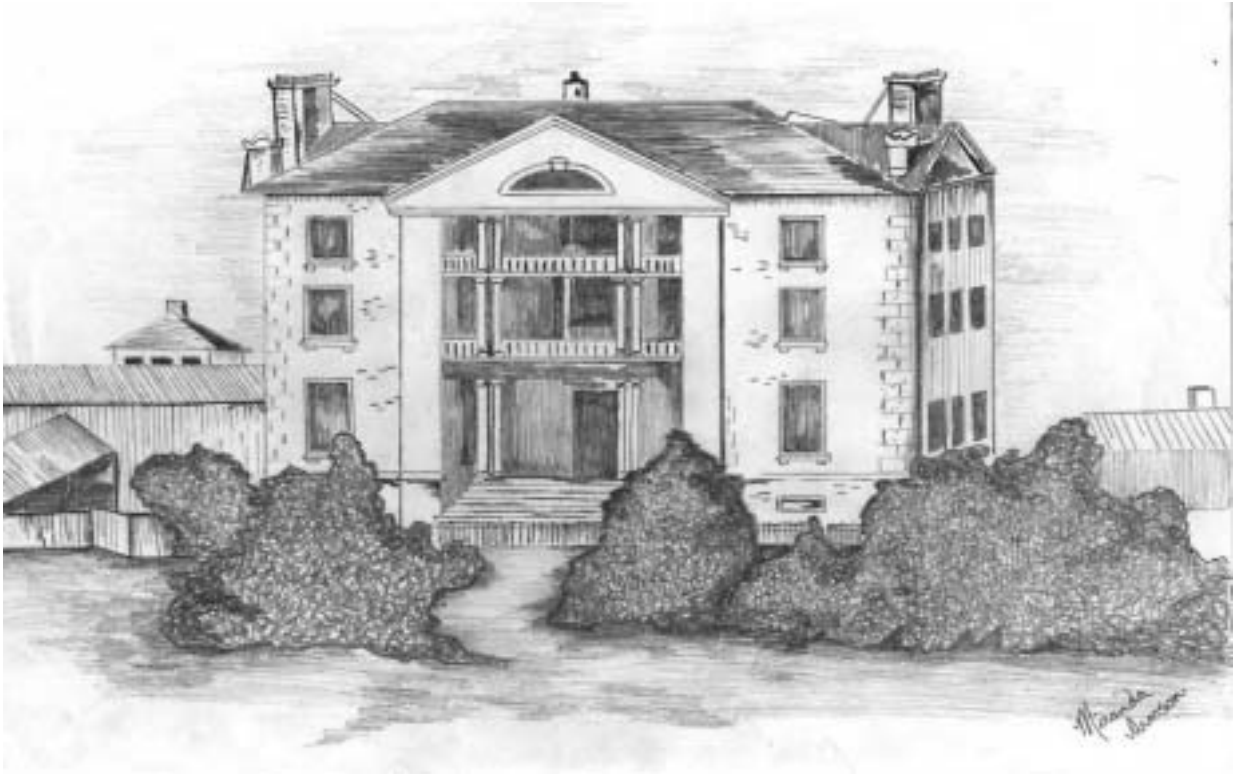


KINGSTON



FIRST CAPITAL

1841 - 1844

GRADE 7/8 CURRICULUM GUIDE



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INTRODUCTION – REVISED EDITION

This Teachers' guide is designed for grade 7 and 8 classes. The activities and field trip suggestions are intended to meet curriculum expectations outlined in the document, The Ontario Curriculum: History and Geography, Grades 7 and 8, 2001, related to the topics of "British North America" and "Conflict and Change" (Grade 7) and "Confederation" and "Patterns in Human Geography" (Grade 8). Every effort has been made to make connections with other ministry guidelines, especially those in literacy, language, and the arts.

Activities have been chosen which add a local flavour to ministry unit requirements. Teachers are encouraged to choose activities from the guide to complement their current programs. They should also feel free to modify and adapt the activities to suit the unique needs of their classes or individual students.

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THE ONTARIO CURRICULUM CONNECTIONS

History and Geography

Conflict And Change – Grade 7

Specific Expectation

- explain the major social, economic, political and legal changes that resulted from the rebellions and their impact on the Canadas

British North America – Grade 7

Specific Expectation

- explain key characteristics of life in English Canada from a variety of perspectives;

Application

- illustrate the historical development of their own community (e.g., including an account of its origins, key personalities, and the contributions of various cultural groups).

Confederation – Grade 8

Overall Expectation

- use a variety of resources and tools to gather, process, and communicate information about the needs and challenges that led to the formation and expansion of the Canadian federation.

Patterns in Human Geography – Grade 8

Overall Expectation

- identify the main patterns of human settlement and identify the factors that influence population distribution and land use.

Inquiry/Research and Communication Skills – Grades 7 and 8

- formulate questions to guide research on issues and problems;
- use a variety of primary and secondary sources to locate relevant information
- describe and analyse conflicting points of view;
- construct and use a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information;
- analyse, synthesize, and evaluate historical information;
- communicate the results of inquiries for specific purposes and audiences;
- use appropriate vocabulary to describe their inquiries and observations.



Language And Literacy Connections

Reading

- read a variety of fiction and non-fiction for different purposes;
- read independently, selecting appropriate reading strategies;
- explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources.

Writing

- communicate ideas and information for a variety of purposes;
- use writing for various purpose and in a range of contexts;
- produce pieces of writing using a variety of forms;
- produce media texts using writing and materials from other media.

Oral and Visual Communication

- provide clear answers to questions and well-constructed explanations or instructions;
- contribute and work constructively in groups;
- analyse and interpret media works;
- create a variety of media works.



A TRIP THROUGH KINGSTON'S PAST

Activity:

Before beginning your study of Kingston, complete the Anticipation Guide: A Trip Through Kingston's Past.

This is quick review of the events in Kingston's history from the 1784 to Confederation. After you have completed your study, go back and complete the post study side of the guide to see if your knowledge of Kingston's history is more complete. Correct any statements that are incorrect so you will have an accurate account of Kingston's history after the 7 Years War.

**Please note that Kingston's history began long before 1784. In this unit we are only looking at the period of history leading up to and closely following Kingston's time as first capital.

Additional or Alternative Activities:

- Using local resources, research and report upon Kingston's history before 1784.
- Develop a road map outlining Kingston's history. Mark on all of the important events in Kingston's past. Use pictures, stop signs, bridges, yield signs and traffic lights to make your map more interesting and to highlight the events you feel are important. (e.g. a stop sign might be an event that totally changes Kingston whereas a yield sign might lead to a less important event.)
- Create a class time line. Divide the class into time periods. Each group must choose the events and people of the time period that they feel should be emphasized and then should produce pictures, graphs, and captions to illustrate the events and people they have chosen.



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Anticipation Guide: A Trip Through Kingston's Past

Decide whether each statement provided is true or false. Indicate your choice in the space provided. After completing your study of Kingston, come back to the guide and make your selections again. Change any answers that need correction.

True = T False = F	Before Study	After Study
The English took over ownership of the region after the 7 Years War.		
The first English settlers to the region were the United American Loyalists.		
The new settlers named the region, Fort Frontenac.		
Kingston became an important military garrison after the 7 Years War		
The Rideau Canal was constructed from Kingston to Montreal in 1826-32 to provide an alternate route for supplies.		
Lord Selkirk recommended that Upper and Lower Canada be joined to form the province of Canada.		
Kingston was incorporated as a town in 1838 and Thomas Kirkpatrick became its first mayor.		
The Act of Union in 1840 created the new province of Canada.		
Toronto became the first capital of the United Canada in 1841.		
The first Governor-General of the United Canada was Lord Bagot.		
City Hall in Kingston was the first parliament building in the United Canada.		
Montreal followed Kingston as capital of the United Canada in 1844.		



STREETS HAVE A HISTORY OF THEIR OWN

Activity:

Examine the provided map of Kingston in 1790. Try to figure out:

What were Kingston's boundaries in 1790?

Why do you think the streets were given the names shown on the map?

What is the present day name of each of these streets?

Look at a modern day map of Kingston.

How has Kingston changed? Use a Venn diagram to compare Kingston in 1790 with the city of today.

Assessment: Rank Yourself on how well you completed this task.

Needs Improvement
1

Fair
2

Good
3

Excellent
4

I was able to find out valid information by reading maps.	
I made good inferences about why the streets were named as they were	
I was able to use a Venn Diagram effectively to show the similarities and differences between the map of 1790 and a modern map of Kingston	

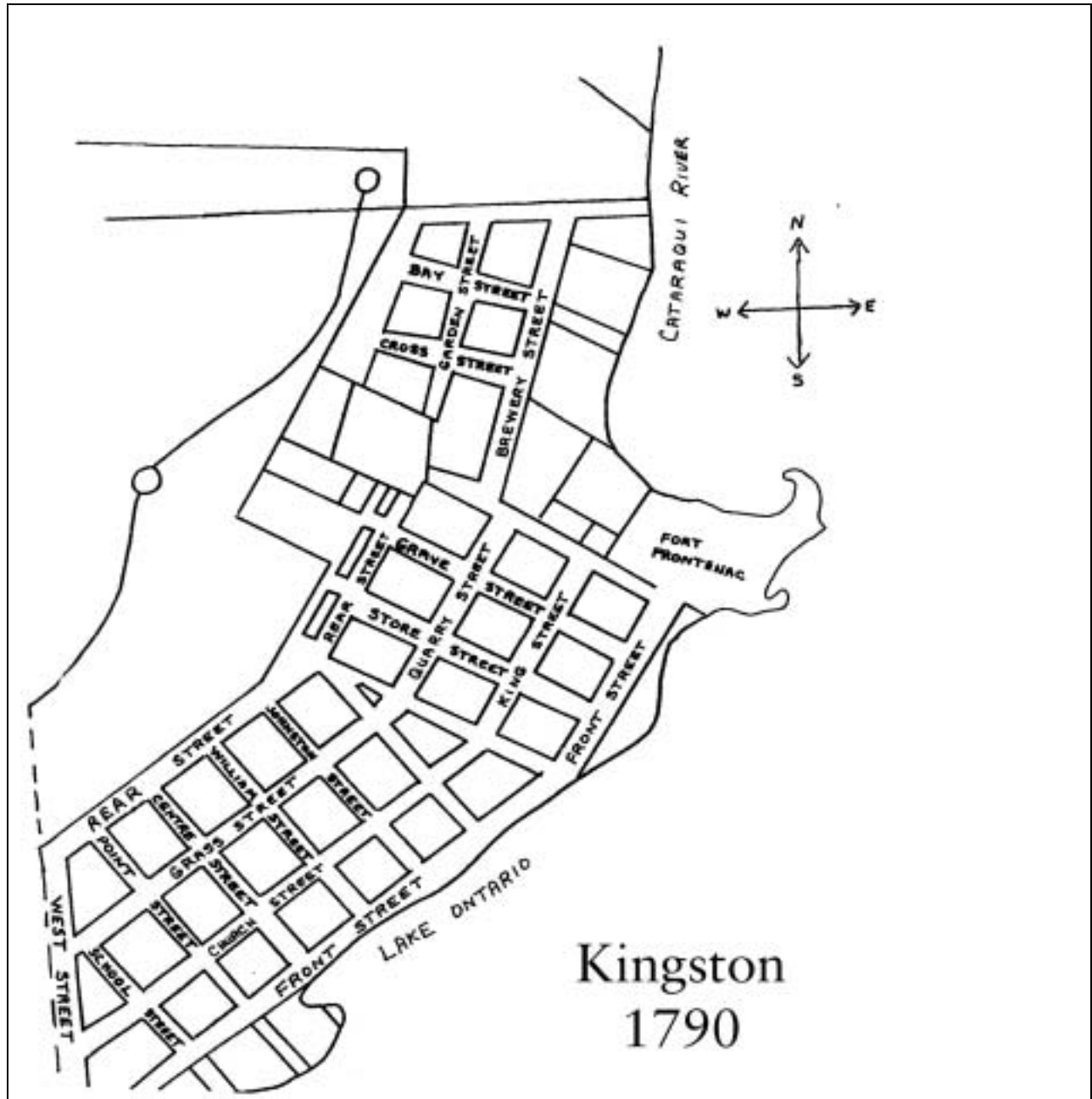
Additional Activity: Write a creative story about one of the streets.

e.g. Grave street was probably named such because there are so many graves on it. Write a story called the >The Ghost of Grave Street.@

e.g. Grass Street was probably named after the leader of the first United Empire Loyalists who came to Kingston, Michael Grass. Tell the story of Michael Grass and how the street got his name.



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GALLERY OF HERITAGE BUILDINGS

Kingston is nicknamed "The Limestone City" because of its many beautiful stone buildings. Do you know the reason most buildings were built of limestone?

In the early nineteenth century most of Kingston's buildings were constructed of wood. In April, 1840 something happened that changed that. A fire broke out in downtown Kingston. When it was finally put out, forty buildings had been destroyed. Forty-five families were left homeless.

The city knew it had to take action. In 1847, city officials created an act to prevent wooden buildings from being erected in the thickly-built parts of the city. That act, combined with the fact that the area had an abundance of limestone outcropping, probably gave Kingston its nickname.

Activity: Part A

Your class is going to create a gallery of some of the beautiful and significant buildings of our area. Consult with your teacher about the building you will contribute to the gallery. There are many calendars and books that have drawings and paintings of Kingston area buildings or you may want to take pictures of the buildings themselves and work from those.

Assessment:

Level 1 – does not meet all the criteria

Level 2 – meets some of the criteria but project needs additional work

Level 3 – meets the requirements of the assignment

Level 4 – meets and/or exceeds the requirements of the assignment in a creative, artistic, and expressive manner

Effective use of design principles and medium	
Successful completion of design requirements	
Organization of project	
Overall Grade	



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Activity:Part B

Research your building to find out interesting facts about your building. Create a research organizer similar to the one below to organize your focus questions, collect the answers to your research and record your sources.

Some examples of possible focus questions include:

- For whom was your building originally built? Who else owned it?
- Who is the present owner?
- What are the interesting architectural features of your building?
- What is an interesting story connected with the building?
- Why is your building significant to the history of the region?

Research Organizer

Focus Question(s)	What You Found Out	Source Used
Who? For Whom?		
What?		
When?		
Where?		
Why?		
How?		



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Assessment:

Rating Scale

Needs Improvement

Fair

Good

Excellent

1

2

3

4

<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Use of 5Ws and How to create appropriate focus questions to guide research - Locating and generating appropriate responses to research questions 	
<p>Inquiry and Research Skills</p> <ul style="list-style-type: none"> - Use of a variety of appropriate sources - Organization of written presentation in a coherent and unified manner - Appropriate noting of all sources 	
<p>Communication</p> <ul style="list-style-type: none"> - unique and interesting features explained clearly and precisely - good use of vocabulary and a range of sentence structure - grade level use of language conventions 	
<p>Application</p> <ul style="list-style-type: none"> - demonstrates information literacy through the ability to show the significance or relevance of their building to: the history of Kingston 	

Additional or Alternative Activities:

- # Instead of drawing your building you may want to construct it.
- # Create a copper-embossed picture of your building instead of a sketch.



MARKET SQUARE

The market square has always played an important part in the life of Kingston. Even before City Hall was constructed on the site, it was a big part of Kingston's colourful past. The following are some interesting facts about the site.

- # Colonel John Bradstreet and his British soldiers occupied the site in 1758 as they prepared to attack Fort Frontenac during the 7 Years War.
- # Surveyor, John Collins, surveyed the land when the United Empire Loyalists arrived in 1784 and was the first to designate the land as a market. The original market square was much larger, and spread from Brock Street to Clarence Street and from King Street down to the waterfront.
- # The square was first used as a market in 1801 and designated as such in 1811.
- # The beginning of the War of 1812-14 was announced to Kingstonians here.
- # City Hall and Market Building were built on the site, 1843-44.
- # The land was deeded to the city in 1848.
- # In 1867, Kingstonians gathered here to celebrate Confederation.
- # In 1870 and 1885, troops being sent to the West to fight Louis Riel met at the site.
- # Local soldiers met here before going to war in World War I and World War II.



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STEPPING INTO THE PICTURE

Activity:

Imagine you are in this market scene in the nineteenth century or in one of the other scenes posted on the First Capital website at www.cityofkingston.ca/firstcapital/ . Use the organizer provided to describe the sights and actions of your chosen scene.





Stepping Into the Picture

Instructions: Examine the picture and then create an hypothesis to answer each of the key research questions in the chart. Then, go back to the picture and find evidence that would support your hypothesis.

Hypotheses	Evidence
Who is in this painting?	
What are the people doing?	
Where is the location of this painting?	
When does the action in the painting take place?	
Why is the action happening? Could it happen at any other location or under other circumstances?	



Assessment – Stepping Into the Picture

Criteria	Rating	Reasons For Rating
All 5W questions are answered in detail	The explanation ___ is very detailed ___ has good detail ___ has some detail ___ has almost no detail	
There is a lot of evidence from the picture to support the explanation	The explanation is supported with... ___ lots of valid evidence ___ good evidence ___ some evidence ___ no evidence	
No Doubts We are sure about all parts of the evidence	The explanation raises... ___ no doubts ___ very few doubts ___ some doubts ___ lots of doubts	
	Overall the explanation is... ___ excellent ___ good ___ fair ___ poor	
Questions/suggestions we have...		

Additional Activities

In small groups research one or more of the following and present your findings to the class.

- # City Hall itself - its construction, its fires, its uses in the past, its use today
- # The site itself - why it was considered the place to meet for important events, the changes that have occurred to the site and its buildings from its first known use in 1758 to now.
- # The area surrounding the market site - what other businesses were close - in early Kingston and now.



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COULD YOU HAVE LIVED THERE?
Everyday Life in Kingston in the Early 19th Century

Activity:

- # Read the account of Kingston in the early 19th century to see whether or not you would have liked to have lived there. Using the template provided, or one similar, record facts about what you have learned; make a statement about what you think and/or feel about the fact; and then draw conclusions about whether or not you would have liked to live in Kingston in the 19th century. Back up each conclusion with supporting evidence or rationale.

Additional Activities:

- # Compare everyday life of Kingston in the early 19th century with life in Kingston today. You might complete your comparison in pictures rather than in words.
- # Find out more about life in Kingston in this time period. Use Kingston reference books to help you.



Template for Drawing Conclusions – Everyday Life

I Read Record facts you learned from your reading.	I Think Comment on each fact you recorded.
<p>Therefore I conclude... Would you have liked to live in Kingston in the 19th century? Make sure you back up your conclusion with valid evidence.</p>	



Assessment – Drawing Conclusions – Everyday Life

Criteria	Rating	Reason For Rating
Facts - all main ideas of reading account included and are valid and correct	<input type="checkbox"/> quantity and quality excellent <input type="checkbox"/> quantity and quality good <input type="checkbox"/> quantity and quality fair <input type="checkbox"/> quantity and quality poor	
Personal Views - a valid personal view is expressed for each fact	<input type="checkbox"/> quantity and quality Excellent <input type="checkbox"/> quantity and quality good <input type="checkbox"/> quantity and quality fair <input type="checkbox"/> quantity and quality poor	
Conclusions - conclusions expressed are valid and are supported by clear explanations and evidence	The conclusions are supported with... <input type="checkbox"/> lots of valid evidence <input type="checkbox"/> good evidence <input type="checkbox"/> some evidence <input type="checkbox"/> no evidence	
Overall	The overall level of completion for this assignment was... <input type="checkbox"/> excellent <input type="checkbox"/> good <input type="checkbox"/> fair <input type="checkbox"/> poor	



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Life in Kingston in the Early 19th Century

Communication:

Newspapers

Kingstonians were able to enjoy a newspaper as early as 1810. Stephen Miles and Charles Kendall, began the Kingston's first weekly, the *Kingston Gazette*. This was the first privately owned paper in Upper Canada. It was renamed the *Kingston Chronicle* in 1818.

In the next few years many newspapers were started in Kingston. Many of these did not last long. Most of them were started to promote the political views of their owners. Kingston's present day paper, the *Kingston Whig Standard*, has close links to the weekly paper, *The British Whig*, started in 1834 by a Kingston doctor, Dr. Edward John Barker.

Postal Service

In the early 1800s, mail was the only way to communicate with people who lived at a distance from you. There were no postage stamps. Instead you paid a fee to send your letter off and whoever you were sending the message to paid a fee to receive it. It took six to ten weeks for a letter to travel from York (Toronto) to England. It took one or two weeks for a letter to travel from Kingston to York. Mail traveled by river boats or stage coaches. Sailing ships carried mail on Canadian lakes and rivers and overseas but were replaced by wood-burning steamboats in the 1830s. This speeded up the delivery time somewhat. It wasn't until 1882 that Kingstonians experienced the free home-delivery of mail that is available today.

Telegraph

The first telegraph company came to the Toronto region in 1846, to Montreal in 1847 and was soon extended to Kingston. The telegraph moved communication into the modern era as it allowed information to move at great speed over large distances. Kingstonians became connected electronically to other parts of Canada and later in the century to the world.



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Transportation

Roads were in terrible condition. The streets were dusty and dirty and often turned to mud when it rained. There were few sidewalks and the ones available were wooden. There were some corduroy roads which were made by laying logs close together across the road. To use many of these better roads you had to pay a toll. The government used tolls or fees to raise money to build new roads.

People travelled around town by horse and wagon or horse and carriage. Stores, inns, and other commercial building had hitching posts in front of their establishments so their customers could tie up their horses.

Kingston, like most towns and cities of the time, had comfortable inns where travellers could stay for an entire week for about \$2.50. Travellers could choose to take their own horses and carriages on a longer trip or they could pay a fee and travel on the public stagecoaches where they could sit back and relax, at least as well as you could on the bumpy roads of the time.

Because of its many water connections, many visitors to and from Kingston travelled in sailing ships or the newer steamboats that travelled up and down the Great Lakes. The first steamship to navigate on Lake Ontario was built at nearby Bath and made its first voyage in 1816. By the 1840s, many steamboats travelled on local waters.

A wooden bridge built on stone piers across the Cataraqui River to Point Frederick opened in 1829. A drawbridge that allowed boats to pass through was part of the structure. It was known as the Penny Bridge because pedestrians had to pay one penny to cross. For a horse and rider the cost was six pence. Although this replacement of the old scow ferry made it a bit easier for travellers to travel back and forth from the east to the core of Kingston, long waits often occurred when the drawbridge was opened.

The building of canals such as the Lachine Canal in 1825, the Welland Canal in 1829 and the Rideau Canal between 1826 and 1832 made it possible to travel around the many river rapids and gave Kingston residents another option to travel and ship trade goods.

Originally, the Rideau Canal was built to provide an alternative route to the St. Lawrence River for the military to move troops and supplies between Montreal and Kingston. The route which travelled along the Ottawa River to Bytown (now Ottawa) and then down the Rideau waterway to Kingston, kept travellers a safe



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distance from a possible attack by American ships. As the fear of American attack lessened, the canal became a major trade and travel route.

Home life

By the 1840s pipes that brought flammable gas to tall light posts on the streets and to light fixtures in houses were becoming more common. Most homes were still heated with wood burning fireplaces so you had to keep a supply of firewood on hand. This could be bought at local markets where local farmers came to sell their fruits, vegetables, meat, and wood.

There was no indoor plumbing. Privies were present outside all homes. If you wanted hot water to wash you had to heat the water on a stove. You washed your clothing using a washboard, or by swishing them about in a hand-operated washing machine. The wealthy, of course, could send their laundry out to the home of a laundress.

Light for homes might be provided by candles, coal oil lamps, or early in the 1840s by gas lighting.

Fire was a constant danger and more and more houses were being built of limestone, which Kingston had in abundance, in order to lessen this threat.

Health Care

What happened if you got sick? The wealthy just called in one of the approximately six doctors who practised medicine in the area. For the poor it was different. Doctors cost money. Some doctors would take products or service in kind but often the poor had no extra products nor did they have the time to work for others. It took all of their waking hours to eke out a living.

A women's group called the Compassionate Society set up the first hospital in an abandoned blockhouse on Murney's Point. It was to take care of the sick poor. By 1827, it was overcrowded and the Society announced that it was forced to place restrictions on who could be admitted.

The need for a new publicly owned hospital was recognized and with private donations and a grant from the government of Upper Canada, land was purchased.



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An epidemic of Cholera, a highly infectious disease of the small intestine in which victims suffer from diarrhea, vomiting, muscle cramps, and severe dehydration, made the need for a new hospital even more important. Hundreds died in this epidemic and there was little the temporary hospital on Murney's Point and the doctors of the city could do about it.

Construction of the Kingston General Hospital began in 1833. Unfortunately money ran out and Kingston was left with an empty building but not enough money to turn it into an equipped hospital. The building was used briefly by the military during the 1837-38 Rebellions but by 1841 it was available to be used for another use.

Entertainment

To entertain themselves people, at least those who had free time, joined clubs or fraternities. Sports included horse racing and curling in the wintertime. Theatre groups and musicians entertained the military officers and the wealthy of Kingston.

The first public library, the Kingston Mechanics Institute, the forerunner of Kingston's present library, was formed in 1834 in a room over the office of the Chronicle and Gazette newspaper.

Education

Education in early Kingston was only available for those who could pay for it. The Reverend John Stuart opened the first school in 1786. It had 30 students. The secondary school, now known as Kingston Collegiate Vocational Institute, opened its doors in 1792.

A Common School Act was passed in 1816 to open up a school system that would be available to all. In 1850 the Kingston Board of Common School (Primary School) Trustees was established to seek new school sites and buy needed books and supplies. By 1859, Kingston had seven schools staffed by sixteen teachers.

Queen's College, now Queen's University, opened in 1842 with fifteen students, a principal and one professor. Its first building was a small house on Colborne Street. In 1853, it moved into Summerhill, the first permanent building at its present day location.



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PUTTING IT ON A MAP

Activity:

- # Draw your own map of Canada in 1841. Mark Kingston on your map as well as its two main rivals for capital: Montreal and Toronto.

Assessment – Putting it on a Map

Rating

Level 1 – Needs Improvement
 Level 2 – Fair

Level 3 – Good
 Level 4 – Excellent

Criteria	Rating
Detail and Accuracy – all requirements of the assignment are completed accurately	1 2 3 4
Map Essentials - all map essentials such as a border, title, legend, directional arrow, scale are included	1 2 3 4
Organization and Neatness – finished product is neat, colourful and has legible and accurate labelling	1 2 3 4
Overall Grade	1 2 3 4
Comments:	

Additional or Alternative Activities:

- Compare your map to a modern day map of Canada? What are the similarities and differences?
- Consider Kingston's site (e.g. location, natural resources, etc.) and situation (e.g. half way between Toronto and Montreal, at opening of the Great Lakes, etc.) factors to consider the advantages and disadvantages of living in Kingston in the early 19th century.



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GOVERNMENT IN CANADA BEFORE 1841

Great Britain won ownership of what we now call Canada from France in the 7 Year's War, 1756-1763. In the Constitutional Act of 1791 the former French province of Quebec was split into two colonies. The eastern and older section, which was mainly French speaking, was called Lower Canada. The western and newer section contained mainly English speaking United Empire Loyalists who came to Canada during and after the American Revolution. It was called Upper Canada.

The people in both Upper and Lower Canada became unhappy with their governments in the 1830s. The people wanted to have some say in how their colony was run. They did not want Great Britain and their chosen few in the colonies making important decisions that affected everyone in the colonies. They wanted to achieve responsible government which was a government that answered to the people. They were willing to fight for their rights and during 1837 and 1838 Rebellions they did just that. Their poorly equipped and ill-prepared recruits were no match for the highly skilled and heavily armed government troops but their willingness to risk everything to gain some rights caught Great Britain's attention. Great Britain sent Lord Durham to the colonies to find out why the people were so unhappy and to decide what they should do to prevent such rebellious behaviour from occurring again. Among Durham's suggestions were two that changed the governments in the colonies once more. He suggested:

- that responsible government be granted to Canada and
- Upper and Lower Canada once again be joined to form a United Canada.

The first suggestion was going to take a few more years to be implemented. (Responsible government was granted to Canada in 1849 by Governor General, Lord Elgin), however, the second became reality almost immediately.

By the Union Act of 1840, Upper and Lower Canada became the United Province of Canada.



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Scope and Sequence Ladder – Government in Canada Before 1841

Activity:

Fill in the scope and sequence chart with details about the events following the 7 Years War. Describe how each event affected the region we now call Ontario and Quebec.

Resolution – Union Act 1840
Third Event – Lord Durham’s Repot
Second Event – 1837-38 Rebellions
First Event – Constitutional Act 1791
Historical Problem/Situation – What has happened in the time previous to 1791 that caused or influenced this situation?
Historical Figures – Who is involved? What were Quebec and Ontario called during this time period?
Historical Setting - Where is the action taking place? When is it happening?



Scope and Sequence Ladder Rubric

Rating Scale:

Needs Improvement

Fair

Good

Outstanding



Directions For Assessment:

In the box at the end of each line, write the number that best describes the work on this activity.

Student Self-Assessment

<ul style="list-style-type: none">I have a good understanding of the circumstances leading up to and including the Union Act of 1840	
<ul style="list-style-type: none">I communicated my understanding concisely and accurately.	

Teacher Assessment

<ul style="list-style-type: none">The student demonstrates a good understanding of the circumstances leading up to and including the Union Act of 1840	
<ul style="list-style-type: none">The student communicated his/her understanding concisely and accurately.	



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A NEW CAPITAL FOR UNITED CANADA

The new province needed a capital. Among the places in the running were: Toronto, the capital city of Upper Canada; Montreal, the capital city of Lower Canada; and Kingston, a newly proclaimed town (1838), that had applied to be capital of Upper Canada but had lost the competition to York. When it became a city in 1834, York became known as Toronto.

The union would join together two very different colonies. One was mainly French-speaking and Roman Catholic while the other was English-speaking and Protestant.

Being the capital would bring great economic benefits to the chosen city so naturally there was a lot of rivalry. The first Governor General of United Canada was already chosen. He was Charles Edward Poulett Thomson, who would later become Lord Sydenham. He would have a great deal of influence in choosing which city became capital.

Activity:

Put yourself in the place of Lord Sydenham. Use the city profiles provided plus whatever other research you desire to determine which city would make the best choice as capital of United Canada in 1841.

1. What criteria would you use if you were Governor General Sydenham trying to decide which city to choose?
2. Create a decision-making organizer which will include your chosen criteria and the alternatives. Using a scale of 1 for the worst and 3 for the best, evaluate the three alternatives using each of the criteria.
3. Reflect upon the choice you made. Why is it a good choice? What problems, if any, will be created by your choice?



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City Profiles – 1840

	TORONTO	MONTREAL	KINGSTON
Population:	15 000	40 000	4 020
Location:	<ul style="list-style-type: none"> -on a sheltered bay by of Lake Ontario -chief British base and headquarters of War of 1812 -Fort York -already capital of Upper Canada -as Capital attracted new settlers and developed roads -largest market of Upper Canada 	<ul style="list-style-type: none"> -on St. Lawrence R - chief port of market and transportation -commercial and financial metropolis of Canada (first major bank – 1817) - already capital of Lower Canada 	<ul style="list-style-type: none"> -at the confluence or joining point of three waterways- St. Lawrence River, Lake Ontario and Cataraqui River -half way between Toronto and Montreal -military and naval centre (Fort Henry and Rideau Canal) -link to lake and river trade
Suitable Buildings:	<ul style="list-style-type: none"> -as Capital of Upper Canada already had government buildings in place -as Capital already had office and Lieutenant Governor lodgings -already a growing city -good variety of housing 	<ul style="list-style-type: none"> -as Capital of Lower Canada had many buildings suitable for government lodgings and offices -as largest city, government officials would not add to housing burden 	<ul style="list-style-type: none"> -large building built as hospital but empty due to lack of funding -several large houses suitable for offices and Governor General's House -housing shortage due to small population and fire of 1840 -rumour of Parliament coming already creating housing construction boom



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Student Handout - Choosing the Capital 1840

Task: Put yourself in Lord Sydenham's shoes. Choose the best city to be capital city of United Canada in 1840.

Step One: Create a question to focus your inquiry on.

Step Two: How will you evaluate the choices? Brainstorm evaluation criteria. You may include the categories in the profile chart or choose all new ones. Then, choose the best four. It is allowable to combine some of your original choices. Place your chosen criteria into the organizational chart.

Step Three: Rank your alternatives for each of the criteria using a 0-4 scale with 0 being a completely negative or no factor and 4 representing an extremely positive factor.

Ranking Scale 0 – 4 (negative to positive)	Alternatives		
	Toronto	Montreal	Kingston
Criteria			
Total Points			

Step Four: Based on the results of your organizational chart decide which city you will choose. If you have a tie – come up with a tie-breaker.

Step Five: Reflect upon your decision. Are you satisfied that it is the best choice? What evidence can you provide to back up your choice? E.g. come up with an example of how it meets each of the criteria you have used.

Step Six: Take action. Present your choice to the class using your examples to convince your classmates to accept your choice as theirs.



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<u>Assessment Rubric- Choosing The Capital 1840</u>	
Name(s):	Class:

Criteria	Level 1 50%-59%	Level 2 60%-69%	Level 3 70%-79%	Level 4 80%-100%
Use of the Problem-solving Process	-demonstrates limited efficiency in the use of the problem solving model	-demonstrates satisfactory efficiency in the use of the problem solving model	-demonstrates good efficiency in the use of the problem solving model	- demonstrates excellent efficiency in the use of the problem solving model
Use of relevant and adequate supporting evidence	-uses somewhat relevant and minimally adequate supporting evidence	-uses relevant and adequate supporting evidence	-uses relevant and sufficient supporting evidence	-uses relevant and comprehensive supporting evidence
Decision making	-decisions based on limited, logical reasoning	-decisions based on adequate, logical reasoning	-decisions based on good, logical reasoning	-decisions based on excellent, logical reasoning
Communication of results	-demonstrates limited ability to communicate inquiry results	-demonstrates adequate ability to communicate inquiry results	-demonstrates competent ability to communicate inquiry results	-demonstrates excellent ability to communicate inquiry results

Comments:



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KINGSTON AS CAPITAL (1841-1843)

On February 15, 1841, the Union of the Canadas was officially proclaimed. Lord Sydenham named Kingston as the first capital.

Where Would they Meet?

Kingston had a big empty building that would be perfect. The building had been commissioned as a hospital but money ran out and the commission in charge of it had no funds left to stock and run it as a hospital. They were glad to rent out the building.

Renovations began. Partitions were taken down, to provide large enough rooms to house the Legislative Assembly and the Legislative Council. Office space for the Governor-General and other top government officials was provided.



Sketch of Kingston General Hospital 1841 by Miranda Armson

Outside, renovations were started as well. Stables were constructed to house the horses and carriages of the members. Outbuildings to store fuel wood and privies were added to the grounds. Security measures such as fences and entrances were put into place.



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Where Would the Governor General Live?

An important person like the Governor General needed an impressive house to live in. After all, as the head of government, he would be expected to entertain regularly. Alwington House was the choice made.

Built in 1834 by Charles Grant, son of the Baroness Longueuil, Alwington was located on a large lakeshore property. Although already large, the stone dwelling was made even bigger with the addition of a new two-storey frame wing. The new wing was to hold all the public functions so the Governor General could have privacy in his living quarters in the main house.



Alwington House Photo provided by Queen's University Archives

Activity:

Alwington House is sometimes considered to be a hard-luck house. The first two Governors-General died while living in the house and the third was extremely ill when he left it. The house was destroyed by fire in 1958 and demolished the following year. Complete some research on the illnesses and deaths of the Governors-General and about the fire that ended the existence of this beautiful house. Was it fate or coincidence?



Fate Or Coincidence? Making Judgements

Fate or Coincidence?		
Evidence That Supports Your Viewpoint	Was Alwington House A Hard-Luck House?	Evidence That Opposes Your Viewpoint
Decision		
Reasons		



Assessment – Making Judgements

Criteria	Rating	Reason For Rating
Evidence That Supports - all ideas are valid and correct and consider all elements	<input type="checkbox"/> quantity and quality excellent <input type="checkbox"/> quantity and quality good <input type="checkbox"/> quantity and quality fair <input type="checkbox"/> quantity and quality poor	
Evidence That Opposes - all ideas are valid and correct and consider all elements	<input type="checkbox"/> quantity and quality Excellent <input type="checkbox"/> quantity and quality good <input type="checkbox"/> quantity and quality fair <input type="checkbox"/> quantity and quality poor	
Communication - decision is clearly expressed and is supported by clear explanations and evidence	The decision is supported with... <input type="checkbox"/> lots of valid evidence <input type="checkbox"/> good evidence <input type="checkbox"/> some evidence <input type="checkbox"/> no evidence	
Overall	The overall level of completion for this assignment was... <input type="checkbox"/> excellent <input type="checkbox"/> good <input type="checkbox"/> fair <input type="checkbox"/> poor	



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GALLERY OF HERITAGE PEOPLE



Thomas Kirkpatrick – first mayor of the town of Kingston 1838

Photo provided by the Library and Archives Canada and Queen's Archives



Lord Sydenham - first Governor-General of the United Canadas 1841

Photo provided by Queen's University Archives



Sir Charles Bagot, Governor-General 1841-1843

Photo provided by the Library and Archives Canada and Queen's Archives



John Counter - mayor of Kingston 1841-43, 1846, 1850, 1852-53 and 1855-first mayor of the City of Kingston 1846

Photo provided by Queen's University Archives



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**Sir Charles Metcalfe - third
Governor-General of United
Canada**

Photo provided by the Library and Archives Canada
and Queen's University Archives



**George Browne – Kingston
architect who designed City
Hall**

Photo provided by Queen's University Archives



**Harriet Cartwright – artist
from prominent local family**

Photo provided by Queen's University Archives



Whose portrait is missing?

**Choose another personality to
add to this gallery. Why did
you choose this individual?
(Don't forget the women and
children of the time period.)**



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Activity:

Use the question matrix provided to devise interesting questions about one of the people in the Heritage Gallery. Some examples of suitable questions are provided below.

1. Why did Thomas Kirkpatrick have to resign his job as mayor?
2. How did Lord Sydenham die?
3. What connection does Lord Sydenham have to St. George's cathedral?
3. Why is Sir Charles Bagot dressed as he is in his picture?
4. What other buildings in Kingston did George Brown design or renovate?
5. When did ? live in Kingston?
6. What role did ? play in Kingston's history?
7. How were officials elected during this time period?
8. Where did ? live during this time period?

Assessment – Question Matrix – Gallery of Heritage People

Rating

Needs Improvement – 1

Fair Work – 2

Good work – 3

Excellent insightful work - 4

<p>Quantity and Quantity of Questions – Questions are valid and sufficient in number and to allow the researcher to find sufficient information about the individual's life and contribution to Kingston.</p>	
<p>Reasons for Rating</p>	



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Question Matrix – Gallery of Heritage People

Using the question matrix provided come up with questions about one of the people in the Heritage Gallery that could lead to further research about that individual. Fill in as many questions using the 5Ws and How as possible.

WHO	WHAT	WHEN	WHERE	WHY	HOW



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Additional Activities:

- **Research one of these individuals. Role play his character. Be prepared to answer questions while in your role.**
- **CARICATURES**

Caricature is the basic and most used technique of the political cartoonist. A caricature pokes fun at a person and is almost always negative. The cartoonist focuses on an individual's unique physical characteristics and exaggerates or distorts them to make the person readily identifiable and to point out his or her bad points or mistakes.



What famous Canadian is caricatured in the illustration above?

What physical features are exaggerated or distorted by the cartoonist to make it easier for you to identify this character?

Suggest one or two adjectives to describe the personality that the cartooned individual's appearance suggests. How did the cartoonist create that impression?

Study the pictures of the mayors of early Kingston: Kirkpatrick and Counter and the three Governors-General: Lord Sydenham, Lord Bagot and Lord Metcalfe. For each person identify the physical features that you could exaggerate or distort.

Draw a caricature of one of these famous early Kingstonians.



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ADIEU! ADIEU! ADIEU!

Toronto
Capital of Upper Canada
1791 - 1840

Montreal
Capital of Lower Canada
1791 - 1840

Act of Union 1840
Kingston
1st Capital of the Province of Canada

1844 - 1849
Parliament moved to Montreal

1849 - 1851
Parliament moved to Toronto

1851 - 1855
Parliament moved to Quebec City

1855 - 1859
Parliament moved to Toronto
In 1858 Queen Victoria chooses Bytown as the capital

1859 - 1865
Quebec is the temporary capital while Parliament Buildings
are built in Bytown, now called Ottawa

1867
Confederation: of Nova Scotia, Ontario, Quebec and New Brunswick
Ottawa is made Capital of the Dominion of Canada



Adieu! Adieu! Adieu!

Suggested Activities:

Discussion Questions

- # Look at the chart showing the movement of the parliaments for United Canada. Why do you think the Parliament kept moving around? Did you notice any pattern to the movement?
- # Why was Queen Victoria given the task of choosing the capital of the Canadas?
- # Why do you think she chose Bytown?
- # Was Bytown a good choice for the Capital? Use criteria such as location, size, transportation and communication to help you.
- # What if Queen Victoria had chosen another City as Capital? How would Canada be different today?
- # If you had the choice, what city in Canada would you choose as the capital? Make sure you give reasons for your choice.

Activity:

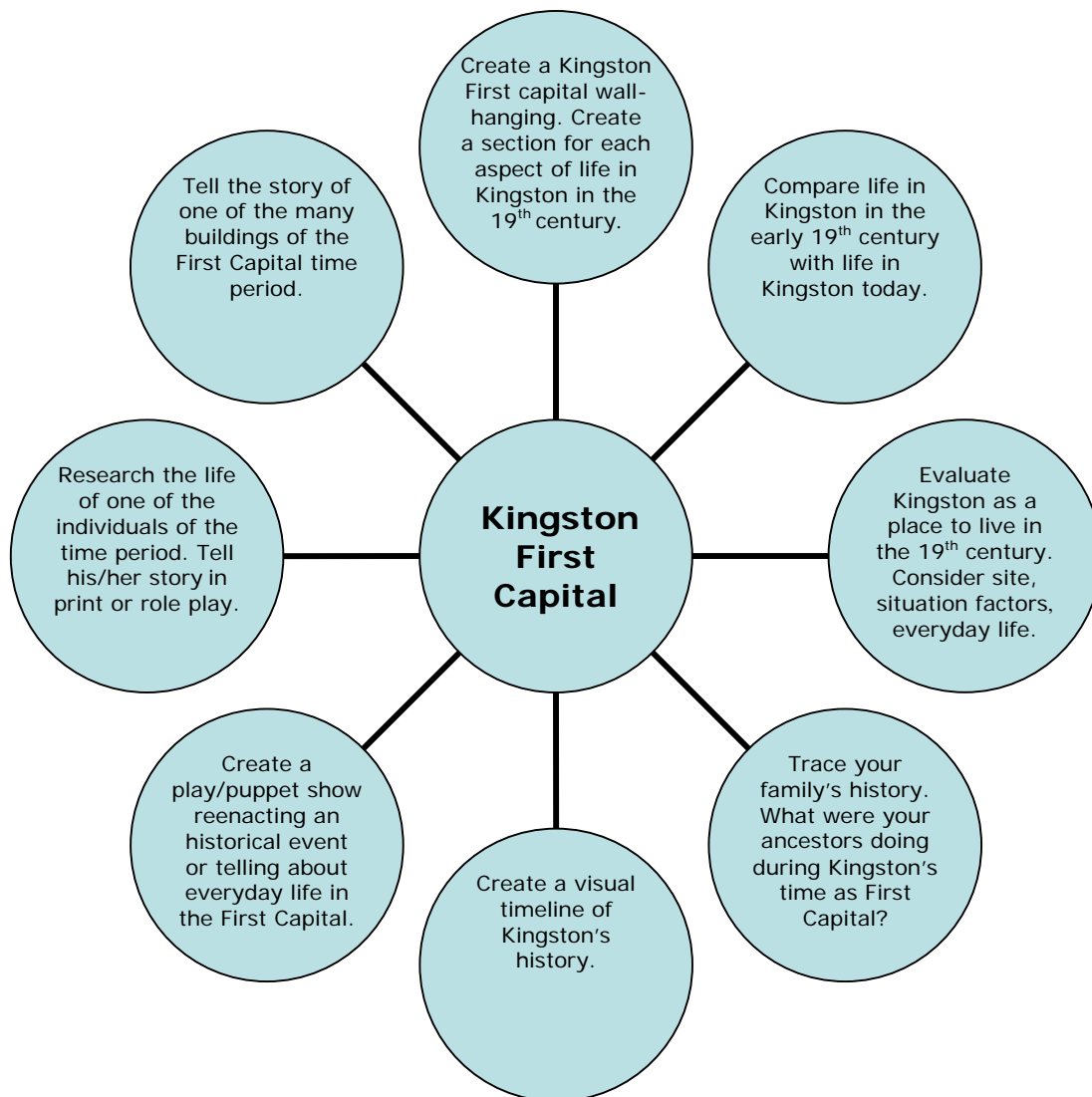
Create a Kingston First Capital heritage fair project for the Kingston Regional Historical Fair held each year in early May at the Faculty of Education, Queen's University. The Kingston First Capital Committee offers prizes each year for projects that showcase Kingston in the time period 1784-1867. To find out more information about the Fair, visit its website at www.krhf.ca.



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CULMINATING ACTIVITY – A HISTORICA FAIR PROJECT

Each circle contains a sample project that would qualify for a First Capital Prize at the Kingston Regional Historica Fair. Read these and then use your imagination to create a truly unique project.



What other themes or topics can you think of that would be suitable for a Historica Fair project? Many more ideas are included in the additional and alternative activities in this guide.



Independent Study Planning Tool – Historica Fair Project

Instructions: Use this planning tool or a similar one of your own to plan out your project.

Name of Project:

Presentation Date:

Learning Goals (What do you plan to learn from this project?)	
Materials And Resources Needed (What research sources will you use?)	Action Plan (Set goals for completion of various parts of your project.)
Project Description (What is the main topic? What is your focus or thesis statement? What sub-topics will you include? How will you organize your sub-topics?)	
Culmination and Plan For Sharing (How will you present your research findings? project board? drama presentation? song? video? essay? combination?)	



Rubric – Independent Project Plan

Name: _____

Teacher Checkpoint Dates:

Rating Scale:

Needs

Improvement

Fair

Good

Excellent

1

2

3

4

Directions For Student:

In the box at the end of each line, write the number that best describes your performance in this activity.

<u>Learning Goals</u> I was able to write down good goals that I can use to focus my project from start to finish.	
<u>Resources and Materials</u> I was able to make a list of the materials I needed for my project and indicated where I could find them.	
<u>Plan of Action</u> I was able to outline the important steps, in sequence, for completing my project.	
<u>Plan for Culmination or Sharing</u> I was able to think of a good way to share my research findings with others.	

Progress Comments by Student:

Checkpoint Date 1	Checkpoint Date 2	Checkpoint Date 3

Progress Comments by Teacher:

Checkpoint Date 1	Checkpoint Date 2	Checkpoint Date 3



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JEOPARDY – A TRIP THROUGH KINGSTON’S PAST

Activity:

Play jeopardy to see how much you now know about Kingston’s past.

200	the war that gave Great Britain ownership of the Kingston Region in 1758	his famous report led to the Act of Union in 1841	Kingston is located at the confluence of Lake Ontario, the St. Lawrence River and this third river	Kingston’s main shopping street in the early years of the 19 th century
400	Destroyed most of the core of Kingston in 1840	name of the first prison	new source of light in Kingston homes in the 1840s	Kingston’s member of parliament in 1844
600	A wooden version of this famous Kingston building was first built in 1813	the architect who designed Kingston’s city hall	housed the first parliament of the United Canadas in 1841	the first English name for Kingston in 1784
800	only war fought between the United States and Canada	Kingston’s first newspaper	the first English settlers who arrived in the Kingston region in 1784	Established in 1841, it is one of the oldest universities in Ontario
1000	Kingston became capital of the United Canadas in this year	the first Governor General of the United Canadas	the first mayor of the city of Kingston	the first mayor of the town of Kingston

Answers (must be phrased in the form of a question)

200	7 Years War	Lord Durham	Cataraqui River	Store Street
400	fire	Kingston Prison	gas light	John Macdonald
600	Fort Henry	George Browne	Kingston General Hospital	Kings Town
800	War of 1812-14	Kingston Gazette	United Empire Loyalists	Queen’s University
1000	1841	Lord Sydenham	John Counter	Thomas Kirkpatrick



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Double Jeopardy – A Trip Through Kingston’s Past

400	name of the first bridge built across the Cataraqui River	disease that killed many Kingstonians in the early 19 th century	place where warships were constructed during the War of 1812	leader of the Rebellion of 1837-38 in Upper Canada
800	year the first farmers’ market was established	most famous house of Sir. John A. Macdonald	second Governor-General of the United Canadas	supervised the re-building of Fort Henry 1836-38
1200	the purpose of the Kingston Mechanics Institute	canal built between Kingston and Bytown 1826-1832	third Governor-General of the United Canada	famous British novelist who visited Kingston in 1840
1600	name of roads constructed by laying logs close together	new form of transportation introduced in 1816 at Bath, Ontario	name of outdoor washrooms	early name of present day Queen Street
2000	names of three of Martello Towers built in the 1840s	became the capital of the United Canada after Kingston	location of first local hospital set up by the Compassionate Society	leader of an American invasion at Prescott in 1838 during the Battle of the Windmills

Answers (must be phrased in the form of a question)

400	Penny Bridge	cholera	Navy Bay	William Lyon Mackenzie
800	1801	Bellevue House	Lord Bagot	Sir Richard Bonnycastle
1200	library	Rideau	Sir Charles Metcalfe	Charles Dickens
1600	Corduroy	steamboat	privies	Grave Street
2000	Murney, Cathcart, Fort Fredrick, Shoal (Victoria)	Montreal	abandoned blockhouse at Murney Point	Nils von Schoultz

Additional Activity:

- Create additional or alternative questions for the game.



ADDITIONAL RESOURCES

Field Trips

The best way to make “history come alive” is to experience the events, places, artefacts, people, first hand. As part of your study of Kingston in this time period take a tour of historic Kingston, visit one of the many local museums and participate in one of the interactive programs provided by local guides and interpreters.

Walking Tours

Two walking tours are available on the First Capital website at www.cityofkingston.ca/firstcapital/

1. The Governor-General’s tour
2. First Capital Walking Tour

Museums and Historical Sites

Agnes Etherington Art Centre	Location: Queen's University Telephone: 613-533-2190 E-mail: agnes@post.queensu.ca URL: www.queensu.ca/ageth
Bellevue House National Historic Site	Site Location: 35 Centre Street Telephone: 613-545-8666 E-mail: bellevue.house@pc.gc.ca URL: www.pc.gc.ca/lhn-nhs/on/bellevue
Canada’s Penitentiary Museum	Location: 555 King Street West Telephone: 613-530-3122
Fort Henry	Location: Junction of Highways 2 & 15, 1.6 km east of Kingston Telephone: 613-542-7388 E-mail: fhchin@adan.kingston.net



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	URL: http://www.parks.on.ca/fort/
Kingston Archaeological Centre	Location: 72 Gilmour Ave., Kingston, Ontario K7M 9G6 Telephone: 613-542-3483 E-mail: info@carf.info URL: www.carf.info
Kingston City Hall Tours	Location: 216 Ontario Street, Kingston, Ontario Telephone: 613-546-4291, Ext. 1520
Kingston Mills Block House	Kingston Mills Rd., North of Hwy 401 at exit 619 or 623 1-800-230-0016 or 613-283-5170
MacLachlan Woodworking Museum	Location: 2993 Highway 2E, 16 km east of Kingston Telephone: 613-542-0543 Email: mwmuseum@cityofkingston.ca URL: www.cityofkingston.ca/maclachlan/
Marine Museum of the Great Lakes	Location: 55 Ontario Street Telephone: 613-542-2261 E-mail: marmus@marmuseum.ca URL: www.marmuseum.ca
Miller Museum of Geology	Location: Corner of Division & Union Streets Telephone: 613-533-6767 E-mail: badham@geol.queensu.ca URL: geol.queensu.ca/museum/
Murney Tower National Historic Site	Location: Corner of Barrie & King Streets Telephone: 613-544-9925 E-mail: murneytower@home.com
Museum of Health Care & Kingston General Hospital Walking Tour	Location: Ann Baillie Building, Kingston General Hospital Telephone: 613-548-2419 URL: www.museumofhealthcare.ca/
Pump House Steam Museum	Location: 23 Ontario Street Telephone: 613-546-4696 or 613-542-2261 E-mail: mmuseum@stauffer.queensu.ca URL: www.marmus.ca/marmus/pumphouse.html
Queen's University Archives	Location: Kathleen Ryan Hall, Queen's University



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	Telephone: 613-545-2378 E-mail: archives@post.queensu.ca URL: archives.queensu.ca
RMC Museum and Fort Frederick	Location: Royal Military College of Canada Telephone: 613-541-6000 ext. 6652/6664 E-mail: mckenzie_r@rmc.ca

Websites

First Capital website at www.cityofkingston.ca/firstcapital/

Kingston Historical Society at
<http://www.heritagekingston.org/index.html>

Kingston: A Window to Our Past at
<http://calvinpark.limestone.on.ca/projects/canadiancommunities/>

Books

1. Angus, Margaret. *The Old Stones of Kingston*. Toronto: University of Toronto Press, 1966
2. Mika, Nick & Helma. *Kingston Historic City*. Belleville, Ontario: Mika Publishing Company, 1987
3. Mike, Nick & Helma. *Mosaic of Kingston*. Belleville, Ontario: Mika Silk Screening Limited, 1969
4. Osborne, Brian & Swainson, Donald. *KINGSTON Building on the Past*. Westport, Ontario: Butternut Press Inc., 1988.

* This is only a partial list of resources. There are many, many more.

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