

## LEARNING ACTIVITIES GUIDE

Baldwin & La Fontaine:

# Toward Responsible Government



BALDWINLAFONTAINE.CA

## Introduction

The learning activities in this guide relate to the content of these four documentary films:

- 1) Collège La Cité (Ottawa)  
*Imaginary Duality*
- 2) University of Sudbury  
*The Unity of a People: A Conversation on Responsible Government*
- 3) University of Regina  
*Baldwin and LaFontaine's Journey to Implementing Responsible Government*
- 4) Université de Saint-Boniface  
*La Fontaine-Baldwin: The Reform Alliance and the Birth of a Country*

The learning activities are designed for high school students, although they could be adapted for students in junior high or middle school as well. They can be used in French, English, (reading, writing, oral communication) or social studies classes.

The activities are divided into five parts:

- Part 1: Interpretation activities (open questions, selected response questions, true or false questions)
- Part 2: Games!
- Part 3: Writing activities
- Part 4: Oral communication activities
- Part 5: Topics for research, reflection or independent study projects

Teachers can choose from the various activities according to the needs of their students. The level of complexity varies, especially in parts 3, 4 and 5. Teachers are welcome to modify or adapt the activities in this guide. They can also complete the activities in any order.





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## Warm-up activities

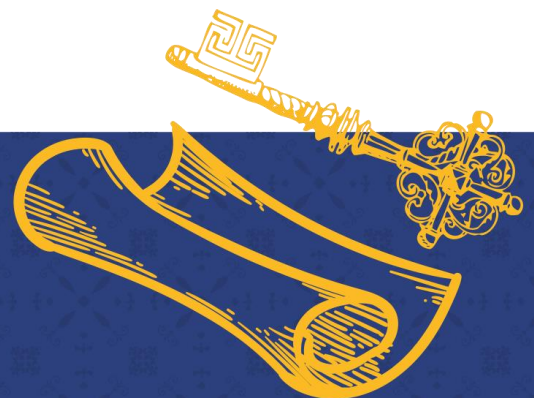
### Documentaries... under the microscope!

The objective of a historical documentary is to teach the audience about a historical event. In this case, the event is the achievement of responsible government in the Province of Canada in 1848.

Although they all deal with the same topic, the various documentaries approach it in different ways (point of view, perspective, narration, information processing, visual aids, music, etc.). The films provide answers to questions such as:

- 1) What is responsible government?
- 2) Who were its key architects?
- 3) How was it achieved?
- 4) Why was it necessary or beneficial at the time?
- 5) How did responsible government contribute to the creation of modern Canada?
- 6) Why is it important for Canadians today to learn about this chapter of our history?

After watching the four documentaries, use a table like the one on the next page to compare a few of their characteristics. Then, discuss your findings with the rest of the class.



## Documentary comparison table

Documentaries	Approach, perspective, point of view	Information processing (sufficient evidence, relevance...)	Interviews with experts	Visual and audiovisual aids (images, photography, music...)
Collège La Cité				
University of Sudbury				
University of Regina				
Université de Saint-Boniface				



## Part I: Interpretation activities

### Open questions

1. Pre-reading activity

Fill in the first two columns of the following table. Indicate what you already know about responsible government **(K)** and what you want to know about the topic **(W)**.

K	W	L

2. What events happened in Upper Canada and Lower Canada in 1837–1838?  
(The Rebellions of 1837–1838.)
3. What did the Lower Canadian Patriots demand in the 92 Resolutions?  
(Changes to how the Lower Canadian constitution operated, such as a reformed Executive Council and an elected Legislative Council.)
4. What were the names of the powerful elites in each colony during the period?  
(The Family Compact in Upper Canada and the Château Clique in Lower Canada.)
5. After the Rebellions, what fate did many Patriots face?  
(Many Patriots were executed or exiled.)
6. How did the Rebellions accelerate change and support the achievement of responsible government?  
(After the Rebellions, the British government wanted to avoid any further armed conflicts. Lord Durham was therefore sent to the colonies in 1838 to study the causes of the Rebellions. His Report led to many changes. Among other things, he recommended that Great Britain establish responsible government in the colonies.)



7. In your opinion, how did Lord Durham's proposal for responsible government provide an opportunity to restore some level of justice between Anglophones and Francophones?

(Potential answers: Elected Legislative Assembly, government accountable to the people for its actions, representative government, control of internal affairs by the people...)

8. Was the Durham Report seen in the same way by all parts of society? Explain.

(In Lower Canada, French Canadians were unhappy. Durham intended for English Canadians to dominate the legislative union of Upper Canada and Lower Canada. The colonial elite (the Family Compact and the Château Clique) was unhappy because, with responsible government, it would lose power to the elected Legislative Assembly. Conservative Anglophones in Montreal supported union, because it would encourage economic development.)

9. What was the political structure of the new union?

(Governor general: represented the Crown, leader of the united Province of Canada; Executive Council: members were chosen by the governor and London, acted in the name of the Crown; Laws were prepared, debated and voted on by the legislature: made up of an elected Assembly and a Council whose members were chosen among high officials and the Canadian nobility.)

10. What important action by Baldwin pushed the British government to respond to his demands?

(Baldwin resigned from the Executive Council and convinced all the other members to do the same.)

11. After the Act of Union was signed in 1840, Upper Canada and Lower Canada were merged to create a single province called the Province of Canada. Explain the meaning of "merged" in this context.

(The colonies united to become a single administrative area.)

12. Compare these two historical figures: Baldwin and LaFontaine.

(Potential answers: Baldwin: Upper Canadian Reformer, member of the Legislative Assembly, reserved, poor speaker, strategic...; LaFontaine: excellent speaker, friend of Papineau, won the elections of 1842, defender of the French language...; what they had in common: they both hoped the colonies would gain more autonomy.)



13. In your opinion, what was Baldwin and LaFontaine's legacy?  
(Potential answers: Union of the Canadas, responsible government, more colonial autonomy...)
14. What was the best way to prove that the proposed alliance between Baldwin and LaFontaine could really work?  
(In 1841, Baldwin allowed LaFontaine to run in his home district of York, since the latter was prevented from running in Canada East.)
15. Lord Elgin called on LaFontaine to form the colony's first responsible government. LaFontaine accepted on one condition. Which one?  
(That Baldwin be named Premier alongside him.)
16. How do we know that Baldwin and LaFontaine were compatible?  
(They worked well together, shared many values and complemented each other's strengths.)
17. Place the following events in chronological order by numbering them from 1 to 5.  
 \_\_\_ Responsible government was established in the Province of Canada.  
 \_\_\_ The Durham Report was submitted in London.  
 \_\_\_ Rebellions erupted in Lower Canada and Upper Canada.  
 \_\_\_ Upper Canada and Lower Canada united to form the Province of Canada.  
 \_\_\_ Lord Elgin was named Governor General of Canada.  
 (Chronological order: 5-2-1-3-4)
18. Now fill in the table's third column by indicating what you have learned about responsible government (L). Are there any other things you wish you could learn about the topic? If so, you can do some research online to find answers to your questions.

K	W	L





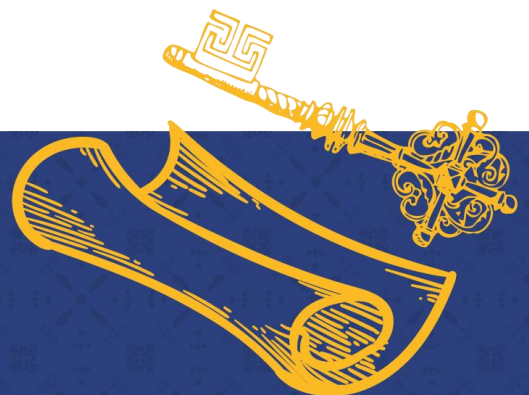
## Selected response questions

For each of the following questions, circle the letter corresponding to the right answer.

1. Why did the population of Lower Canada rebel against London?
  - a) London refused to accept the 92 Resolutions issued by the Upper Canadian Assembly, which called for citizens to have more power in government.
  - b) Lord Durham recommended that French Canadians be assimilated.
  - c) London refused to accept the 92 Resolutions issued by the Lower Canadian Assembly, which called for citizens to have power in government.
  - d) The colonial government voted for the independence of the colonies.
  
2. Complete the following statement: "At the end of his career, Baldwin represented the electoral district of Rimouski. He retired in 1853 and died in...".
  - a) 1854
  - b) 1860
  - c) 1858
  - d) 1861
  
3. What was Baldwin known for?
  - a) Fighting for a more autonomous Province of Canada
  - b) Having a withdrawn and reserved personality
  - c) Being an Upper Canadian Reformer who sat in the Legislative Assembly and pursued responsible government
  - d) All the above
  
4. Which Governor General established responsible government in the Province of Canada?
  - a) Lord Elgin
  - b) Lord Durham
  - c) Lord Melbourne
  - d) Lord Sydenham



5. Why did LaFontaine decide to give his first speech to the legislature in French, on September 13, 1842?
- a) He did not speak English.
  - b) French was his mother tongue.
  - c) The government demanded that he speak French.
  - d) He wanted to protest the Act of Union, which established English as the only official language in the Province of Canada.
6. LaFontaine was never a ...
- a) lawyer.
  - b) member of the Assembly.
  - c) judge.
  - d) newspaper editor.
7. How did the British government react to the demands (92 Resolutions and petitions) made by Louis-Joseph Papineau and the Lower Canadian Patriots?
- a) The government categorically rejected all the demands.
  - b) The government committed itself to respecting the 92 Resolutions.
  - c) The government ordered the exile of Louis-Joseph Papineau.
  - d) The government did not react.
8. What happened to Papineau after the 92 Resolutions were rejected?
- a) He went into exile.
  - b) He was arrested.
  - c) He was executed.
  - d) He turned himself in to the British authorities.
9. Responsible government was established following which event?
- a) The Rebellions of 1837–1838
  - b) Papineau's exile
  - c) The Durham Report
  - d) The Metcalfe Crisis
10. Robert Baldwin was a determined man. To show his displeasure or disapproval, he ...
- a) resigned.
  - b) joined the Rebellions.
  - c) travelled to England.
  - d) joined the Conservatives.



11. Following the 1980 referendum in Quebec, what was René Lévesque suggesting when he said “À la prochaine fois!” (Until next time)?
- a) That he still hoped for a victory in a second referendum.
  - b) That he would come back soon.
  - c) That he had given up.
  - d) That he had won the referendum.
12. The first capital of the Province of Canada was...
- a) Kingston.
  - b) Montreal.
  - c) Toronto.
  - d) Ottawa.
13. The Reform government was in power for three years. During this period, it mainly ...
- a) laid the legal foundations of egalitarianism.
  - b) established a public education system.
  - c) promoted a non-violent approach to politics.
  - d) All the above
14. People often say that history repeats itself. What do the struggles of French Canadians at the time of the Rebellions have in common with the debates surrounding the 1980 referendum, held almost a century and a half later?
- a) The protection of the French language and francophone culture in a minority context
  - b) A people's determination to become independent
  - c) The right to equality and fairness
  - d) All the above
15. Which parties ran in the first Canadian elections of 1841?
- a) The Liberals and the Parti Québécois.
  - b) The Conservatives and the Liberals.
  - c) The Upper Canadian Party and the Lower Canadian Party.
  - d) The Conservatives and the Reformers.
16. Who holds power in a monarchy?
- a) A president
  - b) A prime minister or premier
  - c) A king or queen
  - d) A governor general



## Separating fact from fiction...

Indicate whether each of the following statements is TRUE or FALSE. If the statement is FALSE, correct it.

1. All groups in Canadian society agreed with the Union of 1840.

**False**

French Canadians were strongly opposed, since they believed that English Canadians would have an unfair advantage within the new political structure (Article 41 of the Act of Union established English as the only official language of the legislature of the Province of Canada).

2. “Responsible government” refers to a government accountable for its actions to representatives of Great Britain.

**False**

It refers to a government accountable for its actions to the people’s representatives (elected Legislative Assembly).

3. Louis-Joseph Papineau, Étienne Parent and Louis-Hippolyte LaFontaine all supported the Rebellions of 1837–1838 in the same way.

**False**

Until November 1837, LaFontaine was very close to Papineau. He supported and even participated in the Rebellions. At the time, the Lower Canadian Patriots were divided between those who supported using force and those who supported negotiations. The two factions were led by two strong figures: Louis-Joseph Papineau and Étienne Parent. Papineau supported the use of force against the British Empire. By contrast, Parent supported negotiations. LaFontaine wrote in his journal that although he was very close to Papineau, he thought that a rebellion against the Crown would lead nowhere, and that the United States would not support the Patriots. He therefore moved closer to Étienne Parent’s position.

4. The territory of the Province of Canada was governed by a single legislature. The colony’s Legislative Assembly was composed of 84 members, 48 of whom were from Canada West and 36 of whom were from Canada East.

**False**

There were 42 members from Canada West and 42 members from Canada East.

5. In 1841, Ottawa was chosen as the location for the new legislature.

**False**

Kingston was chosen.





6. French has always been recognized as an official language in Canada.

**False**

Article 41 of the Act of Union made English the colony's sole official language. Later, French would be accepted as a working language. However, it would only be recognized as an official language of Canada in 1969.

7. The 1841 elections were conducted peacefully and respectfully, with no unfortunate incidents.

**False**

The 1841 elections were marked by violence, hostility and even the death of some supporters. The army intervened, especially to defend Conservative candidates.

8. The Conservatives easily won the 1841 elections.

**False**

The Reformers won the elections.

## Part 2: Games!

### 1. Who am I?

Identify the individuals described in the following clues.

- a) I was speaker of the Legislative Assembly of Lower Canada for 22 years.  
(Louis-Joseph Papineau)
- b) I was one of the leaders of the Upper Canadian Patriots in the Rebellion of 1837.  
(William Lyon Mackenzie)
- c) My famous Report, released in 1839, led to the Act of Union of 1840.  
(Lord Durham)
- d) I played a key role in establishing the very first responsible government in Nova Scotia.  
(Joseph Howe)
- e) I served as Canada West Premier on two occasions, from 1842 to 1843 and from 1848 to 1851.  
(Robert Baldwin)

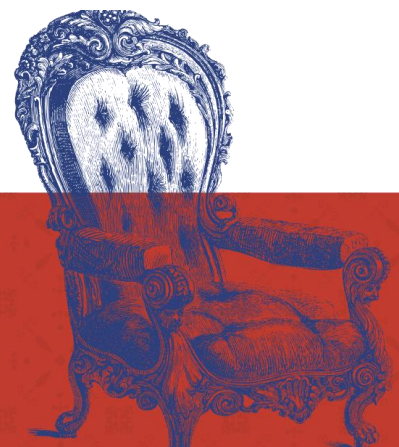


- f) I was the leading proponent of responsible government in the Province of Canada.  
(Louis-Hippolyte LaFontaine)
- g) I was a Patriot leader in the Lower Canadian Rebellion and I died at the Battle of Saint-Eustache in 1837.  
(Jean-Olivier Chénier)
- h) I served as Governor General of Canada from 1847 to 1854.  
(Lord Elgin)
- i) I was the first Governor of the Province of Canada.  
(Charles Poulett Thomson)
- j) I served as Governor General of the Province of Canada from 1841 to 1843.  
(Charles Bagot)

## 2. Who said it?

Who spoke these words? For each quotation, choose the number corresponding to the correct answer.

- a) "That is why we need to ensure that the Act of Union maintains French as an official language. Otherwise, it will be unacceptable in Lower Canada."
- b) "The machinery of executive government is completely missing from the province. The inhabitants of the colony are a people that has only ever had a very imperfect knowledge of what it means to have a government."
- c) "Yet I must inform the honourable members that although I may be as familiar with the English language as with the French language, I would nevertheless make my maiden speech in the language of my French Canadian compatriots, if only to issue a solemn protest against the cruel injustice of that part of the Act of Union that seeks to prohibit the mother tongue of half the population of Canada."
- d) "If all the inhabitants of Upper Canada are like Baldwin, I predict the most brilliant results of the Union of the Canadas."



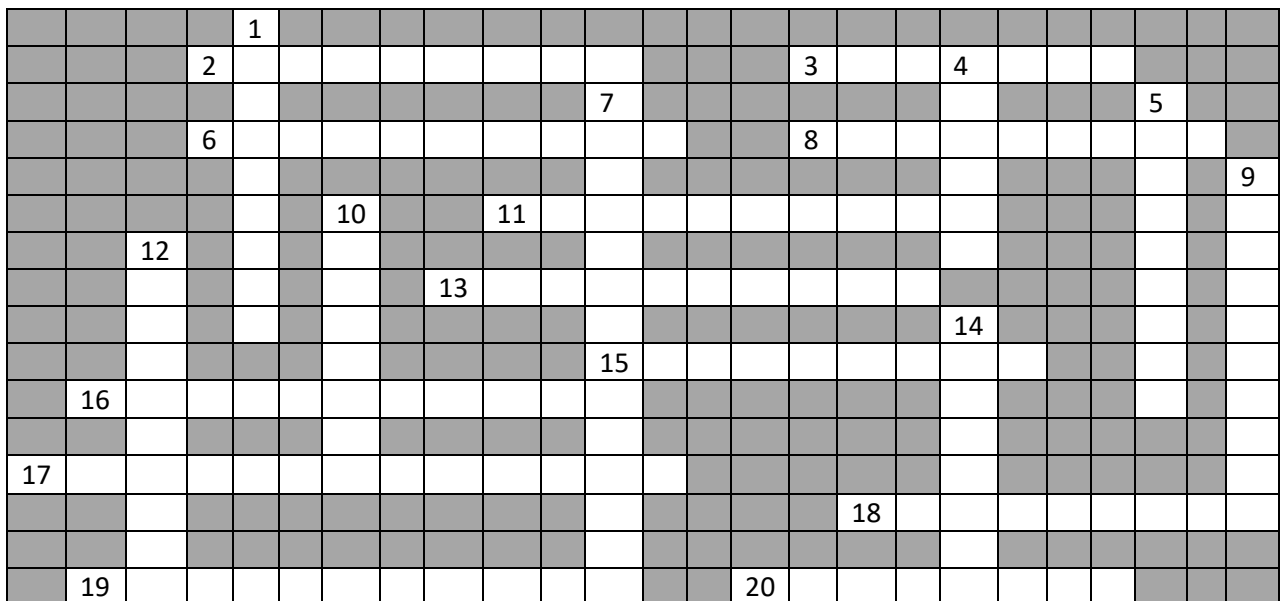
- e) “I hope as fervently as ever that the Union will be proclaimed. However, my dear sir, although the Reformers of Upper Canada are ready to make every allowance for the unfortunate state of things and are resolved, as I believe them to be, to unite with their Lower Canadian Brethren cordially as friends.”

- 1) Louis-Hippolyte LaFontaine
- 2) Robert Baldwin
- 3) Lord Elgin
- 4) Étienne Parent

**Answers: a-1; b-3; c-1; d-4; e-2.**

### 3. Crossword puzzle

(WORDS IN FRENCH ONLY)

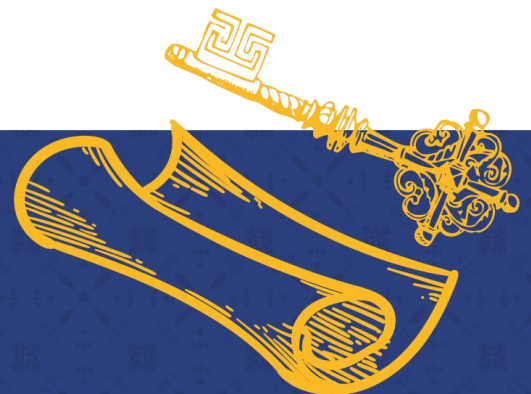


## Horizontally

- 2 United with Upper Canada in 1840 to create the Province of Canada.
- 3 He dedicated his life to transforming the Canadian political system.
- 6 Key proponent, alongside Baldwin, of responsible government in the Province of Canada.
- 8 Key actors in the Rebellion of 1837.
- 11 United with Lower Canada in 1840 to create the Province of Canada.
- 13 Law creating the Province of Canada.
- 15 Governor of the Province of Canada in 1847.
- 16 A government accountable to the population for its actions is a \_\_\_\_\_ government.
- 17 Neither Baldwin nor LaFontaine lived to see it.
- 18 Responsible government gave more of this to Canadians.
- 19 Robert Baldwin recommended a government on the \_\_\_\_\_ model.
- 20 I am the leader of the Lower Canadian Patriots.

## Vertically

- 1 Result of uniting Upper Canada and Lower Canada.
- 4 In his famous Report, he recommended uniting Lower Canada and Upper Canada.
- 5 In 1837, it erupted in Upper Canada and Lower Canada.
- 7 First British colony to achieve responsible government.
- 9 Group whose ideology was based on the concept of responsible government.
- 10 Created between Upper Canada and Lower Canada.
- 12 Lord Elgin held this position from 1847 to 1854.
- 14 Location of the first capital of the Province of Canada.





## Solution

				C																					
			B	A	S	C	A	N	A	D	A				B	A	L	D	W	I	N				
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#### 4. Ganarams... I mean anagrams!

In each of the following sentences, place the letters of the bolded word in the correct order.

- a) **noKigstn** was the first capital of the Province of Canada.  
Kingston
- b) The **feRosrerm** won the 1841 elections.  
Reformers
- c) Louis-Hippolyte LaFontaine was the member elected for **reTrneboen**.  
Terrebonne
- d) Louis-Joseph Papineau supported the use of force against the **ihBrst** Empire.  
British
- e) Louis-Joseph Papineau presented the government with a declaration commonly known as the 92 **snResoioltu**.  
Resolutions

#### 5. Matching games

- a) Responsible government gradually arrived in each of the North American colonies.

Match the colony in the left-hand column with the date when responsible government was established in the right-hand column.	
1) Nova Scotia	a) 1854
2) Province of Canada	b) 1848
3) New Brunswick	c) 1855
4) Newfoundland	d) 1848–1849

Answers: 1-b, 2-d, 3-a, 4-c.



b) Several governors served in the Province of Canada between 1841 and 1867.

Match the name of the governor in the left-hand column with the mandate in the right-hand column.	
1) Charles Poulett Thomson	a) May 1843 to November 1845
2) Charles Bagot	b) February to September 1841
3) Charles Metcalfe	c) January 1847 to December 1854
4) Lord Elgin	d) January 1842 to May 1843
5) Edmund Walker Head	e) October 1861 to June 1867
6) Charles Stanley Monck	f) December 1854 to October 1861

Answers: 1-b, 2-d, 3-a, 4-c, 5-f, 6-e.

## 6. On your marks... Get set...

Place the following events in chronological order.

1. The Patriot Rebellions
2. The Durham Report
3. The Act of Union
4. The riots in Montreal over the Rebellion Losses Bill
5. Great Britain repealed the Corn Laws, inspiring a movement in support of free trade.
6. Responsible government was achieved in Nova Scotia.
7. Lord Elgin arrived in Canada as Governor General. His instructions: introduce responsible government.
8. LaFontaine was chosen as Canada East Premier.



1837–1838	1839	1840	1842	1846	1847	1848	1849

**Answers: 1837-1838-1; 1839-2; 1840-3; 1842-8; 1846-5; 1847-7; 1848-6; 1849-4**

## Part 3: Writing activities

### UNIT A

Activity theme: Responsible government

Text genres: Autobiographical narrative in the form of a personal diary, news report, column, dialogue

Context: Baldwin and LaFontaine were the heroes of responsible government. Lord Elgin also played an important role in the achievement of responsible government in the Province of Canada.

**Topic 1** Write an autobiographical narrative (in the form of a personal diary) in which Louis-Hippolyte LaFontaine, Robert Baldwin or Lord Elgin reflects on the achievement of responsible government and on how it should work.

**Topic 2** Write a news report or a column explaining responsible government to the public.

**Topic 3** Write a dialogue that might have occurred between LaFontaine and Baldwin on the issues surrounding responsible government and on why they thought it was necessary at the time.





Chose one of the preceding topics and then follow these steps.

- 1) Explore the topic, choose the aspect(s) you want to discuss and define the communication context.

**Questions to consider:** *What is responsible government? How was it achieved? Why was it attractive at the time? What role did Baldwin and LaFontaine play in the achievement of responsible government? What role did Lord Elgin play? What was the greatest benefit of responsible government? What historical context supported the achievement of responsible government?*

- 2) Do research to collect the necessary information.
- 3) Organize your ideas and develop a draft outline.
- 4) Write a first draft that respects the characteristics of your chosen text genre. At this point, make any required updates to your outline and write a second draft if necessary.
- 5) Review and edit your text, while keeping the following points in mind:
  - Have I respected the specific characteristics of my chosen text genre?
  - Are my ideas coherent and well organized? Have I provided enough ideas?
  - Are my sentences well written and varied? Have I used a precise vocabulary?
  - Have I properly applied language conventions (spelling, grammar, punctuation...)?



## UNIT B

Activity theme: LaFontaine and Baldwin

Text genres: Calligram, pantoum, slam poem, advertising text, short news report, personal diary, letter.

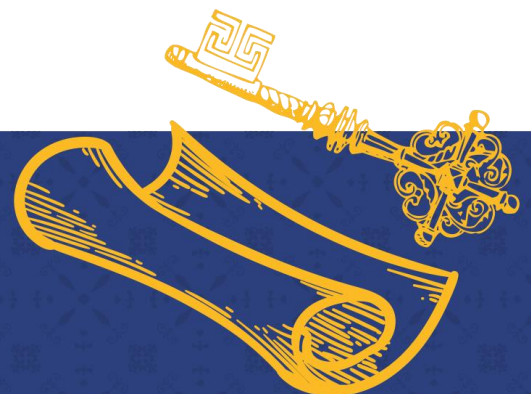
Context: Robert Baldwin was the leader of the Upper Canadian Reformers and Louis-Hippolyte LaFontaine was the leader of the Lower Canadian Reformers. In 1841, they formed an alliance that would prove instrumental in forcing the British government to grant responsible government in 1848. The two men had very different personalities, but still managed to build a strong friendship that helped them achieve their goal.

**Topic 1** Write a calligram, a pantoum or a slam poem describing LaFontaine and Baldwin.

**Topic 2** Write an advertising text or a short news report highlighting the strengths of LaFontaine and Baldwin's personalities.

**Topic 3** Neither man would live to see Canadian Confederation. Write a diary entry for Baldwin or LaFontaine as if he were still alive in 1867.

**Topic 4** Write a letter that Baldwin might have sent to LaFontaine in 1841 inviting the latter, who had been prevented from representing the district of Terrebonne, to run in a Toronto by-election.



Chose one of the preceding topics and then follow these steps.

- 1) Explore the topic, choose the aspect(s) you want to discuss and define the communication context.

**Questions to consider:** *What were the main qualities of these two historical figures? How were their personalities different? Was their friendship an important factor in the achievement of responsible government? How did responsible government pave the way for Confederation in 1867?*

- 2) Do research to collect the necessary information.
- 3) Organize your ideas and develop a draft outline.
- 4) Write a first draft that respects the characteristics of your chosen text genre. At this point, make any required updates to your outline and write a second draft if necessary.
- 5) Review and edit your text, while keeping the following points in mind:
  - Have I respected the specific characteristics of my chosen text genre?
  - Are my ideas coherent and well organized? Have I provided enough ideas?
  - Are my sentences well written and varied? Have I used a precise vocabulary?
  - Have I properly applied language conventions (spelling, grammar, punctuation...)?



## UNIT C

Activity theme: The Durham Report and the Act of Union

Text genres: Advertising text, news report, editorial, critical commentary

Context: Relations between Upper Canada and Lower Canada were tense. Following the Rebellions of 1837–1838, the British government asked Lord Durham to evaluate the situation in the colonies and to investigate colonial complaints. His Report ultimately led to the Act of Union coming into force on February 10, 1841.

- Topic 1** Write an advertising text that highlights the key points of the Durham Report or the Act of Union.
- Topic 2** Write a news report to explain the reactions of the contemporary political elite to the Durham Report and the Act of Union.
- Topic 3** Write an editorial or a critical commentary on the Durham Report's repercussions for Upper Canada and Lower Canada, or on the consequences of the Act of Union of 1841 for Francophones and Anglophones.
- Topic 4** Write a report on LaFontaine's first speech as Premier in 1842, which he gave in French even though the Act of Union prohibited members of the legislature from speaking French.





Chose one of the preceding topics and then follow these steps.

- 1) Explore the topic, choose the aspect(s) you want to discuss and define the communication context.

**Questions to consider:** *What exactly was in the Durham Report? What was the Report's impact on Canadian society at the time? How did the public react to the Report and to the Act of Union that followed? How did the political class react? What was Baldwin and LaFontaine's position on the Durham Report and the Act of Union? What were the historical facts surrounding the publication of this Report? Did the Durham Report spark any debates? What does the Durham Report reveal about the period?*

- 2) Do research to collect the necessary information.
- 3) Organize your ideas and develop a draft outline.
- 4) Write a first draft that respects the characteristics of your chosen text genre. At this point, make any required updates to your outline and write a second draft if necessary.
- 5) Review and edit your text, while keeping the following points in mind:
  - Have I respected the specific characteristics of my chosen text genre?
  - Are my ideas coherent and well organized? Have I provided enough ideas?
  - Are my sentences well written and varied? Have I used a precise vocabulary?
  - Have I properly applied language conventions (spelling, grammar, punctuation...)?



## Part 4: Oral communication activities

### UNIT A

Activity theme: Responsible government

Text genres: Multimedia presentation, television news report, public service announcement

Context: Baldwin and LaFontaine were the heroes of responsible government. Lord Elgin also played an important role in the achievement of responsible government in the Province of Canada.

**Topic 1** Give a multimedia presentation or produce a television news report that explains responsible government.

**Topic 2** Present a public service announcement promoting responsible government.

Chose one of the preceding topics and then follow these steps.

- 1) Explore the topic, choose the aspect(s) you want to discuss and define the communication context.

**Questions to consider:** *What is responsible government? How was it achieved? Why was it attractive at the time? What role did Baldwin and LaFontaine play in the achievement of responsible government? What role did Lord Elgin play? What were the main steps leading to the achievement of responsible government? What strategies would you use to convince the public that responsible government was essential for the success of the colony?*



- 2) Do research to collect the necessary information.
- 3) Organize your ideas and make an outline for the presentation.
- 4) Develop a presentation that reflects your originality as well as the characteristics of your chosen text genre.
- 5) When practising, ensure that you use proper language and that you consider prosodic factors (articulation, tone, cadence) as well as extralinguistic factors (remaining calm, making appropriate gestures).
- 6) Prepare any appropriate technical or visual aids (such as photos, illustrations, graphics, sound effects or presentation software).
- 7) Review your presentation, while keeping the following points in mind:
  - Have I respected the specific characteristics of my chosen text genre?
  - Are my ideas coherent and well organized? Have I provided enough ideas?
  - Are my sentences well written and varied? Have I used a precise vocabulary?
  - Have I used appropriate techniques to underscore my most important points?
  - Are my technical and visual aids appropriate?



## UNIT B

Theme: The Baldwin-LaFontaine Alliance

Text genres: Radio announcement, poem or song (such as a rap), video

Context: The names “Baldwin” and “LaFontaine” are almost always spoken together. At a time when linguistic tensions ran high in Upper Canada and Lower Canada, they decided to work together and try to force the British Empire to loosen its grip on the colonies. Following the Act of Union, they capitalized on the political climate to create an alliance between Reformers in Canada East and Canada West. This alliance would ultimately bring them to power.

**Topic 1** Present a poem, a song (such as a rap) or a video explaining the alliance between these two leaders of the Reform movement.

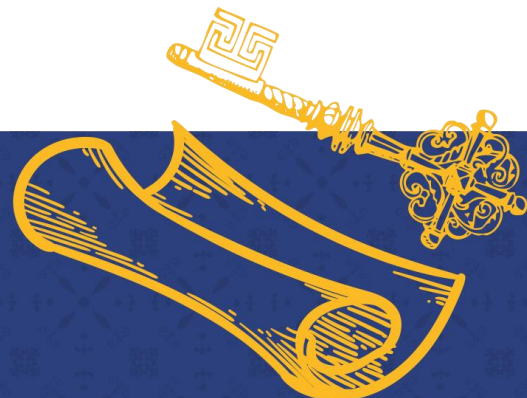
**Topic 2** Present a radio announcement explaining and promoting the Baldwin-LaFontaine alliance.

Chose one of the preceding topics and then follow these steps.

- 1) Explore the topic, choose the aspect(s) you want to discuss and define the communication context.

**Questions to consider:** *At what moment did the idea of an alliance emerge? How was this alliance perceived? In what ways did Baldwin and LaFontaine work together? How did Lord Elgin become convinced that implementing ministerial responsibility was the thing to do? How were Baldwin and LaFontaine guided by their values and their perspectives in pursuit of their common goal?*

- 2) Do research to collect the necessary information.
- 3) Organize your ideas and make an outline for the presentation.



- 4) Develop a presentation that reflects your originality as well as the characteristics of your chosen text genre.
- 5) When practising, ensure that you use proper language and that you consider prosodic factors (articulation, tone, cadence) as well as extralinguistic factors (remaining calm, making appropriate gestures).
- 6) Prepare any appropriate technical or visual aids (such as photos, illustrations, graphics, sound effects or presentation software).
- 7) Review your presentation, while keeping the following points in mind:
  - Have I respected the specific characteristics of my chosen text genre?
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  - Are my sentences well written and varied? Have I used a precise vocabulary?
  - Have I used appropriate techniques to underscore my most important points?
  - Are my technical and visual aids appropriate?





## UNIT C

Activity theme: The Rebellions of 1837–1838

Text genres: Radio or television production

**Context:** The leader of the Lower Canadian Patriots, Louis-Joseph Papineau, presented the governor of the time with a declaration commonly called the 92 Resolutions. Among other things, the document demanded changes to how the Lower Canadian constitution operated. After the Patriots won a decisive victory in the 1834 elections, Papineau increased pressure on British officials by sending several petitions to London. In March 1837, the British government categorically rejected all the demands in the 92 Resolutions. This decision triggered the Rebellions of 1837–1838.

**Topic 1** Present a radio or television production explaining the main events related to the Rebellions of 1837–1838.

**Topic 2** Organize a debate or a round-table discussion on the consequences of the Rebellions of 1837–1838. Did they really lead to the creation of the Province of Canada and later to the achievement of responsible government?

Chose one of the preceding topics and then follow these steps.

- 1) Explore the topic, choose the aspect(s) you want to discuss and define the communication context.

**Questions to consider:** *What was LaFontaine and Baldwin's position on the Rebellions? What were the consequences of the Patriots being divided into two factions: those supporting the use of force and those supporting negotiations? What was the most significant cause of the Rebellions? How do the events of the past help us understand present-day society?*



- 2) Do research to collect the necessary information.
- 3) Organize your ideas and make an outline for the presentation.
- 4) Develop a presentation that reflects your originality as well as the characteristics of your chosen text genre.
- 5) When practising, ensure that you use proper language and that you consider prosodic factors (articulation, tone, cadence) as well as extralinguistic factors (remaining calm, making appropriate gestures).
- 6) Prepare any appropriate technical or visual aids (such as photos, illustrations, graphics, sound effects or presentation software).
- 7) Review your presentation, while keeping the following points in mind:
  - Have I respected the specific characteristics of my chosen text genre?
  - Are my ideas coherent and well organized? Have I provided enough ideas?
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  - Have I used appropriate techniques to underscore my most important points?
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## Part 5: Topics for research, reflection or independent study projects

Present a written or oral argumentative essay on one of the following topics.

### Topic 1

“The example of LaFontaine and Baldwin is that democracy in Canada only works if we are willing to leap forward with important ideas and policies that strengthen egalitarianism and the public good.”

– John Ralston Saul, creator of the *LaFontaine-Baldwin Lecture*, an annual event honouring the legacy of LaFontaine and Baldwin.

### Topic 2

LaFontaine, a Francophone, and Baldwin, an Anglophone, built a friendship while achieving their goals. In what ways could they be considered visionaries?

### Topic 3

A Francophone and an Anglophone, LaFontaine and Baldwin set aside their differences to fulfil a plan they both believed in. How does this model of cooperation remain inspiring in 2017?

### Topic 4

March 11, 1848, is one of the most important dates in Canadian history. It marked the beginning of what could be called modern Canada. LaFontaine and Baldwin laid the foundations of the country we know today.

### Topic 5

Show how these five major principles connected Baldwin and LaFontaine:

1. Responsible government
2. Classical liberalism
3. Cooperation and compromise
4. The 92 Resolutions issued before the Rebellions of 1837–1838
5. Being Canadian



Follow these steps to help you complete the process.

- 1) Formulate questions that will help you better define your chosen topic and orient your research.

### **Questions to consider**

**Topic 1:** *What were the principles of inclusion, good governance and humanism that LaFontaine and Baldwin displayed during their careers? How were their ideas and values expressed? How did these democratic ideas achieve symbolic importance? How well did they reflect the period? What consequences did these principles have for the population at the time?*

**Topic 2:** *How were these two Canadian figures ahead of their time? What values and beliefs were expressed by Baldwin and LaFontaine? Are these values still relevant today? How did their ideas move Canadian politics forward? What was their legacy for today's society?*

**Topic 3:** *What were Baldwin and LaFontaine's most important qualities? How can differences become strengths in a context of collaboration? How were Baldwin and LaFontaine able to work toward a common goal despite their differences? What lessons can we learn from their collaboration?*

**Topic 4:** *What are the main characteristics of responsible government? What were the main steps toward achieving responsible government? How did the achievement of responsible government pave the way for Canadian Confederation? How do the democratic values of 1848 resonate with those of today?*

**Topic 5:** *What are the key elements of responsible government? How did classical liberalism inspire Baldwin and LaFontaine? What compromises did Baldwin and LaFontaine need to make to find common ground? What facts or events contributed to the feeling of belonging to the same nation? How is the quest for more autonomy good for a people?*



- 2) Collect information. Find relevant evidence by consulting a variety of sources.
- 3) Analyze and interpret the collected information. Make an outline.
- 4) Synthesize the evidence and express clear arguments based on your research.
- 5) Use the appropriate mode of presentation.







*Project presented by*

# dialogue

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POUR LE DIALOGUE DES CULTURES

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