

# QUEBEC CONFERENCE ROLE-PLAY SIMULATION

## Learning Outcomes:

### **Big Ideas:** What I UNDERSTAND

- Emerging ideas and ideologies profoundly influence societies and events

### **Content:** What I KNOW

Nationalism and the development of modern nation-states, including Canada (Confederation, National Policy, CPR)

### **Competencies:** What I can DO

- **Communication:**  
I can connect and engage with others by participating in discussions and group work
- **Critical Thinking:**  
I can assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence.

## Rationale & Steps

Students will be divided into 6 teams representing the colonies that participated in the Quebec conference: Canada East, Canada West, Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland. Each group will be responsible to research and present an argument for or against entering into Confederation.

- Step 1:** Prepare a set of notes outlining the colony's strengths & weaknesses (geographic, economic, social) and the benefits & drawbacks of Confederation. (Each student requires at least three sources for information)
- Step 2:** Using your notes from Step 1, complete a "balance sheet" for your colony (organizers 2-9A & 2-9B). Also, students will complete a summary sheet with Secret priorities to be met at the conference. As a delegate your task will be to argue the case on behalf of the needs and interests of your colony.
- Step 3:** Groups will rearrange into new groups (one representative from each colony) and sit around a Conference Table. As a delegate to the conference, your task is to review your position on Confederation with the participants from each of the other colonies. Work together to resolve differences and conflicting demands. Negotiation and compromise are the keys to success here. (Evaluation will be cooperative so you will be graded on how well you meet colonial expectations AND how well you negotiated with the other participants!). Once the group has reached a decision on whether or not to join Confederation, draw up the division of powers. Some colonies may opt not to join, feeling it is in their best interest to stay out of Confederation at this time.
- Step 4:** In your conference groups, compare your decisions on the division of powers with those made by the Fathers of Confederation at Quebec: Which were the same? Which were different?
- Step 5:** Write a one-page summary report of the conference to your colleagues back in your home colony. Use the following questions as a guide:
  1. What significant items did you achieve for your colony?
  2. What items did you have to concede for your colony?
  3. What changes to your original outlook did you make and why?

## **Evaluation**

1. Research	(25 marks)	individual	research (CM)
2. Research summary sheet	(30 marks)	group	research (CM)
3. Colonial organizer 2-9A	(10 marks)	group	PAR1
4. Division of Power 2-9B	(10 marks)	group	PAR1
5. Secret Priorities sheet	(10 marks)	individual	PAR1
5. Conference Evaluation	(20 marks)	individual	oral (CM)
6. Individual response paper	(24 marks)	individual	writing (CM)

## **Conference Simulation Process**

1. Elect a Chairperson (your job is to ensure that every colony is heard and to keep the debate moving)
2. Each colony makes an opening statement concerning Confederation (pre-confederation paragraph)
3. Debate each point for division of Powers (2-9B) (each colony speaks to each point and submits a proposal regarding the division of powers. The Chairperson then holds a vote to determine whether the area of responsibility is Provincial, Federal, or Shared and writes down the reason why\*.
4. Produce a Master Concluding Paper (2-9B)
5. Compare each Conference results (Master Copy)
6. Evaluate each participant in Conference-Conference Evaluation Sheet
7. Evaluate each group member- Group Member evaluation sheet
8. Write Concluding Response to Colony back home about decision

\*Note: In the event of a tie between any two powers, the result will default to "Shared" responsibility.



# Colonial Research Summary Sheet

Name of Colony \_\_\_\_\_

Names of Researchers \_\_\_\_\_

**Rationale:** Each group will complete the following sheet so that they may make an informed decision of whether or not they will join a new country- Canada. ONLY use information that is pre-1867!

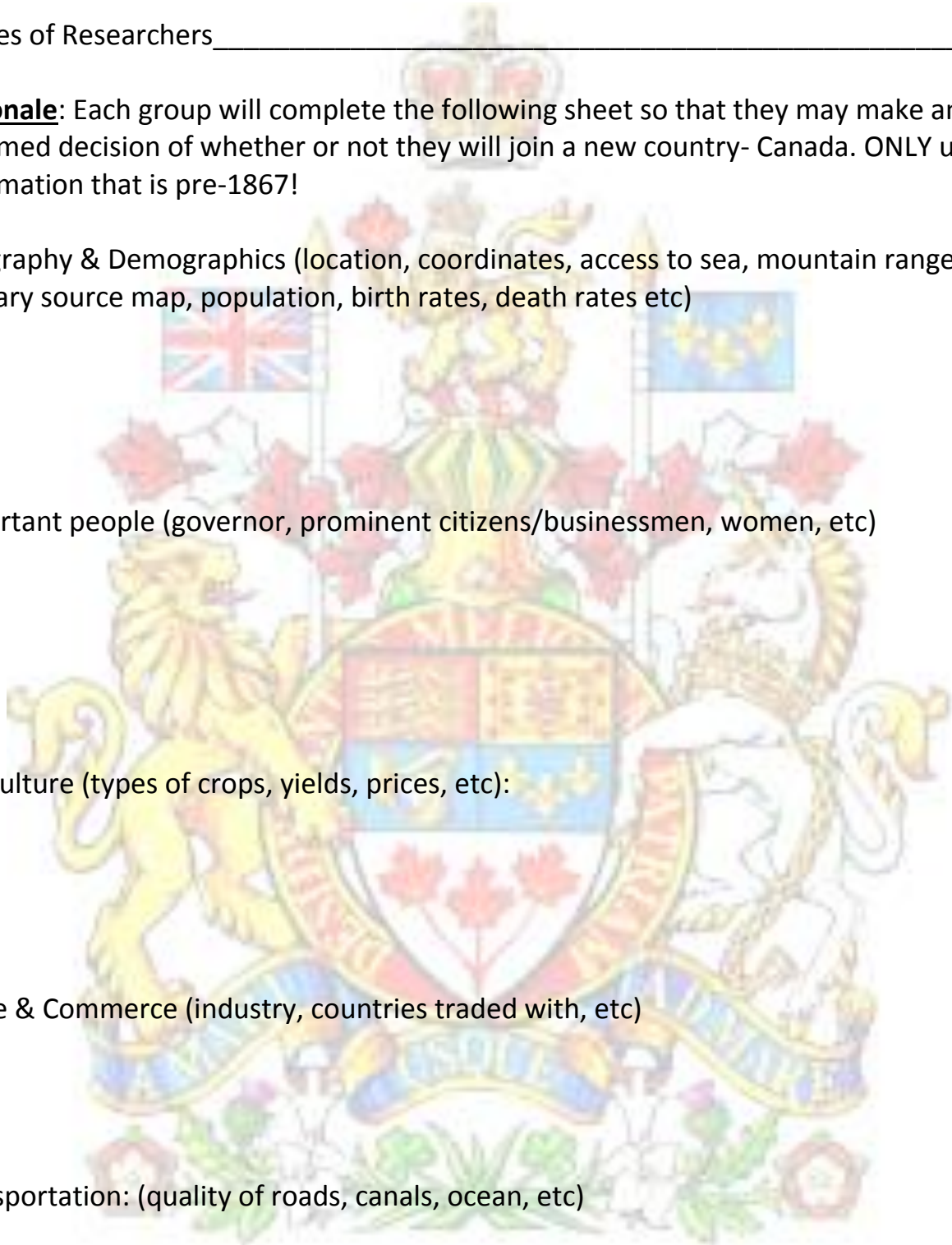
Geography & Demographics (location, coordinates, access to sea, mountain ranges, primary source map, population, birth rates, death rates etc)

Important people (governor, prominent citizens/businessmen, women, etc)

Agriculture (types of crops, yields, prices, etc):

Trade & Commerce (industry, countries traded with, etc)

Transportation: (quality of roads, canals, ocean, etc)



Natural Resources: (mining, industry, etc)

First Nations: (groups, bands, relationship, etc)

Education: (schools, universities, etc)

Health Care:(hospitals, doctors, midwives, etc)

Past wars/battles/skirmishes/protests/ confrontations:

Fisheries: (types of fish sold, shipbuilding, regions involved)

Language & culture: (ethnic groups, past-times, sports, festivals, etc)



# Pre-Conference Pros & Cons to Confederation

**Rationale:** Students will scour their research and their textbooks to complete the following sheet in as great a detail as is possible:

## Reasons to become part of a new nation (Benefits of joining/confederation)

1.

2.

3.

4.

5.

## Reasons not to become part of a new nation (Drawbacks of joining/confederation)

1.

2.

3.

4.

5.







# Secret Priorities Sheet

Name of Colony: \_\_\_\_\_

Name of Negotiator: \_\_\_\_\_

Conference # \_\_\_\_\_

**Secret Objectives:** {List in terms of Priority}

Area of Responsibility <small>(i.e. fisheries, agriculture, etc)</small>	Decision hoped for <small>(Provincial, federal, shared)</small>	Met	Not Met	Somewhat Met
1.				
2.				
3.				
4.				
5.				

Total Met	___/5
Total Not Met	___/5
Total Somewhat	___/5

**Accept Confederation: Reasons**

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**Decline Confederation: Reasons**

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# CONFERENCE EVALUATION SHEET

Canada East rep(s) \_\_\_\_\_ Canada West rep(s) \_\_\_\_\_

New Brunswick rep(s) \_\_\_\_\_ Nova Scotia rep(s) \_\_\_\_\_

Newfoundland rep(s) \_\_\_\_\_ P.E.I. rep(s) \_\_\_\_\_

**Instructions:** Read each of the following categories and rate yourself & your group members between 1 and 5 (1= undeveloped, 2= developing, 3= competent, 4= proficient, and 5=expert) for each of the following categories. Indicate yourself by circling the appropriate colony.

**1. Persuasiveness** (ability to secure colonial objectives, convinces others to compromise)

Canada East rep(s)	1	2	3	4	5
Canada West rep(s)	1	2	3	4	5
New Brunswick rep(s)	1	2	3	4	5
Nova Scotia rep(s)	1	2	3	4	5
Newfoundland rep(s)	1	2	3	4	5
P.E.I. rep(s)	1	2	3	4	5

**2. Ability to compromise** (gives a little to gain a little, resourceful, etc)

Canada East rep(s)	1	2	3	4	5
Canada West rep(s)	1	2	3	4	5
New Brunswick rep(s)	1	2	3	4	5
Nova Scotia rep(s)	1	2	3	4	5
Newfoundland rep(s)	1	2	3	4	5
P.E.I. rep(s)	1	2	3	4	5

**3. Preparation/knowledge** (well informed, good research, knows other colonies needs)

Canada East rep(s)	1	2	3	4	5
Canada West rep(s)	1	2	3	4	5
New Brunswick rep(s)	1	2	3	4	5
Nova Scotia rep(s)	1	2	3	4	5
Newfoundland rep(s)	1	2	3	4	5
P.E.I. rep(s)	1	2	3	4	5

**4. Diplomacy** (good listener, respectful to others, good group dynamics)

Canada East rep(s)	1	2	3	4	5
Canada West rep(s)	1	2	3	4	5
New Brunswick rep(s)	1	2	3	4	5
Nova Scotia rep(s)	1	2	3	4	5
Newfoundland rep(s)	1	2	3	4	5
P.E.I. rep(s)	1	2	3	4	5

Canada East=	___/20
Canada West=	___/20
Nova Scotia=	___/20
New Brunswick=	___/20
P.E.I. =	___/20
Newfoundland =	___/20



# Writing in Role Criteria

Name \_\_\_\_\_

## Process

- |                                    |   |   |   |   |   |
|------------------------------------|---|---|---|---|---|
| 1. Response read by 3 peers        | 1 | 2 | 3 | 4 | 5 |
| 2. Response revised using comments | 1 | 2 | 3 | 4 | 5 |

Total=\_\_\_/10  
(Personal Responsibility)

## Content

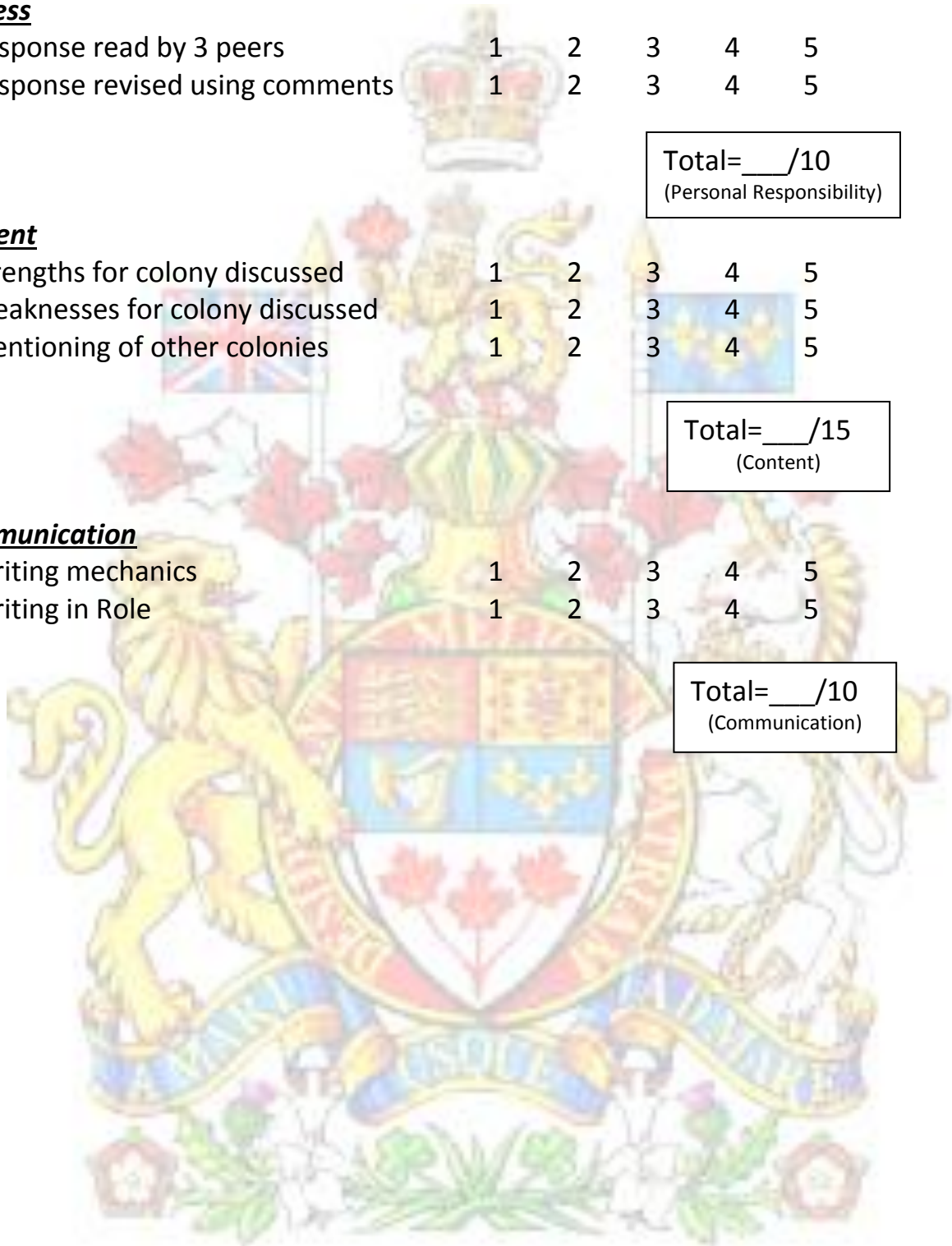
- |                                    |   |   |   |   |   |
|------------------------------------|---|---|---|---|---|
| 3. Strengths for colony discussed  | 1 | 2 | 3 | 4 | 5 |
| 4. Weaknesses for colony discussed | 1 | 2 | 3 | 4 | 5 |
| 5. Mentioning of other colonies    | 1 | 2 | 3 | 4 | 5 |

Total=\_\_\_/15  
(Content)

## Communication

- |                      |   |   |   |   |   |
|----------------------|---|---|---|---|---|
| 6. Writing mechanics | 1 | 2 | 3 | 4 | 5 |
| 7. Writing in Role   | 1 | 2 | 3 | 4 | 5 |

Total=\_\_\_/10  
(Communication)



## GROUP PARTICIPATION-PEER-EVALUATION

COLONY \_\_\_\_\_

Group Member #1 \_\_\_\_\_      Group Member #2 \_\_\_\_\_  
 Group Member #3 \_\_\_\_\_      Group Member #4 \_\_\_\_\_

**Instructions:** Read each of the following categories and rate yourself & your group members between 1 and 5 (1= undeveloped, 2= developing, 3= competent, 4= proficient, and 5=expert) for each of the following categories. Make sure to support your mark with written evidence!

<b>1. Use of Class time</b> (on task, productive, efficient, good quality)	Member#1	1	2	3	4	5
	Member #2	1	2	3	4	5
	Member #3	1	2	3	4	5
	Member #4	1	2	3	4	5
<b>2. Homework/individual research</b> (initiative, completion of tasks, factual research etc)	Member #1	1	2	3	4	5
	Member #2	1	2	3	4	5
	Member #3	1	2	3	4	5
	Member #4	1	2	3	4	5
<b>3. Group dynamics</b> (supportive of group members, follows instructions, initiative, good listener, offers suggestions, productive use of ) electronic chatting)	Member #1	1	2	3	4	5
	Member #2	1	2	3	4	5
	Member #3	1	2	3	4	5
	Member #4	1	2	3	4	5
<b>4. Responsibility</b> (followed through, responsible, Contributed to group sheets, planning)	Member #1	1	2	3	4	5
	Member #2	1	2	3	4	5
	Member #3	1	2	3	4	5
	Member #4	1	2	3	4	5

**Scale**    16-20= 100%  
               12-15= 75%  
               10-14=50%  
               0-9=25%

Member #1 Total= \_\_\_/20  
 Member #2 Total= \_\_\_/20  
 Member #3 Total= \_\_\_/20  
 Member #4 Total= \_\_\_/20

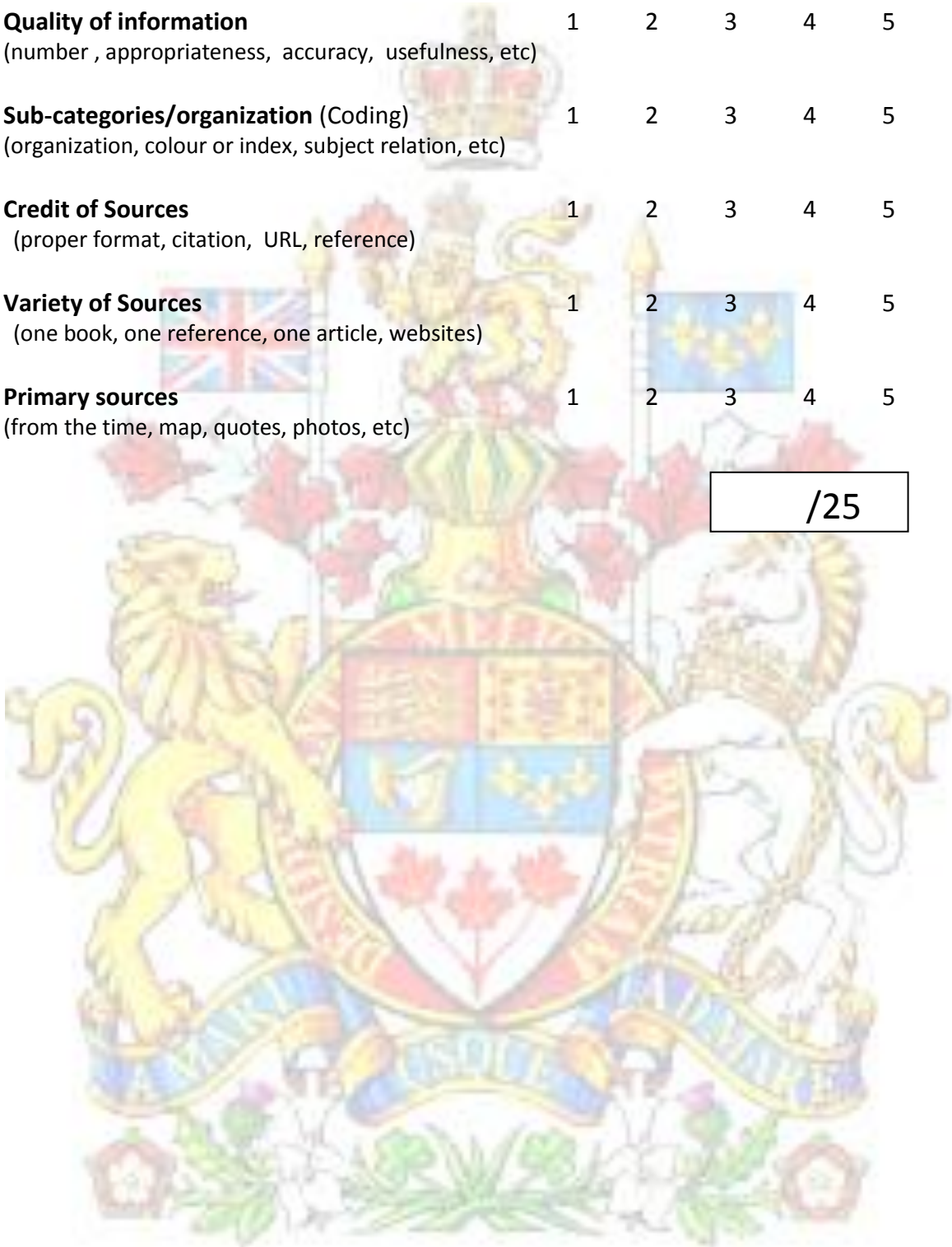
**Note:** if a student is unsatisfied with her/his grade he/she may appeal to the teacher for an inquiry within TWO days of receiving the mark. The teacher will act as the final arbiter in this process.

# Evaluation Criteria for Research

Name of Researcher \_\_\_\_\_




- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. <b>Quality of information</b><br>(number , appropriateness, accuracy, usefulness, etc)                | 1 | 2 | 3 | 4 | 5 |
| 2. <b>Sub-categories/organization (Coding)</b><br>(organization, colour or index, subject relation, etc) | 1 | 2 | 3 | 4 | 5 |
| 3. <b>Credit of Sources</b><br>(proper format, citation, URL, reference)                                 | 1 | 2 | 3 | 4 | 5 |
| 4. <b>Variety of Sources</b><br>(one book, one reference, one article, websites)                         | 1 | 2 | 3 | 4 | 5 |
| 5. <b>Primary sources</b><br>(from the time, map, quotes, photos, etc)                                   | 1 | 2 | 3 | 4 | 5 |

/25





Refer to the *Student Workbook* pp. 61-65. The following is a chart of the three Confederation Conferences. Fill in the missing information using the prompts and what you learned about these important meetings.

Conference	What colonies attended	Purpose of the Conference	What was decided and discussed at the conference
<p><b>Charlottetown Conference</b> September 1864</p>	<p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____</p>		<p>* <i>To have another ...</i></p>
<p><b>Quebec Conference</b> October 1864</p>	<p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____</p>		<ul style="list-style-type: none"> <li>• <i>The structure of the new government: They debated between what types? And they chose?</i></li> <li>• <i>Made a blueprint for the constitution. This agreement was called.</i></li> <li>• <i>Who joined and who didnt.</i></li> </ul> <p>YES: NO:</p>
<p><b>London Conference</b> December 1866</p>	<p>Delegates from 4 provinces were sent to London.</p>		<ul style="list-style-type: none"> <li>• <i>The name of the new country:</i></li> </ul>