Prepare to Read

Build Background Knowledge

Remind students that unlike the colonized peoples of Southeast Asia and the Pacific, many of the North American colonists shared beliefs and spoke the same language with their colonial rulers. Have students predict how these similarities might affect their political relationship.

Set a Purpose

- **WITNESS HISTORY** Read the selection aloud or play the audio.
- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 3 Assessment answers.)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As students read, have them fill in the chart showing causes and effects of events in Canada, Australia, and New Zealand.

Section 3 Assessment answers.)

Reading Skill: Identify Cause and Effects

As you read, record the causes and effects of the events you read about. In a chart like this one.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Event</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 50,000 speakers remain</td>
<td>English-speaking Ulster Scots in Canada</td>
<td></td>
</tr>
<tr>
<td>4,000 speakers remain</td>
<td>French-speaking Catholics in Canada</td>
<td></td>
</tr>
<tr>
<td>Pen tube and Indian trade</td>
<td>Whampoa Whampoa</td>
<td></td>
</tr>
<tr>
<td>Union of the Canadas</td>
<td>British government in Canada</td>
<td></td>
</tr>
<tr>
<td>Colonization</td>
<td>Treaty of Ghent</td>
<td></td>
</tr>
<tr>
<td>British rule</td>
<td>Treaty of Ghent</td>
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<td></td>
</tr>
</tbody>
</table>

Self-Rule for Canada, Australia, and New Zealand

Canada, Australia, and New Zealand won independence faster and easier than other British colonies in Africa or Asia. The language and cultural roots they shared with Britain helped. Racial attitudes also played a part. Imperialists in nations like Britain felt that whites, unlike non-whites, were capable of governing themselves.

Canada Achieves Self-Rule

When France lost Canada to Britain in 1763, thousands of French-speaking Catholic settlers remained. After the American Revolution, about 30,000 British Loyalists fled to Canada. They were English-speaking Protestants. In addition, in the 1790s, several groups of Native American peoples still lived in eastern Canada. Others, in the west and the north, had not yet come into contact with European settlers.

Unrest in the Two Canadas

To ease ethnic tensions, Britain passed the Constitutional Act of 1791. The act created two provinces: English-speaking Upper Canada (now Ontario) and French-speaking Lower Canada (now Quebec). French traditions and the Catholic Church were protected in Lower Canada. English traditions and laws guided Upper Canada.

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

**High-Use Word**

- **Compile**, p. 797

**Definition and Sample Sentence**

- The family used local newspapers and magazines to compile a list of activities for the weekend.
During the early 1800s, unrest grew in both colonies. The people of Upper Canada resented the power held by a small group of elites who controlled the government. Lower Canada had similar problems. In 1837, discontent flared into rebellion in both places. Louis Joseph Papineau, the head of the French Canadian Reform party, led the rebellion in Lower Canada. William Lyon Mackenzie led the revolt in Upper Canada, crying, “Put down the villains who oppress and enslave our country!”

Britain Responds. The British had learned from the American Revolution. While they hurried to put down the disorder, they sent an able politician, Lord Durham, to compile a report on the causes of the unrest. In 1840, Parliament acted on some of Durham’s recommendations by passing the Act of Union. The act joined the two Canadas into one province. It also gave them an elected legislature that determined some domestic policies. Britain still controlled foreign policy and trade.

Canada Becomes a Dominion. In the mid-1800s, thousands of English, Scottish, and Irish people immigrated to Canada. As the country grew, two Canadians, John Macdonald and George Étienne Cartier, urged confederation, or unification, of Britain’s North American colonies. These colonies included Nova Scotia, New Brunswick, Prince Edward Island, and British Columbia, as well as the united Upper and Lower Canadas. The two leaders felt that confederation would strengthen the new nation against American ambitions and help its economic development. Britain finally agreed, passing the British North America Act of 1867. The act created the Dominion of Canada. A dominion is a self-governing nation. As a dominion, Canada had its own parliament, modeled on that of Britain, but Britain controlled foreign policy and trade.

Canada Achieves Self-Rule. Instruct

1. **Introduce:** Key Terms Ask students to locate the key terms confederation and dominion (in blue) in the text and explain their meanings. Have students describe possible advantages of a confederation for Canada. Then ask them to explain the difference between dominion and colonial status.

2. **Teach:** Ask Why were the British alarmed by the unrest in Upper and Lower Canada? (They did not want a repeat of the American Revolution, in which they lost their other North American colonies.) Then list these events on the board: Act of Union, British North America Act, and the opening of the Canadian Pacific Railway. Using the Numbered Heads strategy (TE, p. T23), discuss how each event contributed to Canada’s unification and peaceful transition to self-rule.


**Independent Practice** Have students access Web Code nap-2531 to take the Geography Interactive Audio Guided Tour and then answer the map skills questions in the text.

**Monitor Progress** As students fill in their charts, make sure they have correctly identified how these events affected Canada’s relationship with Britain. For a completed version of the chart, see 3. **Note Taking Transparencies, p. 166**

**Answers**

1. **Map Skills**
   
   1. Review locations with students.
   2. Because it is on the coast, British Columbia could be reached more easily by ship than inland Alberta and Saskatchewan.
Europeans in Australia

Instruct

- Introduce: Key Terms Have students find the key terms *indigenous* (in blue) in the text and explain its meaning. Ask students to consider the effects of European settlers arriving in the Americas on the indigenous population there. Have them predict what might have occurred when Europeans arrived in Australia. Then have them read to find out whether their predictions were accurate.

- Teach Ask: Who were the first Europeans to settle in Australia? (British criminals being sent to the penal colony there) After free British citizens emigrated to Australia, why was Britain responsive to demands for self-rule in the early 1900s? (It feared the interference of other European powers and wanted to boost development.) How did Australia preserve its ties to Britain? (It recognized the British monarch as its head of state.)

- Quick Activity Show students Australia: The Story of a Penal Colony from the Witness History Discovery School™ video program. Ask students to describe the daily life of British convicts in Australia. (They did hard labor such as clearing the land to make the land comfortable for others; they were kept under constant watch and lived in small cells, waiting for their promised day of freedom.)

Independent Practice

Primary Source To help students better understand life in the Australian penal colony, have them read the selection From John Grant’s Journals and Letters and complete the worksheet.

Teaching Resources, Unit 5, p. 93

Monitor Progress

To help students review the process by which Australia became an independent country, ask them to read aloud each block heading under Europeans in Australia and summarize its content.

Answers

Caption Aborigines were thrust aside or killed as more British settlers came to Australia. Britain allowed Canada to transition peacefully to self-rule. 

Connections to Our World

Connections to Today The question of Québécois secession dominated Canadian politics in the late twentieth century. Many of the province’s French-speaking majority felt that the economically stronger English-speaking minority discriminated against them. They also felt out of place in English-dominated Canada. In 1980, the province held its first vote on whether to declare itself a “sovereign association” in Canada. The referendum was defeated by 60 percent of voters, but the issue did not disappear. Separatists gained power in the Quebec government, and in 1995 another referendum was held, this time for full separation. Voters chose not to accede, by an extremely tight margin. The movement faded in the late 1990s, but separatists again began to push for independence in the early twenty-first century.
The Colonies Grow. In the early 1800s, Britain encouraged free citizens to emigrate to Australia by offering them land and tools. A prosperous wool industry grew up as settlers found that the land and climate suited sheepherding. In 1851, a gold rush in eastern Australia brought a population boom. Many gold hunters stayed on to become ranchers and farmers. They pushed into the rugged interior known as the Outback, carving out huge sheep ranches and wheat farms. As the newcomers settled in, they thrust aside or killed the Aborigines.

Achieving Self-Government. Like Canada, Australia was made up of separate colonies scattered around the continent. Britain worried about interference from other European powers. To counter this threat and to spread British settlement, it responded to Australian demands for self-rule. In 1901, Britain helped the colonies unite into the independent Commonwealth of Australia. The new country kept its ties to Britain by recognizing the British monarch as its head of state.

New Zealand's Story

Instruct
- **Introduction** Key Terms. Have students locate the key term Maori (in blue) in the text and explain its meaning. Have students make predictions about the impact of European colonization on the Maori.
- **Teach** Ask: How were the government and political institutions established in New Zealand similar to those established in Australia and Canada? (All created government with parliaments, prime ministers, and elected legislatures and kept ties with Britain.) Challenge students to explain the reasons they think Canada, Australia, and New Zealand won self-rule more quickly and easily than the colonies governed by Europeans in Asia and Africa.
- **Quick Activity** Display Color Transparency 154: Maori Battles in New Zealand. Use the lesson suggested in the transparency book to guide a discussion of why Maori efforts to resist colonization failed.
- **Color Transparencies. 154**

Independent Practice
- Have students access Web Code nap-2532 to take the Geography Interactive Audio Guided Tour and then answer the map skills questions in the text.
- **Monitor Progress**
  - To review this section, ask students to discuss the ways in which life was different for the Maori before and after European settlers moved to New Zealand.
  - Check answers to map skills questions.

Answers
- **Map Skills.** British settlement in Australia started with penal settlements on both coasts and slowly spread into the interior of the continent.
  - Locate (a) Simpson Desert (b) Great Sandy Desert (c) Sydney penal colony (d) Perth.
  - **2. Regions** What physical features probably showed British settlement of Australia’s interior?
  - **3. Draw Inferences** What types of economic activity do you think took place in the area of Australia that was settled by Europeans between 1831 and 1857?

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New Zealand's Story

To the southeast of Australia lies New Zealand. In 1769, Captain Cook claimed the islands for Britain. Missionaries landed there in 1814 to convert the indigenous people, the Maori (MAH oh ree), to Christianity.

The Maori Struggle Unlike Australia, where the Aborigines were spread thinly across a large continent, the Maori were concentrated in a smaller area. They were descended from soutiingmau people who had reached New Zealand from Polynesia in the 1200s. The Maori were settled farmers. They were also determined to defend their land.

White settlers, who were attracted by New Zealand's mild climate and good soil, followed the missionaries. These settlers introduced sheep and cattle and were soon exporting wool, mutton, and beef. In 1840, Britain annexed New Zealand. As colonists poured in, they took over more and more of the land, leading to fierce wars with the Maori. Many Maori died in the struggle. Still more perished from disease, alcoholism, and other misfortunes that followed European colonization. By the 1870s, resistance crumbled. The Maori population had fallen drastically, from about 200,000 to less than 45,000 in 1860. Only recently has the Maori population started to grow once more.

Settlers Win Self-Government Like settlers in Australia and Canada, while New Zealanders sought self-rule. In 1897, they won independence, with their own parliament, prime minister, and elected legislature. They, too, preserved close ties to the British empire.

Quick Write: Focus Your Time

To stay focused as you respond to a short answer or extended-response question on a test, plan to spend a quarter of the allotted time on previewing, half on drafting, and the remaining quarter on revising. Write a short answer response to the following prompt using a 10-minute time limit. Time yourself to practice staying within the appropriate time limit during each stage.

• Compare how Canada and Australia gained self-rule.

Access for additional assessment, have students access Progress Monitoring Online at Web Code maa-2531.