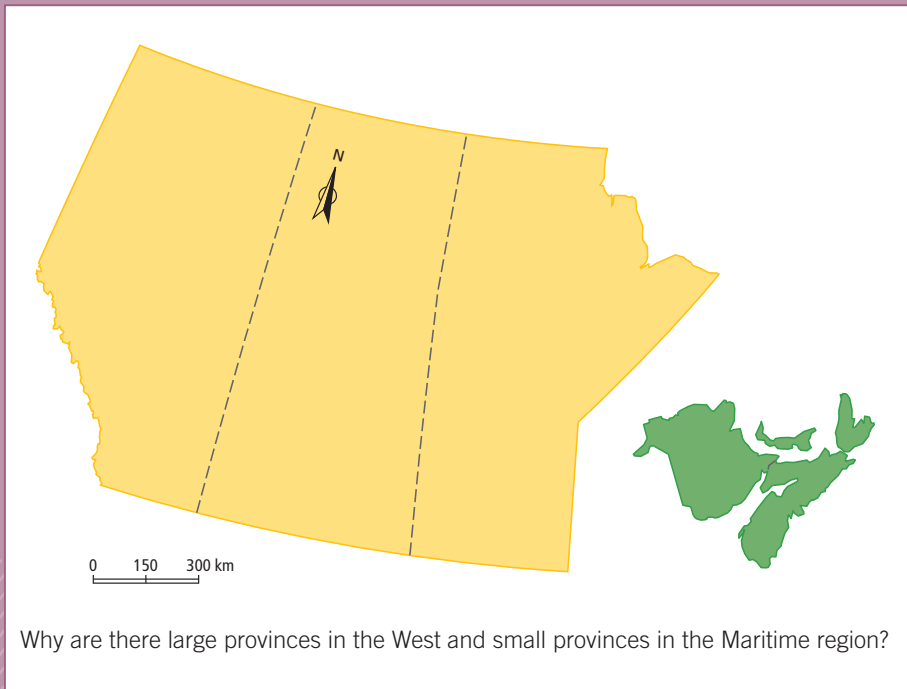


UNIT 1

Confederation

- > Why did some of the colonies put aside differences and create a new country—Canada?



Why are there large provinces in the West and small provinces in the Maritime region?



Why do you think it was decided that English and French would both be the official languages of Canada?



How might Montréal's transportation links benefit Canadians?

What's the Big Idea?

Canada is a land of many contrasts. The smallest province, Prince Edward Island, is 5684 km² in size. Québec, the largest province, occupies an area of 1 356 366 km².

There are more than 50 First Nations languages and more than 100 non-Aboriginal languages spoken in Canada, but only English and French are official federal government languages.

How do you think a country with so many differences came to be? Why are we not part of the United States? The answers to these questions lie in our history. In Unit 1, you will learn how the people of such a large area put aside their differences to create one country.

Key Terms

Confederation, conference, political deadlock, reciprocity, intercolonial trade, Corn Laws, Fenians, Manifest Destiny

What You Will Learn in this Unit

You will explore these aspects of the Unit 1 Big Idea:

- What political factors, people, events, and geographical realities led to the creation and growth of Canada?
- How was Canada in 1867 different from Canada today in terms of political, social, and other issues?
- How can I use the inquiry process to answer historical questions?

British North America in the Mid-1800s

Before READING

Making Connections

- What provinces on the map do you recognize from today?
- How much time do you think it would take to travel across Canada in 1850? How long does it take to travel across the country today? Consider more than one travel method.
- Which provinces would you want to live in then and now? Why?

Add two questions of your own and discuss them with a partner. How did your partner's questions help you see more in the map?

Imagine you are planning a trip to Vancouver. Around 1850, the quickest way to travel from Halifax to Vancouver was to take a ship around the coast of South America, a journey that took months (see map on page H 15). Even going from Toronto, Ontario, to St. John's, Newfoundland, could take weeks.

The political map of North America was different than it is today. North of the United States, there were seven British colonies, one British government territory, and two large areas controlled by the Hudson's Bay Company. These areas had little to do with one another. There was little trade between them, and their populations were small. Why might such remote colonies consider forming a united country?

Historians study how things change over time. They not only describe the great events of history, but they also explore the background factors that led to these events. In this chapter, you will examine some of the similarities and differences between the colonies. You will learn why these colonies later formed the new country of Canada.



British North America in the mid-1800s



Questions to Consider as You Read this Chapter

You will explore these aspects of the Unit 1 Big Idea: **Why did some of the colonies put aside differences and create a new country—Canada?**

- What were the key social, physical, political, and economic characteristics of the British North American colonies between 1850 and 1860?
- What were the regional interests of each colony before the formation of Canada?
- Why is it important to use appropriate vocabulary when referring to historical events?

Thinking About Literacy

Taking Notes to Compare and Contrast

Use a chart like the one shown below to help you record facts about each of the colonies. Some boxes will have more than one point, and some will be left blank. Remember that a “feature” is a characteristic, or trait.

At the end of this chapter, you will be asked to put your notes into a Venn diagram to compare and contrast the differences and similarities between the British North American colonies.

Colony	Physical Features	Political Features	People	Economic Features	My Thoughts

Who Were the People of British North America?

Did you know that approximately 5 million people live in the Greater Toronto Area? That is about twice the number of people who lived in all of British North America in the 1850s. Then, people were spread out across the vast landscape. Historians have uncovered a lot of information about them.

The first survey of British North America's population was the **census** of 1851. After that, a population census was taken every 10 years until 1956, when it was changed to every five years. This table shows the distribution of people in 1851.

WORDS MATTER

census an official count of the population including information such as occupation, gender, age, religion, and ethnic origin

During READING

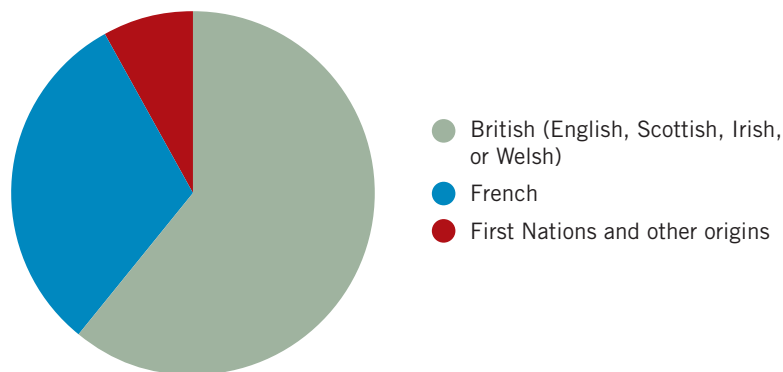
Checkpoint

Include the population numbers under the "People" column of the chart you began on page H 5. Under "My Thoughts," consider how census information might be useful for transportation, trade, and decision making in British North America.

Colony (or Region)	Population	Percentage of BNA's Total Population
Newfoundland	101 600	4%
Nova Scotia	276 854	10.9%
New Brunswick	193 800	7.7%
Prince Edward Island	56 878	2.2%
Canada East (part of Québec today)	890 261	35.2%
Canada West (part of Ontario today)	952 004	37.6%
Rupert's Land and the Northwest Territories	5700	0.2%
New Caledonia	55 000	2.2%
Total	2 532 097	100%

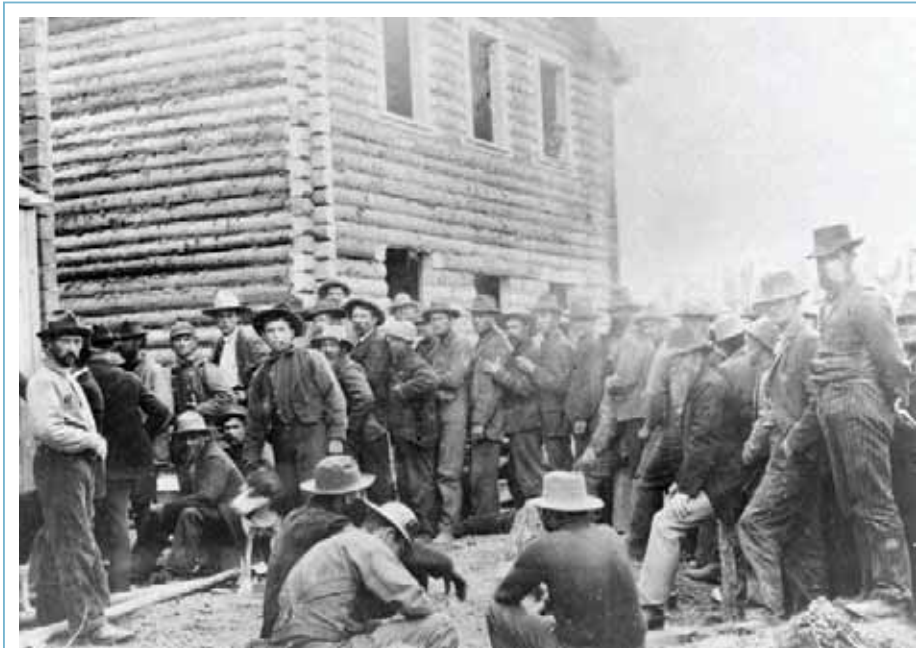
The 1861 census showed that the population of British North America was 3 229 633. The population was overwhelmingly of British origin, as the following pie chart shows.

People of British North America



Almost half of the people who live in Toronto today were born outside of Canada. Toronto is one of the most multicultural cities in the world. Why do you think this is?

This pattern varied from region to region. People of French origin were the majority in Canada East. In Canada West and the Maritimes, people of British origin were predominant. In the Prairies, First Nations people and the Métis were the largest groups. There were also some British and French fur traders living there. In British Columbia, the largest groups were people of British and American origin who had been attracted by a series of **gold rushes**.



Miners wait their turn to register their claims to gold-mining sites. Think of three questions you would like to ask the men in this photo.

The Great Migration

One factor that contributed to the population diversity was a mass migration of people from Europe in the 1830s and 1840s. Poverty and food shortages drove thousands of people to **emigrate**, many coming to what is now Canada. This increased the ethnic diversity of British North America. People from the Netherlands and Germany settled here. Others came here from Ireland because of the Great Irish Famine, when disease destroyed the country's main crop, potatoes. Many of the Irish who came were Roman Catholic and were hostile to Britain, but conditions in their homeland were so poor they needed to move in order to survive. You will read more about the Irish immigrants in Chapter 2.

WORDS MATTER

gold rush a mass movement to an area where gold has been discovered

emigrate leave one's country to settle elsewhere

Environmental Milestones

Diversifying Crops

In the early 1840s, potatoes were the staple food in Ireland. A strain of potato known as the "lumper" was the most popular because it gave a high yield. In 1845, a fungus infected the lumper potato. For three years in a row, the potato crop failed. In the resulting famine, thousands of Irish people starved. Others emigrated to North America. It was an environmental disaster that might have been avoided by growing a wider variety of crops.

The Underground Railroad

Another factor contributing to diversity was the Underground Railroad. Slavery had been illegal in British North America since

1833. About 30 000 American slaves escaped to Canada West and Nova Scotia. The secret network that helped runaway slaves was called the Underground Railroad.

Mary Ann Shadd, a prominent member of the organization, was born as a free black woman (not a slave) in Delaware, a small state in eastern U.S.A. She later settled in Windsor, Canada West, where she wrote a pamphlet called *A Plea for Emigration*. She called on all free people to assist American slaves to settle in British North America. She wrote:



Parade in Amherstburg, Ontario, marking the abolition of slavery in the British Empire

In Canada as in recently settled countries, there is much to do, and comparatively few for the work... If a coloured man understands his business, he receives the public patronage the same as a white man.



Harriet Tubman. How would you feel knowing that anyone could get a large reward for turning you in to the authorities?

Harriet Tubman was born as a slave in Maryland in the U.S. She escaped to Canada West where she became involved in the Underground Railroad, helping other slaves escape. Between 1850 and 1860, she made 19 secret trips to the American South. She risked her life helping approximately 70 people reach freedom in Canada West. Slave owners put a bounty of \$40 000 (the equivalent of \$750 000 today) on her head. Anyone capturing her could claim the bounty when they turned her over to the police. She wrote:

There was one of two things I had a right to—liberty or death. If I could not have one, I would have the other for no man should take me alive.

Life in British North America was generally better for escaped slaves than the life they had come from; however, they were not always welcomed by white society. Many black people lived in separate communities rather than in established towns and villages.

WEB LINK

For more information on the Underground Railroad, visit our Web site.

The First Nations

Historians do not know exactly how many First Nations people were living in the colonies at this time. This is largely because First Nations people often lived on the fringes of settler society. They had once been valued allies of the British in the fight against the Americans and important suppliers of furs to the Hudson's Bay Company. However, there had been peace with the Americans for 50 years, and the significance of the fur trade was declining.

The census of 1871 records 23 037 First Nations people in the population of Ontario, Québec, New Brunswick, and Nova Scotia. This figure probably underestimates the true figure because census officials did not consider it important to get an accurate count of all the First Nations people of the colonies. Why do you think the officials did not consider this important?

First Nations leaders realized they were no longer treated as friends and allies. Little Pine, chief of the Garden River Ojibwe near Sault Ste. Marie, wrote a letter to the governor of Canada in 1849:

...you have become a great people, whilst we have melted away like snow beneath an April sun; our strength is wasted, our countless warriors dead, our forests laid low, you have hounded us from every place as with a wand, you have swept away all our pleasant land, and like some giant foe you tell us "willing or unwilling, you must go from amid these rocks and wastes."



Blackfoot camp, 1880s. How might the First Nations have felt about the establishment of settlements?

WEB LINK
For more information on First Nations in the 1800s, visit our Web site.

THINKING It Over

1. Look at the 1851 population table on page H 6 and write down two general observations you can draw from it about where the people of British North America settled. Use your "My Thoughts" section to help you. **K T C**
2. Summarize the cultural makeup of the colonies' population at the beginning of the 1860s. **K T**
3. How does learning about the population and people of British North America give you a better understanding of British North America compared to Canada today? **T A**

What Was Life Like in British North America?

During READING

Checkpoint

Add some of the information about the people of British North America to your chart. Under "My Thoughts," note how this information helps you know more about Canada. If you want, add a section to your chart for facts about people in all the colonies.

What are your responsibilities at home and at school? How do you think your life would be different if you lived in British North America?

Everyday Life

In the 1850s, roles were usually organized by gender. Women were responsible for most domestic chores, while men did most of the outside tasks. When it was necessary, however, everyone was expected to help with heavy agricultural jobs, such as clearing rocks to create farm fields.

Very young children did not normally have household roles, but by age five they were expected to take on simple tasks. Girls learned to spin, knit, sew, cook, work in the garden, milk the cows, and care for the younger children. Although every farm was unique, in general young boys helped with feeding livestock and gathering firewood. Older boys would clear fields, build fences, and harvest crops. From about 14 years of age, boys were expected to work a full day in the fields. Girls of that age were expected to be able to do any domestic job in the home. If you could choose, which work would you rather have done: a boy's or a girl's? Why?



A French-Canadian woman bakes bread in an outdoor oven in the late 1800s. Why might she have had an outdoor oven?

Imagine yourself living the way people did in the mid-1800s. Their winter heat came from a wood stove, which meant cutting and hauling wood. Even in summer, the wood stove was used every day for heating water and cooking. People went to bed early because light came from candles and oil lamps. This light was too dim for much activity, and wax and oil were expensive. There was no indoor plumbing. People used basins to hold hand-pumped water. There were no flush toilets yet; they used outhouses or chamber pots.

During the 1850s, many children were needed at home to work on farms or in workshops. In Canada West during the 1840s, Egerton Ryerson set up a system of free elementary schools, but many children attended school rarely or not at all. Some religious organizations provided education for children, but these often charged fees, which many families could not afford. It was not until the late 1800s that public schooling became available to everyone.

There was little entertainment. Newspapers were popular. People wrote long letters to each other describing their daily lives. Visiting friends and family was a favourite pastime. Going to religious services on Sunday was an event to be looked forward to; it was a relief from the hard work of everyday life and a time for socializing.

Frances Tweedie Milne and her husband farmed in Scarborough, now part of Toronto. What do you think her life was like? Base your answers on the following diary extracts.

May 24, 1869: William and I stuffed mattress. We sewed it all and did it very nicely. We both tied the twine. Didn't finish today.

August 2, 1869: Busy canning cherries, Jennie helping to stone them. Boiling 1/2 my vinegar.

November 11, 1869: Busy preparing for the [barn] raising tomorrow, beheaded two geese for it.

December 28, 1869: Killed seven hogs and got them salted before dark. Margaret and I got on very well alone and quite delighted that this job is over.

January to April, 1870: Busy at my rug and knitting sock in the evening... Finished rug... Started 2nd sock for Em... Cut my lilac print... Busy at my lilac print dress... Cut Wm.'s shirts.

August 21, 1872: Baby a week old today. It feels most fearfully lonesome and I can't get relief without a cry.

September 13, 1872: Am alone and baby cried some. I am feeling very sad sometimes.

WEB LINK •.....

For more information on life in the mid-1800s, visit our Web site.

Social Characteristics

British North American society was not the same everywhere. Canada East was mainly French-speaking and Roman Catholic. Canada West was mainly English-speaking and Protestant. There were communities of people of African descent, especially in Nova Scotia and in the south part of Canada West. First Nations people lived apart from European settlers.

Two things were common to all of the colonies. First, there were distinct class divisions. People spoke, dressed, and acted differently depending on which class of society they belonged to. Second, there was much movement of people into and out of settled areas. This was because people were constantly trying to improve their situation in life.



Compare the people in these two photographs. Focus your inquiry on their attire, surroundings, and what they are doing.

THINKING It Over

1. From what you have read, create a “day in the life of” timeline, outlining what your day might have been like in the 1850s. **C K**
2. Do research to compare the general conditions described in this section with the general conditions in Canada today. With a partner, compare them under the following headings: a) population, b) gender roles, and c) technological development. Discuss with your partner whether you think things are better or worse now than they were then, giving your reasons. **t k C**

HISTORICAL THINKING SKILL

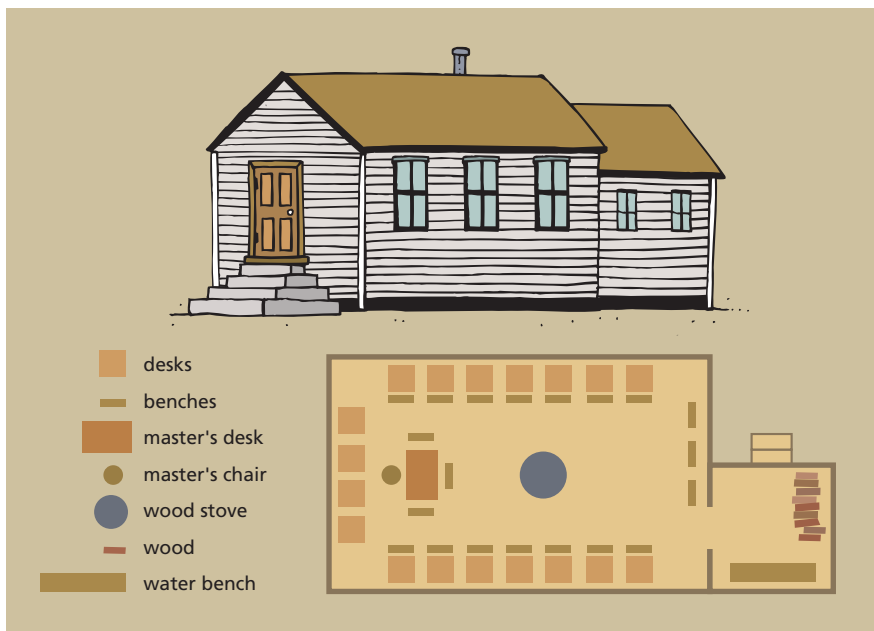
Understanding Continuity and Change

Why do we study history? Some might say we study history to see how things have changed. That is true; however, historians are also interested in studying continuity: how and why some things stay the same. For example, your textbook says that “in the 1850s, roles were usually organized by gender.” Some of those gender roles have changed over time. Women today work outside the home much more than they did in 1850, and men do more work inside it. Some things have not changed, however. It is still true, for example, that women today still do more domestic work than men, and on average men get paid more than women for many kinds of work. Historians try to understand both how and why some things change while other things stay the same.

Let us look at an example from your everyday life. On a plain piece of paper, draw a map or floor plan of your school. Show as much detail as you can, and use a legend if it helps you show more.

Now take a look at the floor plan and short description of Melissa Johnson’s school in Stanley, New Brunswick, around 1870.

As time was spent for the greater part at school I will try to tell you what the school house was like, and also tell you of the master, the only teacher I ever had. I will draw a map—a picture of the school house and a floor plan.



When we needed to write or cipher we turned in to the desk, and when just studying we turned out. The small children who were not yet using pencil or pen sat on the benches, where there were no desks.

Step 1 Find similarities and differences

Working in groups, fill out a chart like this one, showing differences and similarities between Melissa Johnson's school and yours.

Differences	Similarities
One room	Students used desks

Step 2 Analyze the similarities and differences

Write a paragraph describing how you think life would be different for students in this school than in yours, and another paragraph describing ways you think life would be the same.

APPLY It

Historians also study whether changes represent progress or decline. They ask the question, Have things gotten better or worse? Usually the answer is not simply either "better" or "worse," but a combination of both. Think about school and the lives of children since the mid-1800s. Using the section on Everyday Life from page H 10 of your textbook and the information you collected above, fill out a chart like this one.

Now use your chart to write a short essay answering the question, Is life better or worse for children in Canada today than it was in the mid-1800s? Remember, it is okay for your essay to say it is both better and worse.

Ways in which life is better for children today	Ways in which life was better for children in the mid-1800s

Physical Features of British North America

The settled areas in the colonies were separated by vast distances, bodies of water, and difficult terrain. Those who wished to unite the colonies would have to overcome obstacles imposed by the challenging landscape. William Lyon Mackenzie King, prime minister from 1921–1930 and 1935–1948, once remarked, “Canada has too much geography.” What do you think he meant by this?

Vast Distances and Difficult Terrain

First Nations people moved and transported goods in all parts of Canada. They originally showed Europeans the routes from place to place, from one watershed to another, enabling Europeans to travel long distances before there were roads, railways, canals, and powerboats. If you drive from Halifax to Vancouver, your route covers 5876 km. Today, airplanes can connect these cities in a matter of hours. In the 1850s, it took months to make this journey. To make matters more difficult, some colonies were separated by geographical barriers, such as mountains and bodies of water. Developing a transportation system would be essential in order to create a united nation.



What do you think the pros and cons would be if you had to travel on this ship?

During READING

Checkpoint

Look up “challenging” in a dictionary. The word is not always used to describe land. Review physical maps of Canada. What makes the physical features of Canada’s geography challenging? Add to the “My Thoughts” or “Physical Features” sections of your chart.



The voyage from Halifax to Vancouver in the 1850s involved travelling by horse, boat, and on foot. It would take even longer than going all the way around South America by ship.

Climate Extremes

Canadians sometimes call their country the “Great White North.” This implies that Canada is frozen solid most of the year. In reality, the climate varies enormously from region to region. This table summarizes some of the differences.

Climate affects how societies develop. In areas where winters are milder, outdoor work is possible for a longer part of the year. The length of the seasons and the amount of precipitation influences the agriculture, and thus the economy, of a region.

Region	Airstreams	Summers	Winters
West Coast	Warm and moist	Warm and moist	Temperate and wet
Prairies	Cold winter/ hot summer	Hot and dry	Cold
Great Lakes– St. Lawrence	Cold winter/ hot summer	Hot and humid	Snowy and wind-chilled
Atlantic	Arctic and maritime	Warm and humid	Snowy and cold
North	Arctic	Cool and short	Long and cold



These images show contrasting climates in Ontario (left) and Iqaluit (right). In what ways does climate affect our lives?

THINKING It Over

- Quote some figures and details about the physical features from this section to illustrate the great size and diverse geography of British North America. **K**
- In your own words, discuss with a partner why Mackenzie King might have said that Canada has “too much geography.” Do you agree with him? Why or why not? **C T**
- Assess what it would have been like to live in each region during the 1850s. Consider transportation, climate, and ways of life. **T K**

Political Features of British North America

The British North American colonies had similar government structures. This may have made it easier for them to work together on matters of common interest.

The Government of the Canadas

In your previous studies, you examined the political structure of the Canadas. The diagram on this page may help remind you of what the government system there looked like. The **Crown** appointed the governor who, in turn, appointed the members of the legislative council and executive council. The executive council is the part of government that decides what bills will be introduced into the legislature. It is now called the cabinet. For a bill to become law, it had to be approved by the legislative assembly, the legislative council, and the governor.

The voters consisted of male property owners. They chose the members of the legislative assembly. Even though the legislative assembly was elected by the people, the Crown still held influence because it appointed the governor. The Crown generally chose a member of the British **nobility** to be governor. The governor tended to choose **conservative** people to be members of the legislative council. There was a mixture of influences in government: the Crown, the nobility, and men who owned property.

WORDS MATTER

Crown a symbolic term referring to the monarch of a country

nobility members of the highest class of society

conservative preferring what is safe and familiar rather than wanting change and risk

During READING

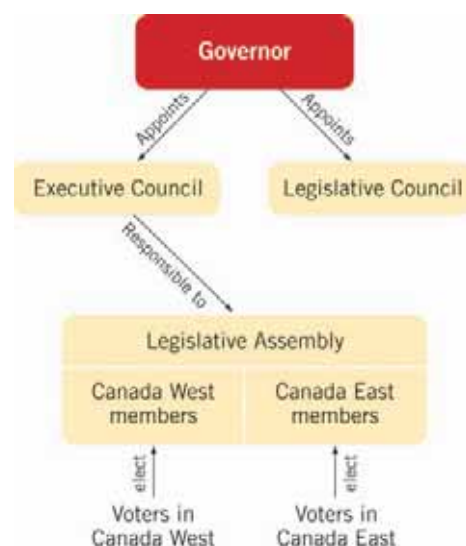
Checkpoint

In the "My Thoughts" section of your chart, note what allowing the Crown to choose members of the legislature tells us about Canada's society at the time.



The first legislature of Ontario, 1867. What groups of Canada's population are not represented here? Why do you think this is?

The Political System of the Canadas in the 1850s



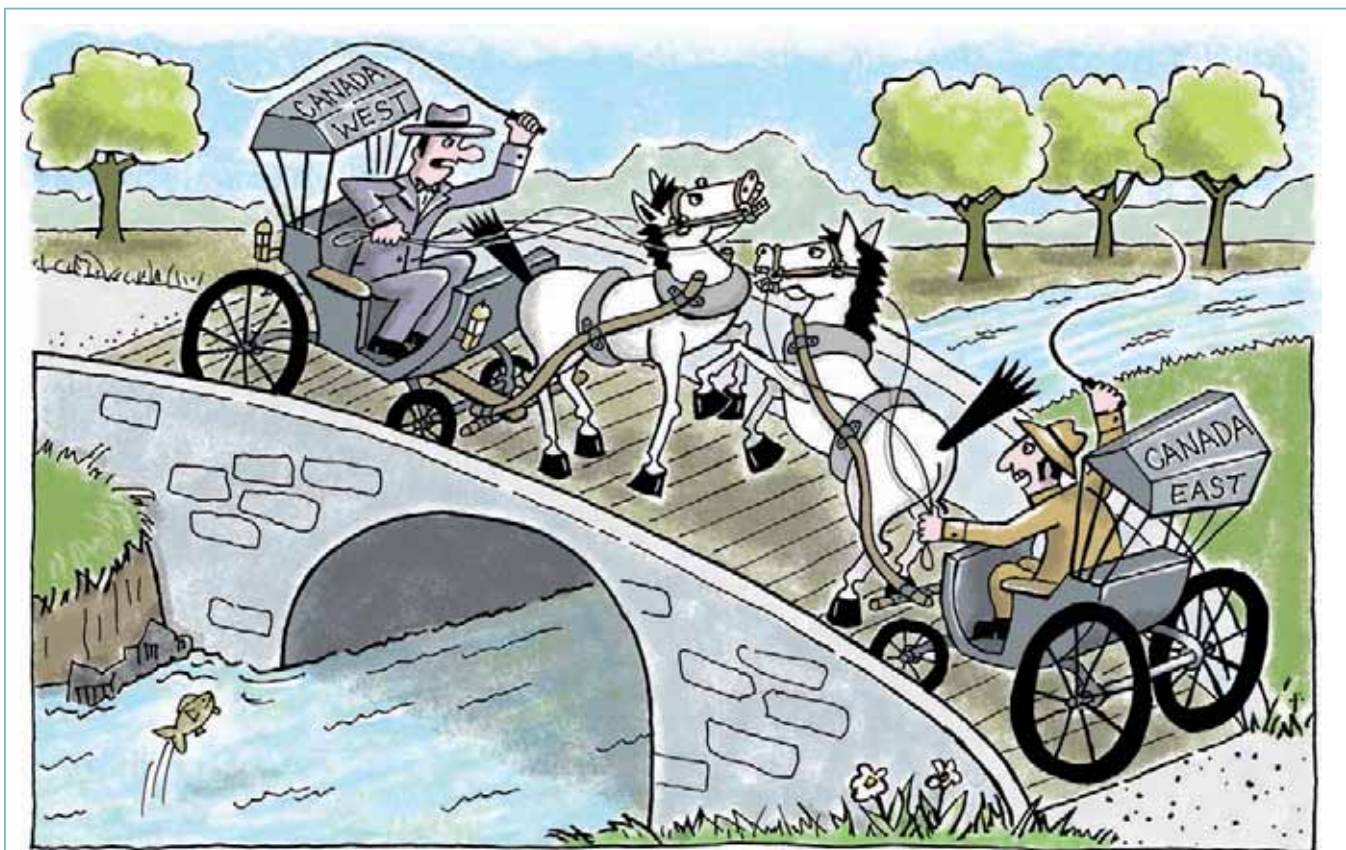
WORDS MATTER

political deadlock a situation where progress cannot be made because the parties involved do not agree

Canada East and Canada West each had the same number of seats in the legislative assembly. This sometimes caused **political deadlock**, as the two sides fought with each other about the best way to solve the economic challenges of the colony.

Two issues tended to deadlock the legislative assembly: transportation and representation. Politicians from Canada West wanted to expand transportation facilities to increase trade and wealth; they were willing to spend government money to do so. Politicians from Canada East did not want to change their existing way of life; they felt that better links with Canada West would threaten their identity, and they resisted attempts to spend tax money on transportation improvements.

There was also deadlock over the representation issue. You may recall from Grade 7 that Canada West supported representation by population, while Canada East wanted to retain equal representation. Compromise seemed impossible.



This illustration shows a deadlock situation. How might you illustrate compromise?

Government in the Maritimes

Before 1784, there were only two colonies in the Maritime region—Nova Scotia and Prince Edward Island. However, in that year, Nova Scotia was divided in three, and the separate colonies of New Brunswick and Cape Breton Island were created. Transportation was slow and difficult. Today, Prince Edward Island, Nova Scotia, and New Brunswick are Canada’s smallest provinces.

By the late 1850s, many people in the region were talking about joining New Brunswick and Nova Scotia into a single colony again. Supporters of union said that a single government controlling this larger population would have greater influence in North America. The British government liked this idea because it would be less expensive to have one colonial government rather than two. In fact, it went a step further: Why not bring Prince Edward Island into the united colony? the government asked. Now the population would be more than 663 000, and two governments would be done away with, saving even more money.

Why do you think it would have been relatively easy to create a single colony in the Maritimes? All three of these colonies had the same form of government. It was exactly the same form as in the Canadas. By 1864, the Maritime colonies had scheduled a conference in Charlottetown, P.E.I., to discuss Maritime union. You will return to this story in Chapter 3.



The room where the Charlottetown Conference of 1864 took place

What Was Prince Edward Island's Absentee Landlord Problem?

In 1763, the British took over the French colonies in what later became Canada. At that time, they gave most of the land on Prince Edward Island to wealthy families who lived in Britain. Local farmers were mainly tenants. They rented the land from these absentee landowners, called landlords. In the other colonies, farm families could buy land relatively cheaply. In P.E.I., this was impossible. Island farmers formed a tenant union to push for change. They passed the following resolutions:

Resolved, That we the [tenant farmers will]... withhold... rent... to resist [being thrown off the land], seizure [arrest] and sale [of our property] to pay rent.

Resolved, That it is our duty to unite as tenants for mutual protection and sympathy in order to put an end to the leasehold system [having to rent land instead of being able to buy it].

Resolved, That every member provide himself with a bugle to summon the note alarm on the approaches of the rent-leeches [rent collectors].



What do you suppose the tenants would do when they heard a bugle warning that a rent collector was coming?

The absentee landlords issue was one of the reasons P.E.I. saw itself as different from the rest of British North America. In 1866, the *Charlottetown Examiner* wrote that P.E.I.'s legislature refused to join Confederation because of its "isolated, peculiar and exceptional position... as contrasted with the other British North American Provinces and Colonies."

THINKING It Over

1. Imagine you are a tenant farmer. Using information from the resolutions, explain in your own words what you want and what you are prepared to do to get it. **k c t**
2. With one or two partners, discuss why the farmers of P.E.I. would want to own their land, rather than rent it from absentee landlords. **c t**

The Distant Colonies

There were other colonies in British North America, but they were too far away to have close relations with the Canadas and the three Maritime colonies. In the East was Newfoundland. The sea crossing to Newfoundland across the Cabot Strait was dangerous and unpredictable. Newfoundland tended to go its own way, although it watched the Maritime union movement with interest.

In the West, there were two colonies: British Columbia (formerly New Caledonia before it became a colony in 1858) and Vancouver's Island (the original name of modern Vancouver Island). They were united into the single colony of British Columbia in 1866. All of these colonies had the traditional British government system. In B.C., there was strong American influence.

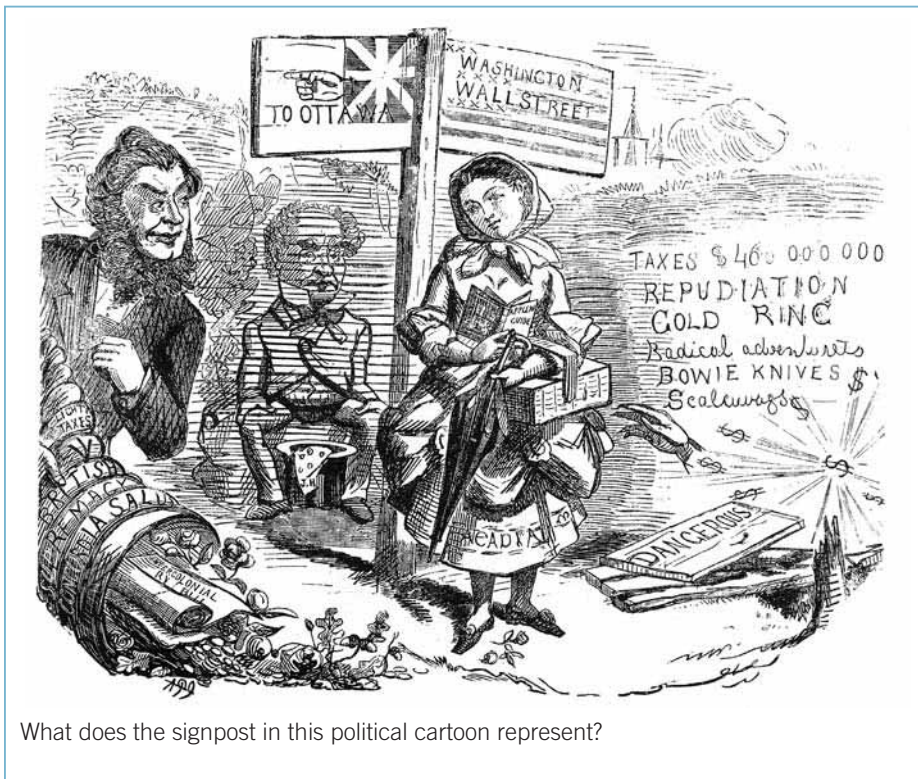
Many Americans came north into B.C. to join the gold rush movement of the 1850s. Some British Columbians felt that the rest of British North America was too distant. If the colony wanted to change its status, they argued, it should become part of the United States. Get rid of the Crown, these people said. They thought an American **republic** was better than a British monarchy.



Treacherous ocean waters made transportation from Newfoundland dangerous, increasing the sense of isolation from the other colonies.

WORDS MATTER

republic a system of government that has no monarchy; all the politicians are elected



What does the signpost in this political cartoon represent?

Heroes and Villains | Sir James Douglas

Sir James Douglas (1803–1877) was a senior official for the Hudson’s Bay Company. He had a reputation for working hard and getting jobs done; however, he was also difficult to deal with.

In 1849, Douglas was appointed the Hudson’s Bay Company agent on Vancouver’s Island to supervise the fur trade. He had disputes with the governor, Richard Blanshard. In theory, Blanshard could overrule Douglas, but in practice Douglas had the real power. In less than a year, Blanshard resigned.

When the colony of British Columbia was created in 1858, Douglas became its first governor. He supervised the building of a 640-km road to the Cariboo region when gold was discovered there. In 1862, he got into trouble with Britain for taking out loans for the construction without permission.

His opponents began to complain that he was snobbish and a dictator. The British decided to end his governorship of the colony.

The story of Sir James Douglas brings up an important question: should people be judged by their achievements, or should their personalities be considered as well? Douglas achieved much professionally; however, his personality was grating. In what ways was Sir James Douglas a hero or a villain? Are you unsure? Why?



Sir James Douglas, governor of British Columbia

THINKING It Over

1. Look at the diagram of the political system in the Canadas on page H 17, and the text explaining it. In your own words, explain what is meant by the following statement: “The Crown, the nobility, and men of property all had a say in the running of the government.” **t c k a**
2. Write a paragraph explaining why it was uncertain around 1860 that the British North American colonies could agree about their future. Use the information in the “My Thoughts” section of your chart. **c k t**

Economic Features of British North America

The economy of British North America was becoming **industrialized**. Factories with steam-powered equipment were replacing small, hand-powered workshops. Goods such as stoves, coats, or wagon wheels could be produced more quickly than they had been in old-style workshops.

Effects of Industrialization

Industries did not appear everywhere across British North America at the same time. Factors such as geography, transportation, and population affected the growth of industries.

Canada East

One of the first places industry flourished was in Montréal in the late 1840s. The St. Lawrence River gave the city a good supply of water. Boilers were built to convert water into steam, which in turn ran pumps, lathes, drills, and other equipment. Factory owners hired workers from the city's poor to do the dreary and often dangerous work. These people were not well educated and were poorly paid. Many of them were recent immigrants to British North America, escaping even worse conditions in their homelands.

Much of the work in these factories was performed by women and children. Employers paid them less than they paid men. There were few laws to restrict child labour, and children as young as six years old sometimes worked in factories. Employers sometimes beat them if they made mistakes or fell asleep from exhaustion. This became a much larger issue in the 1890s as **capitalists** built many new factories in the expanding cities of the time. You will read more about this in Chapter 7.

During READING

Checkpoint

In your "My Thoughts" column, note what industrialization meant for the people of Canada. Why would some people think it was good, while others disliked it?

WORDS MATTER

industrialize develop industries, especially manufacturing industries

capitalists people who built and owned businesses



What effect would working in factories have had on the quality of life of a child, woman, and factory owner?

Factories in Canada East 1840s and 1850s



Montréal was in its prime in 1872 as British North America's most industrialized city.

By the late 1850s, there were steam-powered factories in the suburbs of Montréal such as Hochelaga, Saint-Henri, Valleyfield, Saint-Hyacinthe, and Saint-Jean. As well, there were a few factories in the Eastern Townships and the Québec City region.

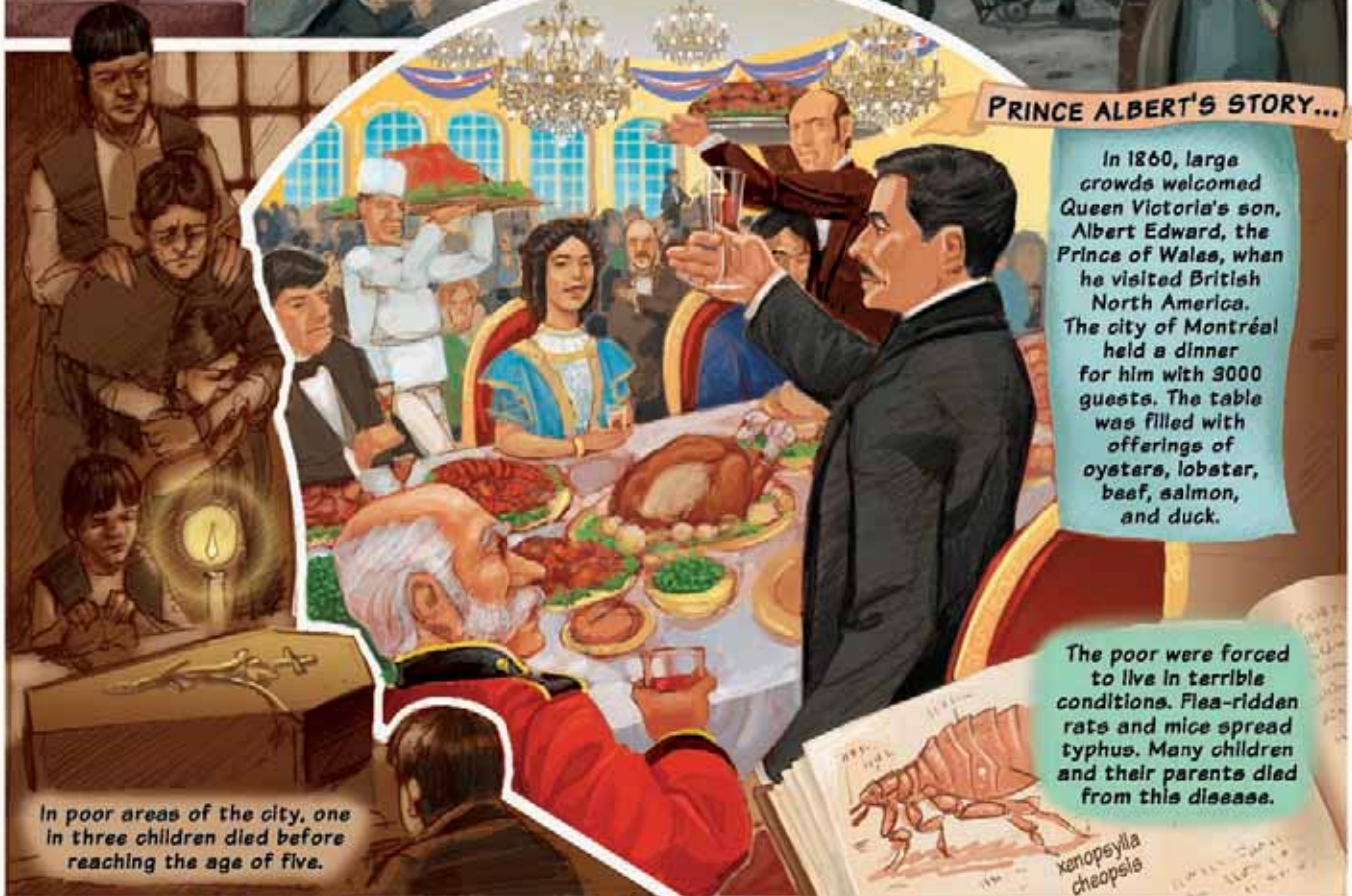
Montréal soon established itself as the most industrialized city in British North America. It held this position for about 100 years. Three industries dominated the city by the early 1860s. These are summarized in the organizer below.

Leading Industries in Montréal, 1860s

Industry	Food	Footwear	Textiles
Examples	flour mills, sugar refineries, breweries, bakeries, butter and cheese factories	boot and shoe factories making footwear for all occasions	fabric factories making cotton bed blankets and sheets, clothing, curtains, etc.
Details	This was the largest industry at this time. Small and large operations existed in this industry, and there were many factories around the city.	This was the second-largest industry. Soon Canada East's footwear factories dominated all of eastern British North America.	The workforce comprised mainly women, assisted by children. Some of the work was still done in people's homes, so there tended to be a large number of small companies.

REAL PEOPLE MAKING HISTORY ▶ A Feast in the Middle of Poverty

As Canada became industrialized, more and more people moved from rural to urban areas. In the large cities, factories sprang up. Working conditions were poor. Families had difficulty surviving on meagre wages.



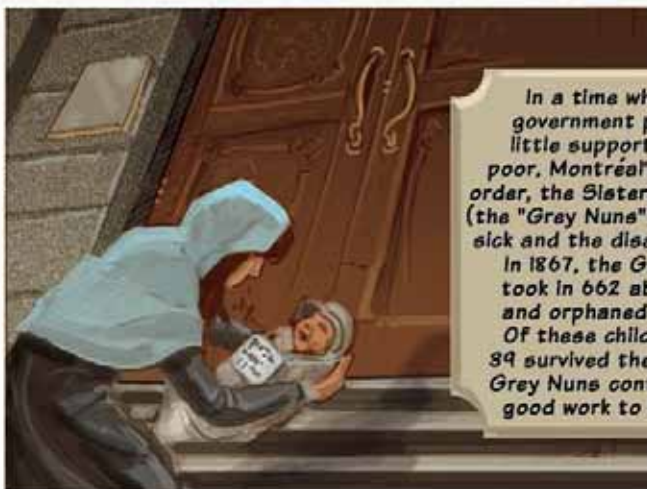
PRINCE ALBERT'S STORY...

In 1860, large crowds welcomed Queen Victoria's son, Albert Edward, the Prince of Wales, when he visited British North America. The city of Montréal held a dinner for him with 3000 guests. The table was filled with offerings of oysters, lobster, beef, salmon, and duck.

The poor were forced to live in terrible conditions. Flea-ridden rats and mice spread typhus. Many children and their parents died from this disease.



In poor areas of the city, one in three children died before reaching the age of five.



In a time when the government provided little support for the poor, Montréal's religious order, the Sisters of Charity (the "Grey Nuns"), helped the sick and the disadvantaged. In 1867, the Grey Nuns took in 662 abandoned and orphaned children. Of these children, only 89 survived the year. The Grey Nuns continue their good work to this day.



Canada West

Industrialization began to flourish in Canada West in the 1870s. At mid-century, the largest industry there was textiles. Factories spun cotton into cloth for making items such as clothing, curtains, and tablecloths. The metalwork industry was growing quickly. Factories made stoves, pots and pans, beds, and other household goods.

Although Canada West got off to a slower start than Canada East, it soon caught up. By the 1880s, there were large industrial operations in what was by then called Ontario. In Chapter 7, you will learn how Ontario became the industrial centre of Canada's economy.

The Maritimes

Shipbuilding was an important craft in the Maritime colonies because fishing and overseas trade were so significant. Many of the workers were skilled carpenters, sailmakers, or wood turners. Shipyards eventually adapted to steam-powered cutting, shaping, and drilling methods. By the 1850s, the region's yards turned out an average of 374 ships a year.

Farming and logging were important in rural areas of the Maritime colonies where populations were low. Factories required large numbers of workers, so they were built in or near urban areas. The population was spread out in this region. As a result, by the 1860s, industrialization had only just begun in the Maritimes. Ever since, industrial production has been lower in this region than in Québec and Ontario.



Would you prefer working in a shipyard in the Maritimes, or working in a factory in Montréal? Explain your choice.

The West

The West was thinly populated and there was little industrialization there until the late 1800s. In the Prairies, the First Nations and Hudson's Bay Company employees ran the fur trade. Trapping, slaughtering, and skinning animals did not require industrial methods. The Hudson's Bay Company, which owned most of the Canadian Prairies, had banned settlers from moving into the region. The Hudson's Bay Company did not want agriculture or industry to disrupt the fur trade.

Like the Maritimes, the colonies of British Columbia and Vancouver's Island did not need factories; forestry and shipping were the leading economic activities. There was little industry in this region until the 1880s.

Environmental Milestones

The Rise in Global Temperatures

Scientists note that the gradual rise in world temperatures began around 1860. The growth of cities and factories led to the burning of fossil fuels—coal, oil, and gas—in ever-greater amounts. Fossil fuel consumption allows people to produce more and have higher living standards, but there is a cost to the environment. The global climate change experienced today has its origins in the mid-1800s.



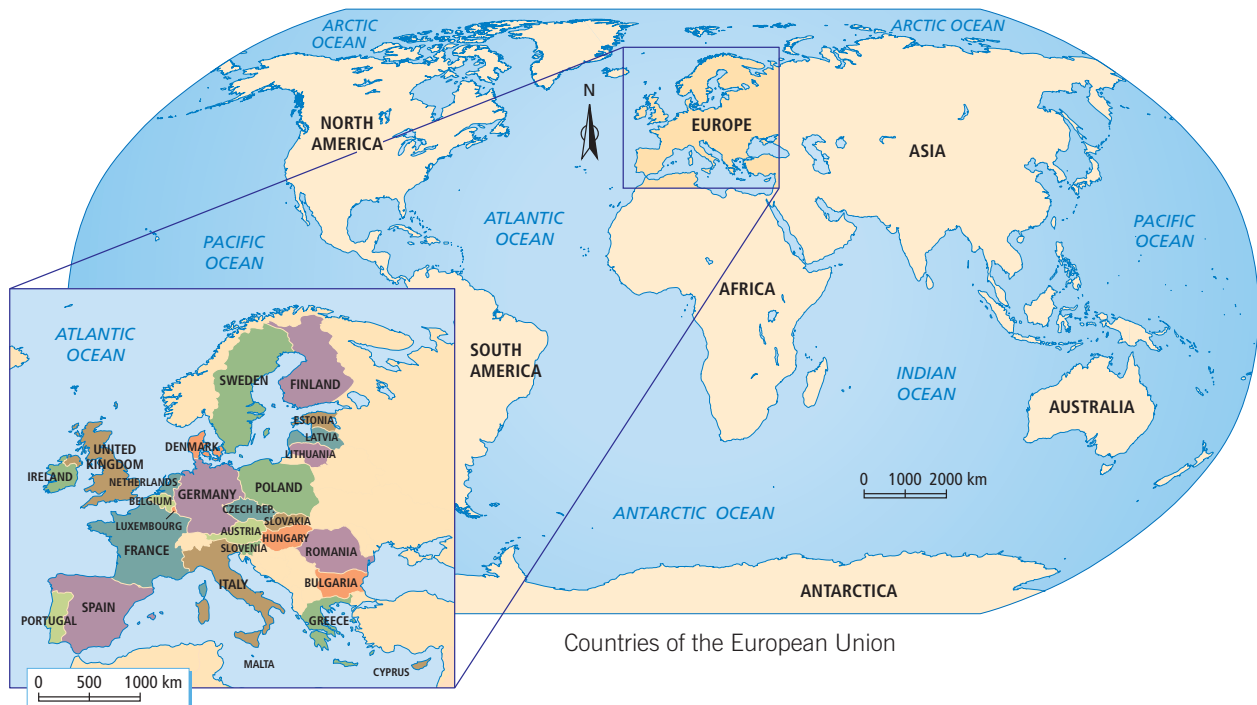
As the forestry industry grew in the West, what kind of factories do you think would be needed?

Many “Little Countries”

WEB LINK •.....
For more information on the European Union, visit our Web site.

In some ways, British North America was like the countries of Europe today. In Europe, more than twenty-five countries have formed an economic union to increase trade among themselves. They recognize that many of them are too small to develop large economies on their own, but together they can form one large trading bloc of almost 500 million people.

The British North American colonies had small populations and were distant from each other. If they formed their own economic union, they could increase trade among themselves. Goods could be traded between Sarnia and Halifax with ease because of the new railway. Talk of uniting the BNA colonies began in the 1860s. The colonies’ economies were very different. How could such a union be successful, the politicians’ critics asked?



THINKING It Over

1. In three sentences, explain a) what the main features of industrialization are, b) how it was different from the workshops that preceded it, and c) why the urban poor were so important in its development. **k t c**
2. Think of the four regions examined in this section—Canada East, Canada West, the Maritimes, and the West. Create your own graphic organizer to summarize the main features of each of their economies. **k c**
3. Conduct research to find out what Canada’s main industries are today. **t k**
4. Draw two more frames and provide captions for the Real People Making History feature on page H 25 that show what you would have done if you had been alive then and had the power to solve some of the issues. **c a t**

PUTTING IT ALL TOGETHER

British North America was a collection of colonies spanning a vast geography. The colonies were very different from one another. Some, like Canada East and Canada West, had large populations, while others had small populations. Their economies were different. The Canadas were becoming industrialized, but the West and the Maritimes were not. The colonies also had similarities. They had similar political systems and faced similar political challenges. Could these colonies be united into a single nation?

After

READING

Taking Notes to Compare and Contrast

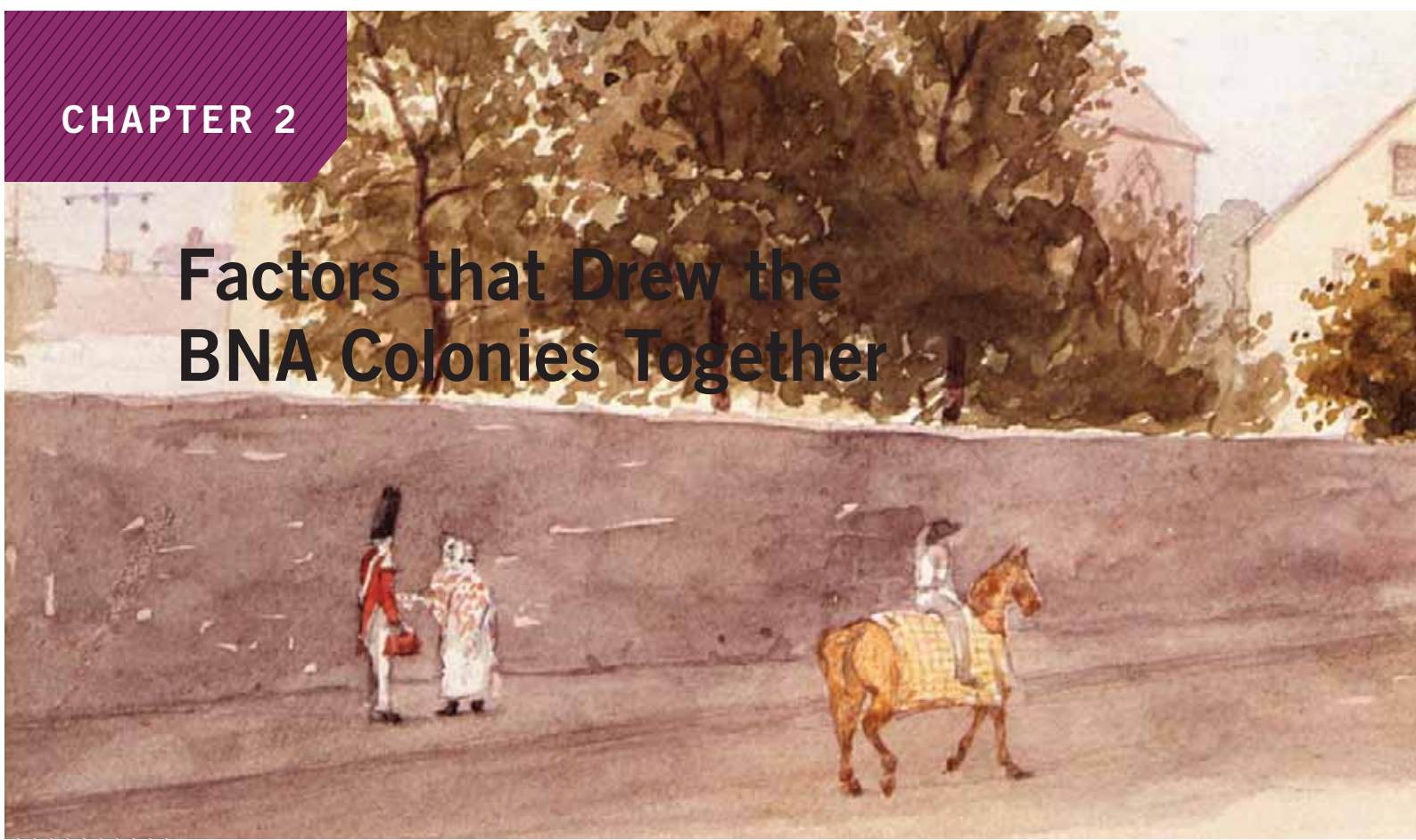
Look carefully at the notes you have written in your graphic organizer. Which of the factors (physical features, political features, people, and economic features) do you think would have the most impact on whether or not the colonies could unite into a single nation? Discuss your opinion with a partner or small group.

Colony	Physical Features	Political Features	People	Economic Features	My Thoughts

THINKING It Through

- Review the notes you made during reading. Use these to help create three Venn diagrams to illustrate the similarities and differences between the Canadas and the other British North American colonies at the time. Create one diagram for each of the following topics: (i) the people, (ii) the political structure, and (iii) the economies. **k t c**
 - Pick one of your Venn diagrams and use it to write a paragraph about those similarities and differences. **c**
 - Draw a picture, or describe a scene in words, to illustrate what you consider to be the most important similarity or difference in the topic you selected. In two sentences, explain what the picture or scene shows and why you chose it. **t c**

Factors that Drew the BNA Colonies Together



These paintings depict British North America in the mid-1800s.

Before READING

Making Connections

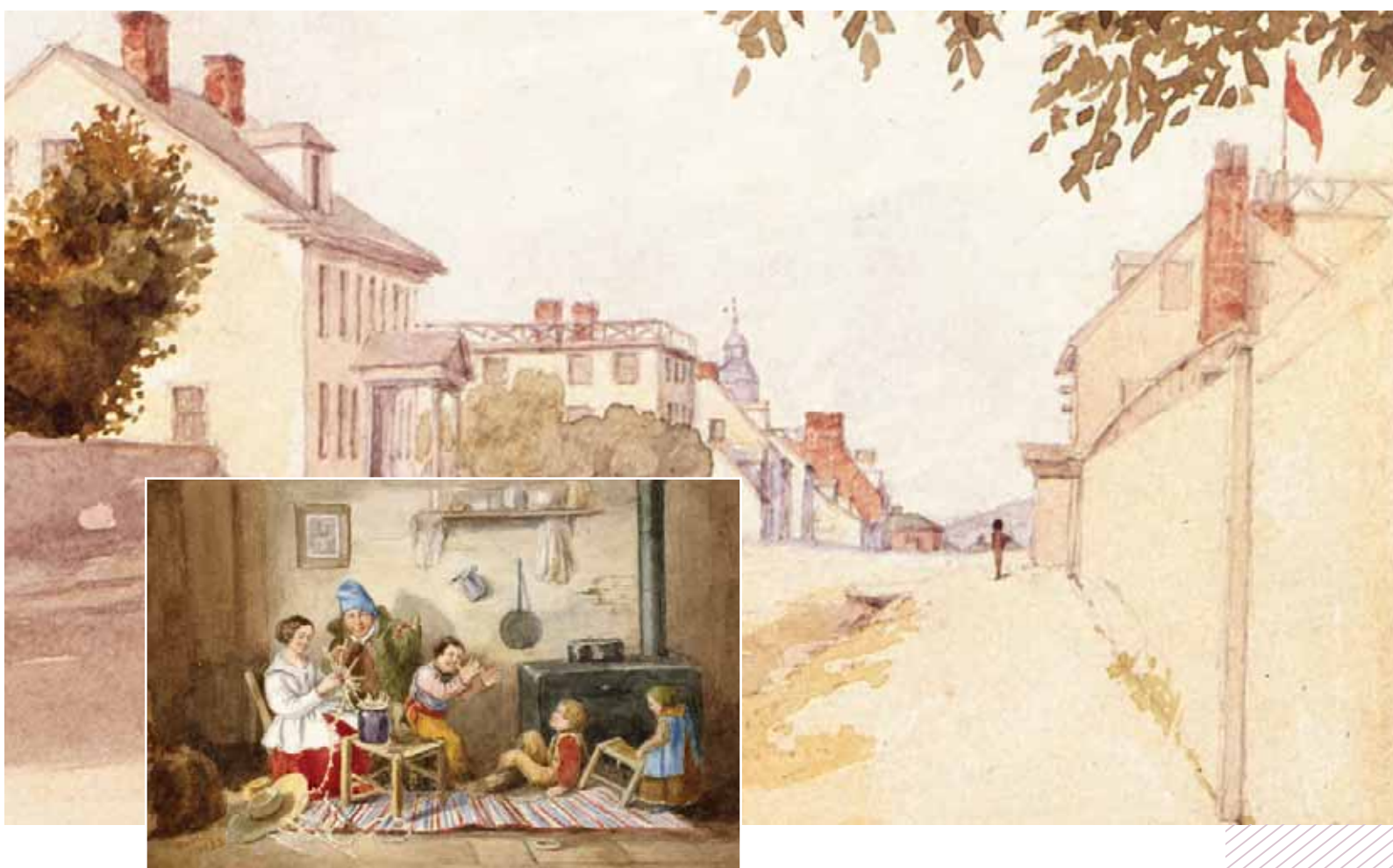
Photographs and art can tell us a lot about life during a time period, or era.

- What can you tell about life in British North America by looking at the images on these two pages? Brainstorm and compare your ideas with a partner.
- Using the images as reference, write a journal entry from the perspective of a 14-year-old living during that era.

What are three things that all Canadians can identify with today? Perhaps you thought of the flag, national anthem, currency, weather, or even the Trans-Canada Highway. In contrast, the colonies and territories of British North America in the mid-1800s had little in common with one another. It was not easy to get from one place to another, so contact was limited.

There were reasons that encouraged the colonies to work with each other, however. They needed to earn more money from the sale of resource products from their farms, oceans, mines, and forests, but it was difficult to trade with each other when each colony had different currency and rules, and weighed and measured things differently.

There were also external reasons why they needed to work more closely with each other. People were worried about being taken over by the United States. Around 1860, there was a general feeling that things had to change. How do you think your life might be different today if the colonies had not decided to cooperate and form a united country?



Questions to Consider as You Read this Chapter

You will explore these aspects of the Unit 1 Big Idea: **Why did some of the colonies put aside differences and create a new country—Canada?**

- What external factors threatened the future of British North America?
- What internal factors caused the colonies to work together?
- What were some conflicting points of view about issues facing the colonies?
- How does learning new terms improve your understanding of history?

Thinking About Literacy

Synthesizing Information

To synthesize means to put together information. This Consider Both Sides graphic organizer will help you synthesize the information you find about the factors that played a role in the creation of Canada. When you have finished this chapter, meet with a partner or group and reach a decision along with your reasons (factors).

CONSIDER BOTH SIDES: Should the Colonies Sign the BNA Act?

Colony or Region	Evidence that Supports	Evidence that Opposes	Decision	Reasons

Economic Factors Affecting British North America

Around 1860, British North America's economy was weak. Economies need large populations in order to develop. Businesses need people to work for them and also to buy their products.

WORDS MATTER

intercolonial trade trade among the BNA colonies

duties/tariffs taxes on imported goods

external trade trade with countries and colonies outside of British North America

colonial preference giving favoured treatment to colonial trade

repealed abolished

free trade trade without duties or tariffs

Corn Laws British laws that governed the import and export of grain; in Britain, cereal grains were called corn

reciprocity an exchange of privileges or favours as a basis for relations between two countries

Intercolonial Trade

The populations of the colonies were still small and **intercolonial trade** was limited. It was hindered by the lack of efficient transportation systems to move the goods from one colony to another. In addition, the colonies used **duties**, or **tariffs**, to keep out goods from other colonies in order to protect their own goods. Some politicians realized that the colonies were missing out on an opportunity and should try to boost intercolonial trade.

External Trade

Up to this point, the colonies' economic development depended largely on **external trade**. These exports went mainly to Britain and the U.S.

To Britain

Britain had the largest economy in the world. It had a great demand for imported raw materials. British North America shipped wood, agricultural goods, and other raw products to Britain. British law allowed colonial products to be sold there free of tariffs.

The United States was developing rapidly, and it also exported goods to Britain; however, British law placed a tariff on American goods because they came from a foreign country. The cost of exporting goods was roughly the same in British North America and in the U.S. They included farm costs, transportation to a port, shipping across the Atlantic, and delivery to a seller in Britain. The tariff added an additional cost factor to American goods, which made them cost more than goods from British North America.

Because of this, British North American goods had an advantage over goods from the United States. This system was called **colonial preference** because it gave better treatment to goods from the colonies. It led to a healthy export trade from the colonies. Montréal became an important port as goods from the Canadas were shipped from there to Britain.



Montréal harbour, 1875. How might this scene appear today? What would be similar? What would be different?

Checkpoint

Why might the effects of free trade be a reason for signing the British North America Act? Note this in your organizer.

Britain began to move away from colonial preference in 1846 when it **repealed** the **Corn Laws**. The Corn Laws governed the import and export of grain. These laws kept the price of imported wheat high. During the 1850s, Britain continued to change to a system of **free trade**. This meant that all imported goods were allowed in duty free, which lowered costs to consumers.

Britain was the largest producer of manufactured goods in the world. It believed that free trade in all products, both natural and manufactured, would give it a larger share of world trade. The move to free trade was a devastating development for British North American producers.

They gradually lost their price advantage over American producers, and American producers took a larger share of the British market. How could British North American producers make up for the downturn in sales they were experiencing in Britain? You will revisit this question later.

To the United States

The colonies also had a good export trade to the United States. Popular products there included lumber from New Brunswick, fish from Nova Scotia, and wheat from the Canadas. British North America and the United States signed the **Reciprocity** Treaty in 1854, which meant mutual reduction of tariffs. Britain signed the treaty on behalf of British North America because BNA did not have the authority to do so for itself.

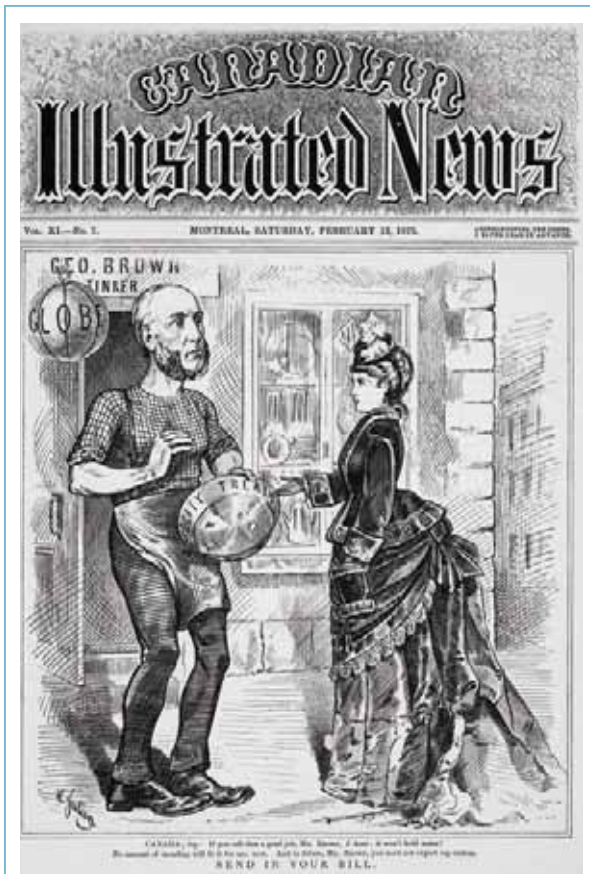
The Reciprocity Treaty allowed free trade on natural products between the British North American colonies and the United States. Exports grew, and it looked as though the colonies had successfully found another market for their goods.



An anti-Corn Law meeting in 1841 in London, where the Corn Laws were debated before their repeal in 1846. In the 1900s, Canada signed free trade agreements with the United States and Mexico. Those were also debated. What are some advantages and disadvantages of free trade?

WEB LINKS •.....

For more information on the repeal of the British Corn Laws and for more information on reciprocity, visit our Web site.



This image was published on the cover of *Canadian Illustrated News* in 1875. Miss Canada returns a broken reciprocity pan to George Brown, telling him it does not hold water. What viewpoint does this illustration convey?

In 1865, the United States announced its intention to back out of the Reciprocity Treaty the next year because of three main reasons: it felt that British North America was benefiting more than it was from the Treaty; it disliked the tariffs that the Canadas placed on manufactured imports; and it wanted to punish Britain for supporting the South in the Civil War. This was the second damaging development for the colonies—first a sales loss in Britain, and now the same in the United States.

The Solution

Business leaders and politicians in the colonies began to wonder whether they could replace the declining export markets with a strong internal trade. Could they establish an East–West trading link? Could they, for example, sell Nova Scotia fish in Canada East, and wheat from Canada West in New Brunswick?

This was more easily said than done. They would need good railway systems to transport the goods. All the colonies had separate governments. How could businesses get politicians to agree on the best way to proceed?

For the first time, people began to think that it might be best to join all the colonies under a single government. For the Maritimes in particular, such a scheme had attractions. It would allow producers there to sell their goods to a large market in the Canadas. How might Canada East or Canada West benefit from uniting with other colonies?

THINKING It Over

- Which of these terms are still used today— a) external trade, b) duties, c) tariffs, d) colonial preference, e) free trade, f) reciprocity, g) internal trade? How do you know? What issues are they used to discuss? **k a t**
- How did the loss of markets in Britain and the United States encourage some British North Americans to think that it might be a good idea to join the colonies together under a single government? **k t**
- With a partner, choose one of the following and consider how that person or organization would have felt about the idea of joining the colonies together in 1866 (in favour, neutral, opposed). As a class, hold a town hall meeting to discuss the differing views between these groups: a) an American wheat producer, b) a Nova Scotia fishing company, c) a British importer of agricultural products, d) a tool-manufacturing company in Montréal. Use the notes in your Consider Both Sides chart to support your answers. **t c a k**

Conflicting Maritime Views on Joining the British North American Colonies

We now know that the British North American colonies were joined into a single country, Canada. Do you think everyone wanted this to happen? One of the important jobs of historians is to examine old documents to see how people felt about the great issues of the day.

When they examine records about joining the colonies, historians have found that there were great differences of opinion on the subject. They have also found that while some people argued in a reasonable tone, others took an emotional approach. Some were respectful of their opponents, while others could be discourteous. Look at the following extracts.

[Those who support joining the colonies] are a few ambitious individuals, who feel our legislature too small for their capacity, and its rewards too [small] for their acceptance... [They want to] enjoy fat salaries far away from the provinces whose best interests are to be shamefully voted away in return for [two weeks of] feasting and a few private promises.

Halifax Citizen, November 26, 1864

That... Canada [and] the Maritime Provinces can [only] ever attain real greatness... in such a combination as is now proposed, [can] be seen by anybody in the least acquainted with the position they occupy relatively to each other...

[W]here, I would ask can [opponents of joining the colonies] expect to find another Nova Scotian who would be content with a position of isolation so utterly fatal to [the colony's] progress... [to] which... as the Atlantic frontage of British America, [it] may now look confidently forward?

Charles Tupper, 1866

THINKING It Over

- Read the two extracts carefully. Note the position of each writer on the future of British North America and the reasons given. Think about the tone of each extract and identify wording that indicates the writer's bias. Answer the questions in an organizer like this one. **t a**

Comparison	Extract 1	Extract 2
In favour or opposed to joining		
Reasons given for this position		
My assessment on the arguments used. (Reasoned or emotional? Respectful or discourteous?)		



ZOOM IN

CASE STUDY

The Different People and the Future

Among the people of the colonies, there was a wide range of attitudes about the best way forward. Some were concerned about religious freedom, others focused on land rights, and still

others wanted to preserve historical ties. Consider the following groups. Do they share the same attitudes? Compare and contrast the differences between them.

Group	Location	Attitude
Mi'kmaq	Nova Scotia New Brunswick	Concerned about the significant loss of reserve lands to settlers who wanted the best lands for agriculture and water access.
Acadians	Nova Scotia New Brunswick	Not supportive of Britain after their expulsion from the region in the 1750s. Identified with North America. Most would be happy to be independent.
Loyalists	Nova Scotia New Brunswick Canada East Canada West	Ancestors came to the area from the United States in the 1780s. Wanted to preserve British ties for which their ancestors had risked their lives.
People of African descent	Nova Scotia Canada West	Were usually descended from Loyalists and escaped slaves. Wanted to preserve the British connection and not get taken over by the U.S.
People of British descent	Nova Scotia New Brunswick Canada East Canada West	The largest group in the colonies. Wanted to preserve ties with Britain either as colonies or as an independent nation.
Cree, Haudenosaunee, Ojibwe, and other First Nations	Canada East Canada West	Had fought for British against Americans in 1780s and 1810s. Were forced to leave the U.S. and settle in Canada. Hoped British would protect them, but had seen many of the best lands taken away from them.
French Canadians	Canada East	Had mixed opinions about British. Not particularly loyal to Britain. Would welcome independence, but fearful of being swamped by too many English-speaking people in a larger country.
Irish	All of British North America	Catholic Irish disliked British treatment of Ireland and wanted the colonies to be independent. Protestant Irish supported the British connection.

THINKING It Over

1. Which groups generally supported the British connection? Which groups generally opposed it? **k**
2. Based on this evidence, how likely is it that the people of the colonies could be persuaded to

support an independent Canada that retained some of its British connections? Share your ideas in a paragraph. **c a t**

Transportation in British North America

Problems with the Existing Transportation System

How do you think colonists transported their goods for export? The existing transportation system consisted mainly of canals, lakes, rivers, and railways. There were a few roads, but these were of poor quality and were impassable for much of the year, as they were covered with snow in winter and coated with mud in the spring.

The canals and railways were designed to get goods to ports where they could be shipped to Britain and the United States. They were not designed to support internal trade among the colonies. If British North America was to establish an internal trade, it would need an efficient railway system to transport goods among the colonies. The timeline on page H 38 shows some of the highlights of railway building in British North America to this point.

Difficulty in Completing the Intercolonial Railway

Large gaps in the railway system prevented East–West trade from growing. Some political leaders in the Canadas had ties to railway companies. George-Étienne Cartier from Canada East, and Alexander Galt from Canada West were examples of this. They were disappointed to see that the Grand Trunk Railway, which linked Toronto and Montréal, was not doing well financially. There did not seem to be enough passenger and freight traffic within the Canadas for the railway to make profits.

However, if the Intercolonial Railway were extended westward from the Maritimes to Montréal, they thought, traffic on the Grand Trunk would rise. Nova Scotia fish could be shipped all the way to Toronto and Sarnia for sale. Manufactured goods from the Canadas could be shipped to Saint John and Halifax for sale. Passenger traffic would go up, too. The Grand Trunk would make large profits.

During

READING

Checkpoint

Why might effective transportation methods and routes be a reason to sign the British North America Act? Remember to write notes in your organizer.

WEB LINK

For more information on the Intercolonial Railway, visit our Web site.



Alexander Galt

Railway Construction in British North America



First railway station in Niagara Falls, 1859



Grand Trunk Railway historic map, around 1900



Grand Trunk Railway train, Montréal, 1910

1818

- The first rail tracks are laid for a tram in Pictou, Nova Scotia. The tram cars, pulled by horses, are used to move coal from a mine.

1835

- Construction of the first steam-powered railway begins. The Champlain and St. Lawrence Railroad connects Lake Champlain in New York state with Montréal.

1839

- There are 16 km of horse-drawn railways around Niagara Falls.

1850

- There are 106 km of railway track in the Canadas.

1853

- The Grand Trunk Railway begins construction of a railway between Toronto and Montréal.

1854

- The Great Western Railway (registered in 1834) completed a line from Niagara Falls, through Hamilton and London, to Windsor.

1858

- The Intercolonial Railway begins in Nova Scotia, with a line from Halifax to Truro.

1859

- The Victoria Bridge over the St. Lawrence in Montréal opens, carrying trains across the river. The Mohawk nation helped build the bridge.

1860

- A section of the Intercolonial is built in New Brunswick from Saint John to Shediac. It is not extended farther because of a lack of money. There are 3200 km of railway track in the Canadas.

To complete the Intercolonial, investors would have to borrow large sums of money in London. The British banks were unwilling to lend the money unless they were certain the loans would be repaid. Baring Brothers, one of the largest British banks, thought that uniting the colonies would make them stronger and make repayment of the loans more certain. Barings stated that it would not lend any money for the Intercolonial as long as the colonies remained separate.

Manufacturers in the Canadas supported the Intercolonial. It would give them new markets in the Maritimes for their products. Food producers in the Maritimes were also in favour of the Intercolonial. They could see their goods selling in the larger markets of the Canadas. Many people's prosperity seemed to depend on completing the Intercolonial, and joining the colonies seemed to be a requirement for completing the Intercolonial.

THINKING It Over

1. What was it about the existing railway system in British North America that made it unsuitable for supporting an internal East-West trading system?
k t
2. Which of the following would be likely to support completion of the Intercolonial Railway? Explain the reasons why each group you select would support it. **t c k**
 - the United States government
 - a lumber producer in New Brunswick
 - a stove manufacturing factory in Sarnia, Canada West
3. Select one of the groups from question 2. Prepare either a letter to the editor or a short speech persuading others to agree with your view of the railway. **c a t**
 - a store owner in Vancouver, B.C.
 - a British bank
 - a shareholder in the Grand Trunk Railway
4. Do you think First Nations supported the railway? Why or why not? **k a t**

Defence Issues

During READING

Checkpoint

How might the actions of the Fenians be a reason for or against signing the British North America Act? Record your ideas in your organizer.

During the War of 1812 (1812–1814), British North America successfully defended its colonies against the United States. For the next 50 years, the colonies were relatively secure from outside threats. Then a number of issues arose, forcing the colonies to re-examine their security.

Britain Begins to Withdraw Its Troops

Britain stationed troops all over the world to make its colonies secure. However, it was expensive to maintain these troops overseas. British politicians began to look for cheaper alternatives. With steam-powered ships, it was possible to send troops overseas more quickly than it had been a century earlier. They decided to maintain a skeleton defence force in the colonies and ship troops rapidly from Britain when needed. Do you think they were making a wise choice? Why or why not?

Britain became involved in a war with Russia, known as the Crimean War (1854–1856). The British used their strategy of lining soldiers in three ranks and not firing a shot until enemy troops advanced. This was a development of the strategy Wolfe used at

Québec in 1759. It was now called the “Thin Red Line.” The Crimean military effort drained troops from British North America, where Britain regarded the threat of war as slim.

How could the colonies defend themselves if they were invaded? British withdrawals made them feel less secure. There were too many colonies in British North America to develop a single defence strategy. Would joining the colonies into a single country allow them to better defend themselves?



This painting depicts the Charge of the British Light Cavalry Brigade, a group of allied troops from Britain and France who attacked the Russians at Balaclava during the Crimean War (1854–1856).

The Fenians

The Fenian Brotherhood was an Irish organization that used armed rebellion in their attempt to gain independence from Britain. Between 1847 and 1861, more than 2 million Irish people crossed the Atlantic to live in North America, especially the United States. This was part of the Great Migration that you read about in Chapter 1. The **Fenians** felt that Britain had treated Ireland very badly and brought misery to its people. What better way to gain revenge than to hurt British interests in the U.S. and British North America?

The Fenians began to organize local groups in the U.S., especially in northern states. The U.S. government did not try to stop the Fenians because some politicians thought they might be helpful in the event of an American invasion of British North America.

The people of British North America worried that the Fenians would invade. Some towns organized Committees of Safety to search for Fenian invaders. For example, Welland, in Canada West, organized such a group to protect the famous Welland Canal. The Six Nations chiefs were ready to provide men to defend the Crown's interests.

Few invasions occurred. In 1866, at Pigeon Hill, several hundred Fenians invaded Canada East from Vermont. They advanced 10 km but found no soldiers to fight. When they heard that colonial troops were on their way to intercept them, they retreated. Sixteen Fenians were captured and the rest were disarmed by American troops as they crossed back into Vermont.

WORDS MATTER

Fenians an Irish nationalist organization founded in the U.S. that encouraged revolutionary activity to overthrow British rule in Ireland

WEB LINK

For more information on the Fenians, visit our Web site.



The military camp of the 60th Battalion at Pigeon Hill, Québec

Not all the Fenian attacks were so ineffective. They were prepared to use violence. In 1868, Thomas D'Arcy McGee was shot and killed in the streets of Ottawa. He was a politician of Irish origin who bitterly opposed the Fenians. The man convicted of his murder was believed to be a Fenian. Even before D'Arcy McGee's murder, politicians in the colonies had begun to wonder if a united country could better defend itself against threats like the Fenians.



Huge crowds turned out for the funeral procession of Thomas D'Arcy McGee, who was believed to have been killed by a Fenian.

Manifest Destiny

In 1861, the United States erupted into civil war. The North (known as the Union) fought the South (the Confederacy) over whether slavery should be legal in the U.S. Slavery had already been abolished in the British Empire in 1833.

The North was opposed to slavery for economic as well as moral reasons. Slavery allowed the South to produce agricultural goods at exceptionally low prices. The North **exploited** immigrant labour to keep its costs down. In the end, however, its production costs were still higher than those of the South.

WORDS MATTER

exploit to take advantage of someone or something for one's own benefit

The war increased tensions between the Union and British North America. In 1861, a naval incident almost brought Britain and the Union to war when an American warship stopped a British merchant ship and mail vessel (the *Trent*) on the high seas and captured two representatives of the Confederacy. For a time, war between Britain and the United States was a possibility. If this happened, British North America would inevitably be dragged into such a war. Later in the Civil War, agents of the Confederacy used Toronto and Montréal as bases to organize plots against the Union. The government in Washington demanded that the colonies should increase border security.

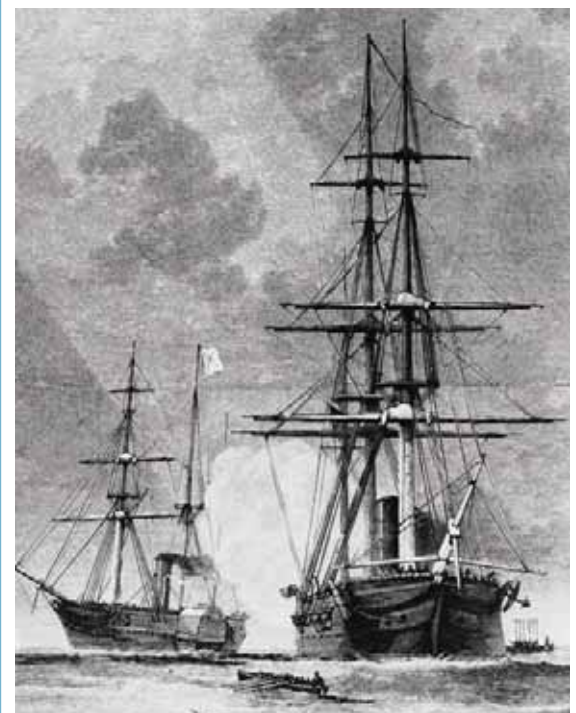
The Union was larger and more powerful than the Confederacy. By 1864, it had become obvious that the Union would win the war. When that happened, would the Union try to settle its scores against British North America? Some American politicians supported **Manifest Destiny**, the belief that the United States had a duty to take over all the land of North America. There was a feeling in the colonies that the Americans might use this principle as an excuse to invade the colonies at the end of the Civil War. This was just another factor that encouraged British North American politicians to consider joining the colonies into a larger organization—a single country.

WORDS MATTER

Manifest Destiny the belief that the United States had a duty to take over the land of North America

WEB LINK

For more information on the U.S. Civil War or on Manifest Destiny, visit our Web site.



The American warship, the *San Jacinto* vessel stopping the *Trent*.

THINKING It Over

1. Complete an organizer like the one below, summarizing what you have learned in this section. **K C t**
2. In a paragraph, explain which of the three items examined in this section you think would have been the most important factor encouraging the colonies to work together. Explain the reasons for your choice. **t C**

Item	Important Facts	How It Encouraged British North America to Think About Creating a Single Country
Britain's withdrawal of colonial troops		
The Fenian raids		
The American Civil War		

Were the Fenians in North America Freedom Fighters or Terrorists?

Violence has sometimes been used for political gain. In Grade 7, you learned that Americans gained independence from Britain through armed revolution. Today, in many countries around the world, there are armed struggles for political purposes. Are the people involved in such struggles terrorists, using force illegally? Or are they freedom fighters, struggling for their cause or for the independence of their people?

The Fenians as Freedom Fighters

The Fenians justified their actions by saying that Britain had taken over Ireland by force around 1600. The British then imposed their way of life on the Irish. The British kept most of the wealth and all political control for themselves.

The only way to gain independence for the Irish people, the Fenians said, was to use force against the British, even if it meant attacking British North American colonies. Some innocent civilians in the colonies might die; that was the price to pay for the freedom of people in Ireland.

The Fenians saw themselves as freedom fighters. They felt they had just cause. They believed that this permitted them to use armed struggle to pursue their political goals.

The Fenians as Terrorists

Terrorism involves using illegal force to create terror in order to achieve a political goal. Many British North Americans believed the Fenians were terrorists. People in the colonies had nothing to do with the situation in Ireland, they said. Solving the problems that existed there should be a matter between the people of Ireland and the people of Britain. There was no justification for the Fenians to invade the BNA colonies from the U.S. Some innocent people died in the Fenian raids, critics pointed out. The invasions were illegal. For these reasons, many people felt that the Fenians were terrorists.



The woman in this image symbolizes freedom to Ireland. Maidens wielding swords were historically used as symbols of liberty.

What Do YOU Think?

1. In point form, summarize the arguments for each side. **k**
2. Explain which view of the Fenians in North America you favour and why. **t a**

Political Issues Affecting the Canadas

When the Canadas were united in 1841, they established one legislature to pass laws for both colonies. The capital of the Canadas moved from place to place: Kingston, Montréal, Toronto, and Québec City. In 1857, Queen Victoria chose Ottawa as the permanent capital, and a new parliament building opened there in 1866. There were four major political parties in the new Parliament, as the organizer below shows. Which of these parties do you think were most likely to work together?

During

READING

Checkpoint

Read the following section and add any relevant points to your Consider Both Sides organizer.

Name	Active in	Leader	Position on the political problems
Conservatives (“Tories”)	Canada West	John A. Macdonald	Join BNA into a union based on representation by population
Liberals (“Grits”)	Canada West	George Brown	Reform the union of the Canadas by adopting representation by population
Bleus	Canada East	George-Étienne Cartier	Work with Conservatives to join BNA if Canada East gets power over religion and family law
Rouges	Canada East	Antoine-Aimé Dorion	Join Canada East into the U.S. and reduce the power of the Church in political life

The Representation Issue

There was a flaw in the way the Canadas had been united. Each colony had the same number of seats in the legislature. This was called **equal representation**. It worked reasonably well until the population of Canada West began to rise much more quickly than that of Canada East. What does the following table show?

WEB LINK •••••

For more information about political parties and leaders before Confederation, visit our Web site.

WORDS MATTER

equal representation each region has the same number of elected representatives

Colony	Population 1851 Census	Population 1861 Census	Seats in Legislature
Canada East	890 261	1 111 566	65
Canada West	952 004	1 396 091	65



The House of Commons, Ottawa, 2004

WORDS MATTER

representation by population

the number of elected representatives is determined by the size of the population in the region represented



George Brown

Some politicians from Canada West began to say that this was unfair. Their colony had more people than Canada East did, therefore it should have more seats in the legislature. This is called

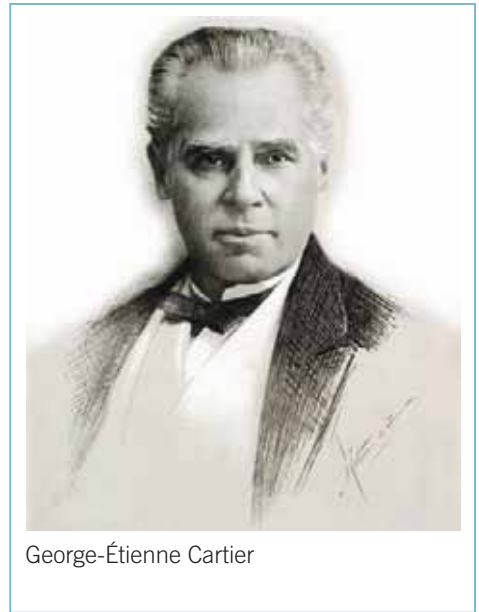
representation by population. These politicians began to press for representation by population. They calculated that if Canada East had 65 seats, Canada West should have 81 seats. They argued that Canada West should immediately get 16 additional seats. Three politicians became important as the debate raged. They were George Brown and John A. Macdonald from Canada West, and George-Étienne Cartier from Canada East.

George Brown

The leading supporter of representation by population was George Brown. As owner of the *Globe*, Toronto's largest newspaper, he used its pages to write articles about the issue. In 1851, he entered politics, becoming a representative for the Toronto area in the legislature. He made fiery speeches there for representation by population.

George-Étienne Cartier

George-Étienne Cartier was a lawyer from Montréal who entered the legislature in 1848. When representation by population became a major issue, he became a strong enemy of the proposal. The **Canadiens** were already a minority in the Canadas and in the legislature, he said (because not all the Canada East citizens or representatives were of French extraction). Canada West was largely English-speaking. So giving it more seats would only increase the English majority in the legislature. English Canada might use its increased powers to push through the new laws that were harmful to French society. The Canadiens would never agree to this, Cartier said. Cartier and Brown became bitter political enemies as they fought over this issue.



John A. Macdonald

John A. Macdonald was a lawyer from Kingston who had gained a reputation for fairness and political skill. He entered the legislature in 1844. Macdonald recognized that the fiery speeches of Brown and Cartier were not going to solve the representation by population issue. He realized that what Cartier really wanted was to ensure protection for the Canadiens, their language, and their customs, not to preserve the voting system. Macdonald eventually saw a better solution, one that might give both Brown and Cartier what each really wanted: representation by population for Brown, and protection for the Canadiens for Cartier. You will learn in the following chapter how Macdonald accomplished this.

WORDS MATTER

Canadiens Canadians of French descent

riding the area represented by an elected official

proportional representation a voting system in which a political party gets the same proportion of seats in government as the proportion of votes it received

referendum a vote by the citizens on a proposed government action

The Representation Issue Today

Under the traditional Canadian voting system, in each **riding**, the candidate who gets the most votes wins. This often leads to a political party getting the majority of seats even though it may not have the majority of votes. For example, if Candidate A gets 40 percent of the votes, Candidate B gets 25 percent, and Candidate C gets 35 percent, Candidate A wins even though 60 percent of the people who voted did not vote for her or him. Some reformers want to introduce **proportional representation**, under which a party getting, for example, 40 percent of the votes, gets that number of the seats. In 2007, a **referendum** was held and Ontario voters rejected a version of this system.



These voters are acting as "Doctors of Democracy," encouraging the reform of Ontario's electoral system. They support a mixed-member proportional (MMP) voting system, which is a form of proportional representation.

Stalemate in the Legislature

Politicians from Canada West wanted to improve transportation systems to increase trade between the Canadas. They wanted canals and railways expanded. Politicians from Canada East, however, did not feel that such improvements were necessary. Because Canada East and Canada West each had the same number of seats, the issue could not be properly solved. Every time a major bill came to debate in the legislature, politicians from the Canadas debated and voted each other into political deadlock.

Macdonald was trying to keep together a union that had been fragile ever since its controversial beginning with Lord Durham and his report, which you learned about in Grade 7. Macdonald desperately wanted all sides to work together—English and French, Canada West and Canada East. How could he find the solution?

Who Was Left Out of the Discussions?

Women were largely left out of all political life at this time. They were not allowed to vote, and could not hold government office. This lack of representation made it difficult for women to have their issues addressed by politicians. Many women were interested in political matters, however, and discussed issues with their husbands and friends. In this way, their ideas might have had indirect influence.

Similarly, Aboriginal people were left out of public life and political affairs. Traditional First Nations culture did not believe in individual property ownership, so they generally did not own land. Nor were they generally regarded as British subjects. Since both property ownership and citizenship were requirements for voting, many First Nations were excluded from this right. As a result, the views and hopes of many First Nations were largely ignored during the discussions about the future of British North America.

Things have since changed. During the 1980s, when Canada's Constitution was reformed, women and Aboriginal people were consulted. The new Constitution includes protection and consideration for both groups, as well as many others that had previously been ignored.

THINKING It Over

1. Imagine you are one of the following people:
a) George Brown, b) George-Étienne Cartier, or
c) John A. Macdonald. Write a speech to explain your position on the representation issue. **K C**
2. With a partner, discuss which politician had the best position on the representation issue. **t C**
3. Think about the representation of First Nations people in parliament. Even though First Nations were consulted during the constitution reform process in the 1980s, they do not have guaranteed representation in parliament. Why? Discuss your views in a small group. **t C a**



Aboriginal People and Government

Then

Politicians regarded the First Nations as outsiders with no real interests in what was decided about the future of British North America. First Nations representatives did not take part in the decisions that were eventually made.

The federal government became responsible for the affairs of First Nations people and the lands reserved for them.

In unit 2, you will learn that the federal government used its powers to force First Nations to sign treaties. These treaties relocated First Nations onto reserves, often with poor land quality. For generations, First Nations people have struggled to regain the rights to their lands and for better representation. Though all Aboriginal rights have not yet been addressed, people remain hopeful with recent developments.



The men shown in this painting are often referred to as the “Fathers of Confederation.” Analyze this image. How does it support the text above it?

Now

In 1999, the Northwest Territories was divided into two and the territory of Nunavut was created. Nunavut is the largest administrative area in Canada, but has a population of only about 31 000 people. More than 80 percent of the population is Inuit. “Nunavut” means “Our Land” in Inuktitut, the main language of the area. Nunavut elected its own territorial government, which delivers government programs to the people.

In 2007, the governments of Québec and Canada signed an agreement recognizing a new administrative region in northern Québec called Nunavik. It is home to about 10 000 Inuit in 14 remote communities.

Nunavik is not a separate territory, but it will have many of the same powers as a territory. It will receive provincial funding to deliver provincial services such as education and health care, just as Nunavut, Yukon, and the Northwest Territories receive federal funding to deliver such programs.

The creation of Nunavut and Nunavik shows that Canada is striving to find better ways to deliver services to First Nations. It more importantly acknowledges self-governance and shows that the North is becoming an increasingly important part of the nation’s development.



The Inuit culture of the Nunavut government is reflected in details such as the ceremonial mace, made of a narwhal tusk.



Will Brown or Cartier Win the Struggle Over Representation?

What You Will Need

- a game board (provided by your teacher)
- one list of Key Developments (provided by your teacher)
- 2 counters of different colours
- 1 die
- a coloured pencil or marker of your choice

How to Play

A. Work with a partner. Imagine it is the mid-1860s. One of you represents George Brown, the other represents George-Étienne Cartier. You are competing to see who can win the political struggle over representation in the legislature.

B. On the game board, colour the squares as shown on the mini game board below.

C. Place your counters on START. Take turns rolling the dice and move your counter the number of squares you roll. If you roll a 6, you lose your turn.

D. If you land on a coloured square, look at the Key Developments item for that number. Follow the instructions given for that square.

How to Win

Play the game until someone reaches the YOU WIN! square. You do not need to roll the exact number to land on the YOU WIN! square. After the game, discuss the Thinking It Over questions with your partner.

								YOU WIN!
4	5	12	13	20	21	28	29	36
3	6	11	14	19	22	27	30	35
2	7	10	15	18	23	26	31	34
1	8	9	16	17	24	25	32	33
START								

THINKING It Over

1. Why do you think players had to lose a turn if they rolled a 6? *t k*
2. Which Key Developments made Brown more likely to win? Cartier? Explain your choices. *k t*
3. What two additions would you make to the Key Developments so that they better illustrate the factors or events involved in the representation by population issue? *k t a*

PUTTING IT ALL TOGETHER

You have learned that in the mid-1800s, some politicians began to think about uniting the BNA colonies into a single country. There were internal reasons, such as the desire to build a railway to increase trade and the challenge of political deadlock in the legislature. There were external factors as well. These included security issues. Another external factor was Britain's move to reduce the favoured treatment in colonial trade. Finally, you learned that people had different points of view about the best solution to the challenges faced by the colonies. It still was not known if political leaders could unite the colonies.

After

READING

Synthesizing Information

Review your completed Consider Both Sides organizer. With a partner, have a mini-debate.

Debate the reasons for and against signing the British North America Act. Together, reach the best decision. Record the main reasons for your choice.

CONSIDER BOTH SIDES: Should the Colonies Sign the BNA Act?

Colony or Region	Evidence that Supports	Evidence that Opposes	Decision	Reasons

THINKING It Through

Think of four questions that will help guide your inquiry about the two colonies' attitudes toward joining together. Use primary and secondary materials to research (see pages S 4 and S 5 in the Skills Tool Kit for help with primary and secondary sources). You are going to compare Canada West with one of the Maritime colonies. Select one of the following colonies.

- Prince Edward Island
- New Brunswick
- Nova Scotia

1. Locate and use some primary and secondary materials to research the two colonies' attitudes

toward joining the colonies together (see pages S 4 and S 5 in Skills Tool Kit for help with primary and secondary sources). Create a decision-making chart showing the advantages and disadvantages of joining for each colony. Consider both internal and external factors. **K E**

2. Create a display board in which you present the results of your findings. Include some visual items as well as text items. Some of these can be illustrations or extracts from primary materials. **C**
3. Use as many key terms as possible in your display. **C**

The Events of Confederation

Every year, people celebrate Canada Day on Parliament Hill in Ottawa.

Before READING

Making Connections

Brainstorm some concerns you have about your neighbourhood, or think about how you could celebrate your neighbourhood.

- How would you get people together? What might get in the way of bringing them together? How might you solve your concerns?
- Create a poster to convince people to help you. Include a symbol that represents your neighbourhood and the issue being resolved.

Why do you think Canada celebrates its birthday on July 1? On that day in 1867, the country of Canada was created. Nova Scotia, New Brunswick, Québec, and Ontario merged when the leaders signed the British North America Act.

Considering what you have learned in chapters 1 and 2, why might this day never have happened? People in each colony could not always agree and had different ideas about issues, such as taxes and transportation. Another challenge was that people spoke different languages and had different beliefs and values. In order for the colonies to unite, political leaders had to convince the people that forming one country would be beneficial to everyone. Would you predict that the union came about with agreement and cooperation, or with disagreement and conflict? Why?



In 1867, crowds gathered in Market Square, Kingston, to hear the proclamation announcing Confederation.

Questions to Consider as You Read this Chapter

You will explore these aspects of the Unit 1 Big Idea: **Why did some of the colonies put aside differences and create a new country—Canada?**

- How were the politicians able to join the colonies together?
- How did the map of Canada change?
- How were the responsibilities of government divided between the federal and provincial governments? How is this organization reflected in our present-day government?

Thinking About Literacy

Reading Visuals

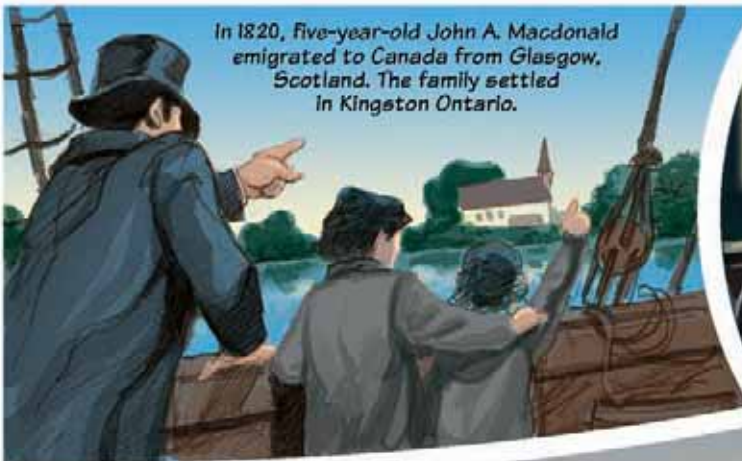
Visuals can include maps, art, cartoons, photographs, charts, and graphs.

Visuals serve three purposes: to help you understand what you read (important); to add information that is not in the main text (important); to make the page look better (interesting).

Use an organizer like this one to help you decide which visuals will help you understand the information and which might be good to revisit out of interest.

Title/Number	Page Number	Who/What?	How?	Where/When?	Important? Explain.	Interesting?

REAL PEOPLE MAKING HISTORY ▶ The Life of Sir John A. Macdonald



In 1820, five-year-old John A. Macdonald emigrated to Canada from Glasgow, Scotland. The family settled in Kingston Ontario.



TRAGEDY STRIKES

John experienced many personal tragedies in his life. When he was seven, he witnessed the traumatic killing of his younger brother.

James!

By the age of 15, John was apprenticing with a Kingston lawyer. Intelligent and driven, by age 21, he had his own law practice. As a teenager, John drank heavily. This was the beginning of a lifelong abuse of alcohol.



In 1837, John served in the volunteer militia and helped to put down William Lyon Mackenzie's rebels at the Battle of Montgomery's Tavern [also known as the Bar Fight on Yonge Street] during the Upper Canada Rebellion.

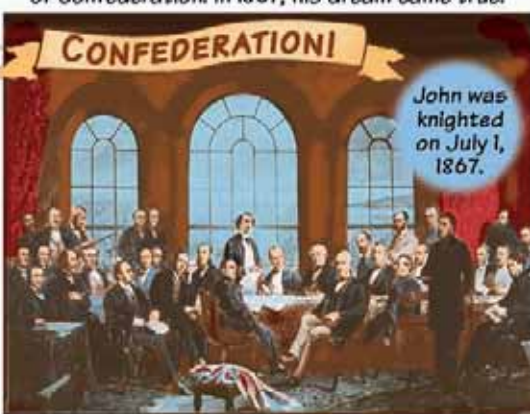
In 1843, the year John entered politics, he married Isabella Clark. They had two sons, but their first born, Alexander, died at 13 months. Sick most of their married life, Isabella became addicted to opium and died in 1857.



TRAGEDY STRIKES AGAIN

ISABELLA CLARK
WIFE OF
JOHN A. MACDONALD
DIED DEC. 28, 1857
AGE 48 YRS

John worked hard to build support for the idea of Confederation. In 1867, his dream came true.



CONFEDERATION!

John was knighted on July 1, 1867.

In the year of Confederation, John married Susan Agnes Bernard. Their daughter Mary was born with physical and mental disabilities. John doted on his daughter, reading to her every night before dinner, and even taking her to Parliament to listen to his speeches.



Baboo, shall we read this one again?



On April 7, 1868, John came home with blood on his clothes from carrying the body of his good friend D'Arcy McGee, murdered for his support of Confederation.

Macdonald championed a national policy of industrialization, railway building, and western settlement. He was accused of accepting bribes from contractors.

- and the fate of Canada will then, as a Dominion, be sealed.

CANADIAN PACIFIC SCANDAL

John sent this telegram to Hugh Allan, which revealed his part in the bribery scandal. The telegram read...

I must have another \$10,000. Will be the last time of calling. Do not fail me. Answer today.
John A. Macdonald

July 14th 1872

Sir John A. Macdonald served as prime minister from 1867-1873 and 1878-1891.

When fortune empties her chamber pot on your head, smile and say 'we are going to have a summer shower.'

THE LAST SPIKE

Once the railroad was completed, the Macdonald cabinet imposed a head tax to limit Chinese immigration. In 2006, the Canadian government apologised for this policy.

James died Monday, 22 April at 20 minutes 6 o'clock p.m.

John's father had always refused to record John's little brother's death in the family book. Years later, John finally wrote these simple words about the brother whose death affected his life so greatly.

When John and his cabinet made the final decision to hang Louis Riel, John is known to have said...

"He shall hang though every dog in Québec bark in his favour."

John once told his private secretary, Joseph Pope...

I never had a childhood.

A man of great vision and many sorrows, Sir John A. Macdonald's accomplishments had a huge impact on Canada.

Creating a Nation

During

READING

Checkpoint

Skimming means you are reading quickly across the lines, looking for main ideas and details. Scanning means that you are zigzagging up and down the page—most useful when you are looking for something specific, like a date, or a boldfaced word or name. Scan for visuals and subheadings to add information to your organizer.

In the early 1860s, the colonies of British North America were weak and isolated. Most colonists were keen to retain ties with Britain. They saw the United States as a threat, and were not sure how they could defend themselves without Britain. Then, in 1864, events relating to British North America's future began to move quickly toward unification. During the next three years, the structure of modern Canada began to emerge.

The Charlottetown Conference

In September 1864, the Maritime colonies held a **conference** in Charlottetown, Prince Edward Island, to discuss the idea of a Maritime union. British Columbia and Newfoundland were not invited. The Canadas were not Maritime colonies, but the leading politicians from the Canadas managed to get an invitation. Representatives from P.E.I., New Brunswick, and Nova Scotia met with representatives from the Canadas. The Canadians soon persuaded the Maritimers to give up their original plans. Instead, John A. Macdonald and his colleagues got them to consider a union with the Canadas.

The delegates at the conference agreed to support the idea of joining the Canadas and the Maritime colonies together. They also decided to meet again to discuss the plan further.

WORDS MATTER

conference a meeting for discussion of information or ideas

The Québec Conference

In October 1864, representatives of the colonies held a second conference in Québec City. This time Newfoundland attended as well, but British Columbia was too far away to be included. At Charlottetown, they had agreed to the principle of joining the colonies, but they had not discussed the details of how this would be done. In Québec City, they met for three weeks and worked out the rules for sharing power in the new country.

At the end of the conference, the delegates voted mostly in favour of the Québec Resolutions. These contained the details of how the new country would work. The following is a list of some of the features of Canada's government:



Women were not directly involved in the Confederation conferences. In the evenings, the wives and daughters of the delegates joined the men for dinners and dances, such as the one shown in this painting called *Ball at Legislature* by Dusan Kadlec. How might this kind of socializing help the men agree on important issues?

- A **federal** constitution. This meant there would be a government for the whole country, as well as for each province.
- Each level of government would be responsible for specific areas. For instance, **Indian** affairs were federal, whereas education was provincial, etc.
- In parliament, there would be a balance of representation by population and equal representation.
- There would be a balance between elected and appointed representatives.

John A. Macdonald was the main influence in the writing of these resolutions. In the parliament of the Canadas, he won support for the plan, with 91 votes in favour and 33 opposed.

Missing Voices

As had been the case in the Canadas in the 1850s, politicians paid no attention to First Nations' or black people's concerns. The politicians were men from Britain, Ireland, or France. They envisioned a Canada that would look very much like those countries. Parliament, the courts, the education system, and virtually everything else would be modelled after British and European examples.

Women were also ignored in the discussions, although they made up about half the population. Remember from Chapter 2 that women did not have any political representation. Although unfair, these groups were largely ignored in the discussions.



The resolutions that the Fathers of Confederation adopted laid the foundations for the way Canadian government is run to this day.

WORDS MATTER

federal relating to a system that has a central government as well as provincial or state governments

Indian the historic term for First Nations people. Though we now use the term First Nations, historic documents use “Indian;” the federal government still has a Department of Indian Affairs, a name assigned at Confederation

CANADA MINUTE

The Great Coalition

A coalition is a group of people, often political opponents, who agree to work together for a common goal. George Brown and John A. Macdonald, both Fathers of Confederation, disliked one another, but, in 1864, Brown put aside his personal feelings and offered to work together with Macdonald to find a solution to the colonies' problems. Later politicians have done the same thing. During times of war, political opponents have put aside their differences to work toward peace.

WORDS MATTER

Confederation the union of provinces and territories forming Canada



Antoine-Aimé Dorion

Opposition to the Québec Resolutions

Opinion was divided as to whether the Québec Resolutions were a good idea. Antoine-Aimé Dorion was the leader of Canada East's *Rouge* party. He believed that the proposals would lead to the destruction of the French culture in what would become Québec. Dorion wanted a referendum—vote by the people—on the plan for union, something Macdonald opposed. Dorion said:

If confederation should be adopted without the people of this province's sanction, the entire country will sorely learn to regret it.

A young lawyer named Wilfrid Laurier wrote:

Twenty-five years ago the French nation... was more vigorous, more united, strongly French... Today it is... without strength, [and] divided... We must use all the influence we have left to obtain a free and separate government.

In the Maritimes, there was even more opposition. Joseph Howe was a journalist and politician from Halifax. He helped Nova Scotia to win responsible government in 1848 and was premier of that province from 1860 to 1863. While the **Confederation** conferences were being held, he was leader of the opposition to Nova Scotia's joining Confederation. He argued that the population was not being fully consulted, and that Nova Scotia would be overwhelmed by the larger provinces of Ontario and Québec. Howe also felt that the Canadas were too far away from Halifax for the union to be successful. He wrote in the *Halifax Chronicle*:

Did anybody ever propose to unite Scotland with Poland or Hungary? [They are] [i]nland countries [1300 km] off in the very heart of Europe.



Joseph Howe

Attitudes toward Confederation depended on the local concerns of each colony. Governments and people were often in conflict about the wisdom of the proposal. The following organizer summarizes the main issues in each of the colonies.

Colony	Government Leader	Attitude Toward Confederation
The Canadas	John A. Macdonald and George-Étienne Cartier	Strongly in favour. Saw it as a way to expand the domestic economy and provide better defence against the U.S.
Nova Scotia	Charles Tupper	In favour, but in the Nova Scotia assembly his opponents defeated his request for support of the Resolutions.
New Brunswick	Leonard Tilley	In favour. His party was defeated in the assembly in 1865 when it asked for a vote for Confederation. Tilley became premier again in 1866 and led New Brunswick into Confederation even though there was widespread opposition among voters.
Prince Edward Island	James Pope	In favour, if the new government would pay \$800 000 to buy out the absentee landlords. The Liberal opposition called this bribery, and defeated Pope in 1867. The new government refused to join Confederation.
Newfoundland	Frederick Carter	In favour, but did not press the issue when civil disorder broke out over other issues in 1865. In 1869, he was defeated in an election by the Anti-Confederation party. Newfoundlanders feared that their traditional way of life would be undermined in Confederation.

The London Conference

In December 1866, representatives of Canada West, Canada East, New Brunswick, and Nova Scotia travelled to London, England. Newfoundland had dropped out of the discussions. The delegates took part in a conference with British officials about the future of the colonies. The colonial secretary, Lord Carnarvon, said of the conference's work

We are laying the foundation of a great State... perhaps one which at a future day may even overshadow [Britain]. But, come what may, we shall rejoice that we have shown neither indifference to their wishes nor jealousy of their aspirations.

Agreement was reached easily and Canada became Britain's first "self-governing Dominion." Canada retained the monarchy, and its membership in the British Empire. Since the king or queen had no real power in government, the monarchy remained a symbol and nothing more.

Canada had control over its internal affairs, but Britain would have control over foreign policy, meaning that Britain would negotiate with other countries on Canada's behalf. This situation continued until 1923. The conference delegates decided that Britain would continue to be responsible for any changes to the constitution of Canada, but only at the request of the Canadian parliament. It was not until 1982 that this power was officially handed over to Canada. As you can see, Canada was not entirely independent in 1867; however, it made some important steps in that direction.



Lord Carnarvon. Predict reasons why you think he said the Canadas "may even overshadow [Britain]." How did you reach your conclusion?

Confederation

On July 1, 1867, a new country was born. The Dominion of Canada contained four provinces: Ontario, Québec, New Brunswick, and Nova Scotia. Queen Victoria had already chosen Ottawa as the capital of the Canadas, and a new parliament building had opened there in 1866. These now became the capital and parliament of the new nation.

Canada, 1867



On that first “Canada Day,” there were celebrations in many locations. Canons were fired, bands played, and fireworks exploded. The future looked bright. It would take much effort, however, to make Canada a prosperous and united nation. The rest of Sir John A. Macdonald’s life, until he died in 1891, was dedicated to that goal.

THINKING It Over

1. Create and complete an organizer to show the dates, representatives attending, and key features of the Charlottetown Conference, the Québec Conference, and the London Conference. How does knowing this information help you better understand Canada’s political landscape today?
K A C
2. Look at the quotations from Antoine-Aimé Dorion, Wilfrid Laurier, Joseph Howe, and Lord Carnarvon. Rewrite what each said in your own words. Whose opinion comes closest to your own opinion about the Confederation of Canada? Why? **K T C**

The British North America Act, 1867

The **act** that made Canada independent was originally called the British North America Act (BNA Act). In 1982, it was renamed the Constitution Act, 1867. Historians still use the old name to describe the events of Confederation.

Features of Canada's New Government

The BNA Act set the government up in the following manner:

Item	Details
A federal system	There would be a parliament for the whole country, plus a legislature for each province.
Bilingual features	French and English would be the languages of parliament, plus the legislature of Québec.
A balance of representation by population and equal representation	Parliament would have two houses. There would be representation by population in the House of Commons . In the Senate , each region (Ontario, Québec, and the Maritimes) would have the same number of seats.
A balance between elected and appointed representatives	The House of Commons would be elected by voters; the Senate would be appointed by the prime minister.

Having two levels of government could be difficult unless each level understood which areas it was responsible for. Look at the chart on page H 62. Sections 91, 92, and 93 of the BNA Act clearly laid out what the various responsibilities were.

The provinces were given powers that were considered less important in 1867. However, two of these—health care and education—have become very significant. Why do you think Macdonald did not want to give the provinces too much power?

During READING

Checkpoint

Review the questions on page H 53. Look for answers as you skim and scan this chapter. Add the information to your organizer. Continue adding new sections to the organizer, using headings in addition to pictures.

WORDS MATTER

act a piece of legislation passed by parliament

House of Commons the house of parliament that is elected by voters and is based on representation by population

Senate the house of parliament that is appointed by the prime minister and is based on equal representation for various regions

THINKING It Over

1. Study the chart on page H 62. Which was the most powerful level of government in 1867? Today? Explain. **k t**
2. Some provincial governments today say that they should have more power. They say that they are

closer to the people than the federal government is, and could therefore do a better job of dealing with matters such as telecommunications or protecting the environment. With a classmate, discuss which level of government you think can best deal with such areas of responsibility, and why. **t a c**



ZOOM IN

CASE STUDY

How the powers were divided between the federal and provincial governments

John A. Macdonald looked at the government of the United States and decided Canada's government should be different. In the U.S., the states have many important powers. The federal government has only the leftover powers, and matters of foreign policy and national defence. This is why, for instance, criminal law is different in every state in the United States. Some states practise capital punishment for first-degree murder, while others have abolished executions altogether.

Macdonald believed that the Americans had not arranged things well. He thought that giving individual states too much power makes a nation less united. He believed that this had, in part, caused the American Civil War (1861–1865). Some

states believed that they should have the right to practise slavery and refused to give up this right. This crisis nearly tore the country apart.

If the federal government had all the important powers, Macdonald believed, Canada could avoid having provinces leave the nation.

Not everything has gone to plan. Some powers that were considered unimportant and given to the provinces—such as health care and education—have since become important. Nova Scotia elected a separatist government in 1867. Québec held referendums on separation in 1980 and 1995. By and large, however, the division of powers has helped to keep Canada together.

Section	Clause	Item	Example
Section 91 (federal)	3	taxation	income tax, taxes on corporations, import duties
	7	national defence	the military
	24	Aboriginal affairs	Indian reserves and support (like health care and education)
	27	criminal law	making murder, smuggling, and theft illegal
	29	any item not specifically made a provincial power. (These are called residual powers.)	items that had not been invented in 1867, such as licensing of television stations or telecommunications networks
Section 92 (provincial)	2	limited powers of taxation	income tax, taxes on corporations, provincial sales tax
	7	health care	hospitals and licensing of doctors
	8	local government	the City of Toronto, Essex County (Windsor area)
	10	roads and bridges	maintaining highways that connect communities (whereas roads within communities are the responsibility of municipal governments)
Section 93 (provincial)	1	education	school boards, colleges, and universities

THINKING It Over

- For one week, look through local and national newspapers and magazines. Listen to television and radio broadcasts. Find issues connected to government, such as health care, Aboriginal issues, revenues from oil and natural gas. Keep a list of the topics, note which government is responsible, and whether or not there is a conflict between the two levels of government. Share your findings in a small group.
- Do some research to find out about a recent dispute between the federal government and the provinces about one of the following areas: Aboriginal people, health care, the environment, trade, or telecommunications. Explain (a) the federal position in the disagreement, (b) the provincial position, and (c) which position you feel makes more sense, and why.

HISTORICAL THINKING SKILL

Analyzing Cause and Consequence

In this chapter, you have been reading about Canada becoming a nation in 1867. When historians look at an “event” like Confederation they often ask why? and so what? questions. They want to know the causes of the event as well as the consequences of it.

Step 1 Analyze cause and consequence

The first stage in analyzing cause and consequence involves asking good questions about the event. Some of these questions for Confederation might be:

- Why did the colonies choose to come together at that particular time?
- Why did Confederation take the shape it did?
- What have been the long term results of the decisions made in the 1860s?

Step 2 Remember that answers can be complex

It is important to remember that answers to these kinds of questions are usually not simple, but quite complex. For example, causes usually include circumstances of the time as well as the actions of particular people. Most important events also have many consequences and some of these might be positive and others negative.

APPLY It

Using the material in this chapter and information from elsewhere, complete the following charts. Remember when thinking

about the people that both supporters and opponents of Confederation helped to shape it.

Causes of Confederation

Cause	Impact on Confederation
<i>Circumstances of The Time</i> The United States was strong and united	Canadian colonies worried about invasion and so began to consider unifying.
<i>People</i> Antoine-Aimé Dorion	He and others were worried about the loss of provincial rights. He pushed the politicians to include strong provincial governments in the BNA Act.

Consequences of Confederation

Positive	Negative
Canada became a country that balances national and provincial concerns.	Aboriginal voices were left out. Aboriginal Peoples have had to fight for recognition and rights since 1867.

How Did the Map of Canada Change?

During READING

Checkpoint

Look again at the maps. What purposes do these visuals have? How do the maps help you to understand how Canada developed over time?

In 1867, Canada consisted of only four provinces (see map on page H 60). However, the new constitution allowed for the possibility that other provinces might join. On these maps, orange identifies Canadian provinces. The map of Canada underwent many changes between 1870 and 1871.

Canada, 1870–1871



WORDS MATTER

hypothesis an educated guess or theory that has not been proven

If you look at a modern atlas, you will see that the map of Canada has changed again. In fact, the map has changed several times between 1871 and now. In later chapters, you will see how these changes occurred.

THINKING It Over

1. Compare this map to the map of Canada in 1867 on page H 60. Identify the changes you see between the two maps. **k a**
2. Why do you think these changes occurred? Make a **hypothesis** about each change. Record your hypotheses. You will return to them in later chapters. **t**

PUTTING IT ALL TOGETHER

You have seen how the leaders of the colonies met and created a plan to join the colonies into an independent nation, Canada. You have examined the details of the plan that was developed by the politicians (the BNA Act). You have also studied the way in which the map of Canada changed in the years up to 1871.

After

READING

Reading Visuals

Review your organizers.

How did the visuals and words in each section support each other? Were there any visuals you could have ignored and come back to later?

With a partner, discuss what would help you know when to focus on visuals and when to come back to them later.

Title/Number	Page Number	Who/What?	How?	Where/When?	Important? Explain.	Interesting?

THINKING It Through

- You have seen how the map of Canada changed between 1867 and 1871. Now you are going to work with the changes that took place in 1873, 1898, and 1905. Using maps that your teacher will give you, examine how Canada grew during those years.
 - Create your own copies of these maps. Be sure to show the boundaries of each of the provinces as they appear at each date. On each map, be sure to include all the map conventions you learned about in Grade 7 geography (title, legend, compass rose, and scale). In addition, on each map, indicate the date that each province entered Confederation. **K A**
 - In a paragraph for each map, (i) identify the changes that have taken place in Canada since the previous map (between 1871 and 1873, 1873 and 1898, and 1898 and 1905), and (ii) predict how each set of changes would have helped to make Canada a stronger nation. **T C**
- As an alternative, you could work in a group to organize a mock Confederation conference. Assign members of the group to represent the various leaders, each preparing a persuasive speech presenting that leader's point of view. Draft a set of six resolutions about how the proposed new country should be run. At the end of the conference, take a vote. **K T C**
- Create a Word Power game. Choose five of the key terms from this chapter and write a multiple choice definition for each one. Include the correct definition using your own words and two incorrect ones. Trade games with a classmate and see how well you do at identifying the correct definitions. **K T C**

Back to the Big Idea

Why did some of the colonies put aside differences and create a new country—Canada?

Throughout this unit, you have

- looked at the main features of the colonies of British North America in the early 1860s
- examined the various factors that caused them to work together to solve their common problems
- followed the main events that took place as the political leaders worked to unite the colonies
- identified the various reasons the colonies thought they would be better off as an independent nation

Use the graphic organizers you completed while reading the chapter to review what you have learned. Create a graphic organizer to answer the question, **Why did some of the colonies put aside differences and create a new country—Canada?**



Show That You Know

Review the graphic organizer you created to answer the Big Idea question on the previous page. What do you think was the most important reason that the colonies decided to unite into a single nation? This will be the subject of your unit culminating activity.

Step 1 Ask questions

Create two questions for each inquiry word (who? what? when? where? why? how?) about your topic.

Tip: Review the material about asking questions. See page S 8.

Step 2 Identify primary and secondary sources

Make a short list of primary sources and secondary sources that could help you find information about your topic. Primary sources could include journals, letters, statistics, period documents, and maps. Secondary sources could include modern maps, illustrations, print materials, videos, CD-ROMS, and Internet sites. Create a bibliography containing at least two primary sources and two secondary sources that you will use.

Tip: Find sources in a library catalogue or on the Internet. See page S 2.

Step 3 Summarize the information about your topic

Study your sources, making notes as you do so. Create short written summaries about different aspects of your topic.

Tip:

- Include quotations from primary materials.
- Create any of the following visual items that apply: timeline, graph, map, model. See pages S 12–S 13.

Step 4 Arrange your material in an interesting and creative manner

Create your final copy, making sure that it contains all the elements listed in the various steps.

Tip:

- Create a written introduction and conclusion.
- Include your bibliography.

Step 5 Present your findings

Present your findings to a small group of students or to the whole class. Make sure that you have all of the following

- oral material
- visual material
- written material

Tip: Practise presenting your material to make sure it fits together properly.