

# Upper and Lower Canada Classroom Project

Name: \_\_\_\_\_

Block: \_\_\_\_\_

## Purpose:

The summative task for this chapter will require students to form **groups of three** to investigate what life looked like in Upper or Lower Canada. Each group will be responsible for one subtopic in either Upper or Lower Canada.



When each group has completed their investigation, they will add a **picture, paragraph, and title** to the map on the back of the wall. Each group will **also present** their subtopic to the class.

## Part One: Subtopics

Today you will choose **your group of three, a colony, and a subtopic**. The choices are:

### Lower Canada

#### 1. Government structure

Role of British government, Colonial gov't, Chateau Clique,

#### 2. Rebellion of 1837

Reformer, Papineau, Fil De Liberté, Why? Outcomes

#### 3. Class System

What is a class system? Loyalists, clergy, colonists, tenant farmers, etc. Victorian era,

#### 4. First Nations

Fur trade, Which nations lived in U/L Canada, how was life changing, what happened to land, etc.

#### 5. Women and Immigration

Julie Papineau, Women and church, new immigrants into L. Can. A. Langton, M. Obrien, Black Canadians, Underground Railroad

### Upper Canada

#### 1. Government structure

Role of British government, Family Compact, Durham, Colonial gov't

#### 2. Rebellion of 1837

Mackenzie, Rebels, Lord Russell's 10 Res., Why? Outcomes.

#### 3. Class System

#### 4. First Nations

#### 5. Women and Immigration

## Part Two: Research

You will be **given two classes**, (maybe 3) to work with you group to gather and prepare you information.

What needs to be included in this project

### 1. Title

You must have a title printed (or handwritten) to “pin” on the back wall. It should be similar in size to what you see on the board now.

### 2. Primary Source Image

You must print a primary source image the size of a sheet of paper (8 1/2x11). It will be pinned to the wall beneath your title with an accompanying paragraph.

- a. Your primary source must be **FROM THE TIME PERIOD**.
- b. Your primary source can be a painting, an oral account, a historical document, etc.
- c. What should the image be about and what do you do with it?  
Your image should depict “what” your subtopic is on.

*For example, if you are doing Immigration, locate an image (painting, diary account) of life of an early settler.*

- d. You should discuss the **accuracies and inaccuracies** of the source and explain these qualities to the class.
- e. Defend if the image is an **accurate representation of the past and why?**
- f. **This will all be answered in down in a 7-8 sentence paragraph that will also be printed and pinned to the wall.**

### 3. Paragraph

In a **7-8 sentence paragraph**, your group will summarize the subtopic you have chosen (*ex. Lower Canada-Class system*). You must use at least **2 sources** when summarizing the subtopic. Please make sure you explain terms that the class may not understand. You will type your paragraph and pin this to the back wall.

## Part Three: Presentations

Your groups will **present** the investigation to the class. During the presentation, each member of the group **must contribute**. You won't be “reading you paragraphs”, rather you will be explaining your photo's significance, and summarizing your subtopic.