

Lesson Question: To what extent did Confederation exclude minorities within Canada at the time?

Context: Fifth Lesson of the Confederation Unit

Lesson Objectives:

- 1) Students will be able to identify the members of Canadian society in 1867 that were excluded from Confederation.
- 2) Students will be able to analyze the positives and negatives of Confederation

PLO: Analyze social factors that led to Confederation.

Rationale:

I have centered my lesson on the members of Canadian society who were excluded from Confederation in 1867. I have chosen to do this because I feel it is very important students learn about who was excluded and why. Aboriginal people and women are not discussed in the chapter devoted to Confederation, and thus I feel it is my job to teach students about these minority groups. This lesson will also aid students in their essay exam, when they have to argue whether or not Confederation made Canada a better place.

Lesson:

Teacher Activities	Student Activities	Time
<ul style="list-style-type: none"> - Take attendance -Hand back homework -Listen to announcements 	<ul style="list-style-type: none"> -Put homework into their binders -Listen to announcements 	10mins
<ul style="list-style-type: none"> - I will start the lesson by asking students who made up the members who were consulted about Confederation. If students are struggling I will prompt them by asking them to look through their notes on the three conferences (Charlottetown, Quebec, London) -Once students begin to see that the only members who were consulted on Confederation were old white men, I will ask the students who were other members of Canada at this time. (Aboriginals and Women and the answers I am going for) 	<ul style="list-style-type: none"> -Contribute to the discussion 	15mins

<p>-Split the class into four groups of 6 two will be researching aboriginal people during Confederation and the results of Confederation on their people. The other half of students will be researching women during confederation and the role they played or didn't play. Students will have access to books I will have at the front of class as well as computers.</p>	<p>-Students will split into groups of four and either research the involvement and discussion of women and aboriginal people during and after confederation. -Students will have a worksheet with a list of questions they will be asked to fill out.</p>	<p>35mins</p>
<p>-Once they have finished researching, I will call the students back and we will have a discussion based on each group's findings.</p>	<p>-Students do not need to fill out the whole worksheet for the other minority; instead they only need to fill out questions 5, 6 and 7.</p>	<p>15mins</p>

Assessment: I will be assessing students based on their work habits in class, through their researching skills, their completion of the worksheet and their contribution to the class discussions.

Resources:

York, Vanessa. *Confederation: A United Canada: Confederation: Fierce Opposition*. Markham: Scholastic Canada Limited, 2007.

Broad, Graham. *Canada, A Country of Change – 1867 to Present*. Winnipeg: Portage and Main Press, 2008.

Cranny, Michael. *Horizons: Canada Moves West*. Toronto: Pearson Education Canada, 1999.

“Canada’s Father Figure.” *Canada’s History* (Winnipeg, Manitoba), October 2012.

Conner, Linda. *Shaping Canada Student Text*. Whitby, Ontario, 2011. (Pages. 186-7 especially!)

Worksheet #1

1) Who are you researching? _____

2) Were they mentioned in your textbook? If so where? _____

3) What did it say about them in the textbook?

4) Where else did you find information about them? What are the titles of the books or websites you used?

5) What did these books and websites tell you about their role in Confederation?

6) What were the repercussions of Confederation for this group?

7) What can you conclude about the positives and negatives of Confederation after what you have learnt today?
