Social Studies 7 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chapter 6: Listening to the people**

1. Fill in this graphic of all the sections in the **Representative Government** in the 1830s in BNA. (p. 100)



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Puts the interest of the crown first

Can veto a bill

Decides when to hold elections

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The government of Great Britain who makes all final decisions

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Le electorate (some of the pubic who could vote) of BNA

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Voted in by the electorate

Suggest bills

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advises on which bills should become laws

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Works with the governor

Decides what bills become laws



Appoints



Appoints

Appoints



Sends bills



Elect



2. Now, by reviewing page 100, define the following terms. \*Note: *law* is not on this page. You must come up with your own definition for *law*.



Bill - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Law - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Veto - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Appoint - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**The Push for Change (p. 103)**



Who were the ***reformers***? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



The reformers of the 1830s want the government to evolve to ***Responsible Government***. Think about the word “responsible” and create your own definition for how this government may look as compared to the representative government already in place.



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**The Rebellions in Upper and Lower Canada (p 108-111)**



|  |  |
| --- | --- |
| **Lower Canada (Formally Canada East)**  **Now known as: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Upper Canada (Formally Canada West)**  **Now known as: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| 1. A political group was worried about the effects of recent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ immigration in their colony.  2. The French were also worried about the loss of their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: in other words, their language, beliefs and daily way of life.  3. Time were also difficult. Many faced \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ due to poor harvest. Also illnesses such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were spreading and making people agitated and worried.  4. The ***Partie Patriote*** had members from farmers of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ heritage (les habitants) as well as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ immigrants. | 1. Due to poor spending habits to build canals, the government of Upper Canada was in \_\_\_\_\_\_\_\_\_\_\_\_\_.  2. The elite class owned the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ land. And they were members of this Christian faith: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  3. New immigrants to the area were forced to go \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to find land.  4. Much like Lower Canada, poor harvest seasons meant that families were facing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  4. The ***Reformers*** had supporters from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and newer immigrants such as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

**The two Rebellions in Lower Canada (1837 and 1838). P. 110**



1. What triggered the first rebellion on November 2, 1837? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



2. Who had won by the end of 1837? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



3. What was the result of the 2nd rebellion a year later in November, 1838? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



4. In the end, how many members of the *Partie Patriote* were imprisoned? \_\_\_\_\_\_\_\_\_\_\_\_\_\_ What happened to their homes? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ How many were hanged? \_\_\_\_\_\_\_\_\_\_ How many were sent to prison colonies in Australia and Bermuda? \_\_\_\_\_\_\_\_\_



**The Rebellion in Upper Canada. P. 110**



1. Why did William Lyon Mackenzie and his party members decide to rebel in Upper Canada? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



2. On December 5, 1837 Mackenzie and his men marched toward downtown Toronto where they were faced with a militia. What is a militia? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



3. What happened in just a few short days of conflict? Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



4. Even though the reformers attempted a second attack, it failed as well. By the end of 1838, how many rebels were arrested? \_\_\_\_\_\_\_\_\_\_\_\_ How many were hanged? \_\_\_\_\_\_\_\_\_\_\_ How many were sent to prison colonies? \_\_\_\_\_\_\_\_\_\_ How many were banished? \_\_\_\_\_\_\_\_\_\_\_\_\_



**Causes and Effects of the rebellions**

Effect



Trigger (p. 109):



Cause



Cause



The Durham report (p. 111):

Effect



Cause



**The role of the media (newspapers) in the progression of government:**

Joseph Howe Testing the Freedom of the Press (p. 107)



|  |
| --- |
| http://2.bp.blogspot.com/-x_qBzHrMoCQ/UywFFhHqDwI/AAAAAAAABmY/4BbQhakeTaI/s1600/1.png  **Main Idea in Non-Fiction (expository) Text**  **T H I E V E S** |
| **T**opic |
| **H**eading |
| **I**ntroduction |
| **E**very first sentence |
| **V**isuals and Captions |
| **E**nding |
| **S**ummary |



1. Who was Joseph Howe?



2. What is *« The Freedom of the Press »*?



3. In 1835, Howe published a letter claiming what?



4. What is *libel*?



5. What was the result of his trial?



6. What happened to Howe after his trial?



**A Change in attitudes**

Discuss the changes in attitude by the British which helped lead the way for BNA to develop a more empowered for of governance. (Your notes and p. 112)

A Change in attitudes



**Responsible Government (1847-1855)**

Fill in this graphic of all the sections in the **Responsible Government** in BNA; adopted from 1847-1855 in BNA. (p. 116)



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Balances the interests of the crown and the interests of BNA

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The government of GB still makes all final decisions but takes in to account the suggestion from the governor

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Decides what bills become laws

Appoints



Appoints (but, from the members of the elected assembly)

Appoints



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chosen from the elected assembly

The head of the party with the most seats becomes Prime Minister



Sends members



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any members of any political party voted in.

Proposes bills, controls tax money



Elect



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

British citizens who possessed the right to vote



2. Go to pages 112-115 and find the dates of when all the colonies in British North America adopted responsible government:



a) Nova Scotia \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ d) New Brunswick \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



b) Province of Canada \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ e) Newfoundland \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



c) PEI \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_