3** identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., *developments in the fur trade, Loyalist settlement, growth in agriculture and in the timber industry*), and explain the impact of some of these changes on various individuals, groups, and/or communities

Sample questions: “What was the North West Company? How did its establishment change the fur trade? What impact did these changes have on First Nations and on French and British traders?” “What were some of the challenges facing Loyalists on their arrival in Canada? Did all Loyalists face the same challenges?”

A3.4 describe some significant aspects of daily life among different groups living in Canada during this period (*e.g., with reference to seigneurs and habitants in New France; migrant fishers in Newfoundland; Chipewyan men and women in the fur trade; men, women, and children in Haudenosaunee villages; European traders on the frontier; Black Loyalists in Nova Scotia; militia, priests, nuns, artisans, and/or labourers in Louisbourg or Quebec City; Acadian or Planter farm families in the Annapolis Valley*)

Sample questions: “What was life like for the Haudenosaunee? What were their spiritual practices? How did they educate their children? What was their system of government? How did they meet their needs for food and clothing? What were their medical practices? How did the roles of men and women differ? In what ways was life in a Haudenosaunee community different from that in a Mi’kmaq or Woodland Cree community?”

A3.5 describe significant interactions between various individuals, groups, and institutions in Canada during this period (*e.g., with reference to interactions affecting various First Nations, French and English colonists, Acadians, Planters, Loyalists, slaves; the functions of, and interactions of people with, the Catholic Church, Protestant churches, or the French and/or British colonial administrations*)

Sample questions: “What role did the Catholic Church play in the lives of colonists in New France?” “What impact did rivalries among European powers have on the relations between French and English colonists in Canada?” “What relations existed between First Nations and Loyalists in Upper Canada? Between French settlers and Loyalists in Lower Canada? What role did pressures for land and resources play in this relationship?”

A3.6 identify some significant individuals and groups in Canada during this period (*e.g., Marie-Josèphe Angélique, Michel Bégon, Esther Brandeau, Joseph Brant, Molly Brant, Alexander Mackenzie, Elizabeth Simcoe, John Graves Simcoe, Thanadelthur; trappers and fur traders, missionaries, explorers, Loyalists, habitants*), and explain their contribution to Canadian heritage and/or identity

Sample questions: “What role did the Métis play in the fur trade?” “Who was Marie-Josèphe Angélique? What does her story tell us about Canada in this period?” “Why do we have a holiday named after John Graves Simcoe?”

B. CANADA, 1800–1850: CONFLICT AND CHALLENGES

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- B1. Application:** analyse aspects of the lives of various groups in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713–1800 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)
- B2. Inquiry:** use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850 (**FOCUS ON:** *Historical Perspective; Historical Significance*)
- B3. Understanding Historical Context:** describe various significant events, developments, and people in Canada between 1800 and 1850, and explain their impact (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

SPECIFIC EXPECTATIONS

B1. Application: Changes and Challenges

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of Grade 7, students will:

- B1.1** analyse social and political values and significant aspects of life for some different groups in Canada between 1800 and 1850 (*e.g., ways of life in frontier forts, in new settlements in the bush, on First Nations reserves; living conditions for different classes in industrializing cities; attitudes towards Irish immigrants, African Canadians, Métis; attitudes of political elites and groups seeking political reform*), and assess similarities and differences between these values and aspects of life and those in eighteenth-century Canada (*e.g., with reference to improvements in access to education; changes in attitudes towards slavery or political elites; changes resulting from political reform; changes in ways of life of First Nations on reserves*)

Sample questions: “What social attitudes were reflected in the forced removal of First Nations and Métis communities on the arrival of Loyalists or European immigrants?” “In what ways were the political values of Upper Canadian reformers different from those of Canadian colonists in the eighteenth century?”

- B1.2** analyse some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 (*e.g., war with the United States, industrialization, poor wages and working conditions, rigid class structure, limited political rights, discrimination and segregation, religious conflict, limited access to education, influx of new immigrants, epidemics, transportation challenges, harshness of life on the western frontier, continuing competition for land and resources between First Nations/Métis and settlers*) and ways in which people responded to those challenges (*e.g., strikes, rebellion, legislation to expand access to education, treaties, construction of canals, mutual aid societies, work bees, quarantining immigrants*)

Sample questions: “What were some of the challenges new immigrants faced on arriving in Canada? What were some responses to those challenges?” “What were some of the methods used by Reformers and Patriotes in their quest for political change?” “How did discrimination and segregation affect the ways in which African Canadians met their everyday needs?”

- B1.3** analyse the displacement experienced by various groups who were living in or who came to Canada between 1800 and 1850 (*e.g., displacements resulting from damage to property during the War of 1812 or the Rebellions of 1837–38; from the loss of First Nations and Métis territory due to increasing settlement; from famine in Ireland;*

from immigration of Europeans seeking land, religious freedom and/or work), and how some of these groups dealt with their displacement

Sample questions: “Why did so many Irish immigrants come to Canada in the 1840s? What was their experience onboard ship and upon arrival in Canada? How did people already living in Canada react to them?” “What was the response of First Nations and Métis people to their displacement by increasing settlement of their traditional territories?”

B2. Inquiry: Perspectives in British North Americans

FOCUS ON: *Historical Perspective; Historical Significance*

By the end of Grade 7, students will:

B2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850 (e.g., the War of 1812, cholera epidemics, increased immigration from Europe, heightened class divisions in Upper and Lower Canada, rise of the Patriotes in Lower Canada, the Battle of Saint-Eustache, education reform)

Sample questions: “What was the reaction of different groups to the call to arms in 1812?” “What view did members of the Family Compact have of William Lyon Mackenzie? Was their view different from that of moderate Reformers?” “What view did different groups of people have of the increasing number of Irish immigrants in Upper and Lower Canada?”

B2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources (e.g., diaries, excerpts from books that were popular at the time, newspaper editorials, paintings or drawings from that period, petitions, speeches) and secondary sources (e.g., poetry, songs, paintings, or drawings from after this historical period; historical fiction; web resources and/or books on Canadian history)

Sample questions: “Would the letters of Richard Pierpoint be a reliable source on the living conditions and concerns of African Canadians? What sources could you consult to investigate other perspectives?” “Where might you find information about the viewpoints of different individuals or groups on political issues leading up to the Rebellion in Lower Canada?”

B2.3 analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, with a focus on exploring their spatial boundaries (e.g., locate major battles of the War of 1812 or the Rebellions of 1837–38; construct flow maps to show where famine Irish were displaced from and where they settled in Canada; analyse demographic maps to determine settlement patterns in Upper Canada and how they affected First Nations in the colony)

Sample questions: “What types of maps might you use to gather information on immigrants entering Canada?” “When you examine this map, what do you notice about the location of the main battles of the War of 1812?”

B2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., use a graphic organizer to compare the perspectives of English and French Canadians on the Durham Report; analyse the content of selected paintings to determine the perspective that is being presented; use a graphic organizer to help them determine similarities and differences in how various groups or individuals viewed life on the frontier; use graphs to help them determine the increase in immigrants to the various colonies in British North America)

Sample questions: “Which type of organizer might be best suited to help you analyse various perspectives on the Act of Union?” “What information would you need to plot on a Venn diagram to help you analyse similarities and differences in the perspectives of the supporters of Mackenzie and Papineau?” “What does this newspaper editorial reveal about attitudes towards Irish Catholics in Upper Canada?”

B2.5 evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues that affected Canada and/or Canadians during this period

Sample questions: “What did you find out about the ways Métis and First Nations viewed the growth in settlement in Upper Canada?” “What did you learn about differences in the way various groups in Lower Canada viewed the Rebellion of 1837? What accounts for the differences in perspective?”

B2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., immigrant, rebels, famine, Loyalist, Reformer, Patriote, British North America, Upper Canada, Lower Canada, Family Compact, Château Clique, responsible government) and formats appropriate for specific

audiences (e.g., a dual perspective poem or story on western settlement written from the points of view of settlers and First Nations people; a dramatic presentation on the lives of immigrants from different regions or classes; an annotated map explaining the impact of the Rebellions of 1837 on various groups; a work of art depicting the various groups involved in an event along with a write-up explaining their viewpoints)

Sample question: “What might be the most effective way to explain the different perspectives on this issue to your audience?”

B3. Understanding Historical Context: Events and Their Consequence

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of Grade 7, students will:

B3.1 identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850 (e.g., the War of 1812, the Upper Canada Rebellion, the Battle of Saint-Eustache, Irish immigration, establishment of the Underground Railroad, exploration by John Franklin or David Thompson), and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities

Sample questions: “What were the major causes of the War of 1812? What impact did the war have on Canadian identity?” “Why did Tecumseh support the British in the War of 1812?” “What were some of the key social, economic, and political issues that led to the Rebellions of 1837–38? What is the significance of the rebellions for Canadian political history?” “Why was the Battle of Saint-Eustache significant to French Canadians?”

B3.2 identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., alliances between First Nations and British forces during the War of 1812, the Treaty of Ghent, the Abolition of Slavery Act of 1833, the Durham Report, the Act of Union, treaties with First Nations peoples, responsible government, the Rebellion Losses Bill, the Common School Act of 1846), and explain the impact of some of these changes on various individuals, groups, and/or communities

Sample questions: “In what ways did the Treaty of Ghent affect First Nations and members of the militia in colonial Canada?” “Who did the Act of Union benefit?” “What impact did the expansion of the Hudson’s Bay Company

monopoly to the Pacific coast have on First Nations and Métis people? On European traders? On prospective western settlers?”

B3.3 identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., an increase in immigration, the global recession of the 1830s, growing markets for lumber and wheat, political reform movements in Upper and Lower Canada, the construction of canals and railway lines, education reform, mining in Canada West, cholera and smallpox epidemics, the extinction of the Beothuk in Newfoundland), and explain the impact of some of these changes on various individuals, groups, and/or communities

Sample questions: “What impact did the economic downturn of the 1830s have on farmers in both Upper and Lower Canada? What impact did it have on ports in the Maritimes?” “In what ways did the construction of canals benefit various people in the colonies?” “In what ways might the condition of roads have hurt the economy?”

B3.4 describe interactions between different groups and communities in Canada during this period (e.g., French, English, First Nations, Métis, Loyalists, African Canadians, Irish and Scottish immigrants, different religious denominations, the Family Compact, the Château Clique, landowners, servants)

Sample questions: “How would you characterize French-English relations at the time of the Durham Report?” “What were relations like between First Nations, colonists, and the colonial administration during the War of 1812?” “Why was there conflict between Irish Catholics and Protestants in Upper Canada?”

B3.5 identify some significant individuals and groups in Canada during this period (e.g., Robert Baldwin, General Isaac Brock, Peter Jones, William Lyon Mackenzie, Grace Marks, John Norton, Louis-Joseph Papineau, Richard Pierpoint, Peggy Pompadour, Laura Secord, Tecumseh, Catharine Parr Traill; groups advocating responsible government or public education; immigrant aid and other charitable organizations; the Family Compact and Château Clique; groups such as Mennonites in Waterloo County or the Six Nations in the Grand River region of Upper Canada), and explain their contribution to Canadian heritage and/or identity

Sample questions: “Why do we have a university named after Egerton Ryerson?” “What role did immigrants play in the settling of Canada? What impact has that role had on Canadian heritage/identity?” Why is there a memorial at Grosse Île in Quebec?”