

**Grade:** 8

**Teacher:** Ms. Klein

**Unit:** Confederation Conferences

**Lesson:** 1/2

**Overall Objectives:**

A1. Application: assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequality, on various Canadians between 1850 and 1890 as well as on the creation and expansion of the Dominion of Canada (FOCUS ON: Cause and Consequence; Historical Perspective)

A2. 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 1850 and 1890 (FOCUS ON: Historical Perspective; Historical Significance)

A3. Understanding Historical Context: describe various significant events, developments, and people in Canada between 1850 and 1890, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)

**Specific Objectives:**

A1.3 analyse some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890 to improve their lives

A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools

A2.5 evaluate evidence and draw conclusions about perspectives of different groups on some significant events, development

A3.2 identify key political and legal changes that occurred in and/or affected Canada during this period

**Minds On:** Based on what they know about their provinces of Canada, students will act as the party leaders and cast their vote for or against confederation. They will see if they are correct.

British Columbia 1871

Manitoba 1870

New Brunswick 1867

Newfoundland 1949

Northwest Territories 1870

Nova Scotia 1867

Nunavut 1999  
Ontario 1867  
P.E.I 1873  
Quebec 1867  
Saskatchewan 1905  
Yukon 1898

**Lesson:** Students will be divided into three groups. They will be tasked with becoming experts in the events that occurred during one of the three different confederation conferences in Charlottetown, Quebec and London. Students will be responsible for transcribing the key information of the events. Near the end of the class, they will come together and share their expert information with the rest of the class. Sources The Canadian Encyclopedia, Canada A Country By Consent or textbooks.

**Conclusion:** Students will look at a Proclamation from this time. In pairs, students will reflect upon what it might have been like for someone from that time period to be reading this.

