**UNIT PLAN, SOCIAL STUDIES 7**

**TO WHAT EXTENT DID BRITAIN CONQUER NEW FRANCE?**



**By Stephanie Gokarn**

*Rationale for the unit*

This unit, within the context of the grade seven curriculum, is known as War and British Conquest. Up until this point, the students have been examining the history of the First Nations as they meet the first European explorers, and carrying through to the development of the fur trade. This unit continues in the same vein, but with a closer look at the geopolitical conflict that is developing throughout the known world, with Britain and France at the heart. The unit goes into more detail into the repercussions of this conflict on the new world, and New France in particular. Students will learn to identify the source of the rivalry and (at times) animosity between English speaking and French speaking Canadians that still exists today. They will trace its roots to the 1700’s, when British and French vied for land rights, while the Acadians, who were originally sent over as colonists, created a new identity, breaking away from their French roots, and striving to create a new nation. The Acadians, along with British settlers, would form the foundation of the Canadian identity we know today. Students will also look at Aboriginal cultures, and examine the process by which they were forced to coexist with the French and English, but not under terms of their choosing. In essence, the students are going to be examining history through four different lenses: the British, the French, the Canadians, and the Amerindians, or Aboriginals. The perspective of the Aboriginals is intermingled with all of the other three, and students will grow to realize how their identity was impacted by each of these groups, albeit in different ways. Students will acquire an understanding of how Canada has become a multicultural, bilingual, pluralistic and diverse society. Students will learn how, rather than assimilation, Britain had to settle for accommodation of its’ French neighbours, and in the process a new, bilingual, pluralistic, multicultural and diverse identity was born.

This unit reflects powerful teaching and learning in social studies. It is integrative, value-based, meaningful, and challenging. The amount of material, and the number of key events that I will attempt to cover in six weeks is considerable, but for the purposes of this unit, each event is relevant and important in answering the overall critical inquiry question. Such a question is not easily answered, nor can it simply be found in the student’s textbook. The purpose of the inquiry is to have students think deeply about Canada’s origin, and to develop an understanding of how it has become the country it is. Even all the aspects of assessment are designed to enrich the study and direct students back to the question central to the unit: To what extent did the British conquer New France? This is a task that happens every day, little by little, as students come to familiarize themselves with pivotal events in Canadian history. They are then asked to formulate their own opinions, for history can be neither right nor wrong, and to self determine how these events have played a developmental role.

*Special Considerations*

In terms of knowledge and skills, I am presuming the students already have been developing the ability to think critically and creatively, but this is a process that never ends. I am also assuming that through their previous quest through Canada’s history, they have learned how to analyze historical issues to form or support their opinions, and that they have already had some practice in skills of geographic thinking. Students use the skills of decision-making and problem solving all the time, and I am planning to build on all of these skills and further develop them over the coming weeks. Students may have preconceived ideas about what the history of Canada is or isn’t. They may assume it’s uninteresting. It will be my job to make it interesting, while challenging them to think outside the box. Simply quoting dates or events to them is pointless, unless I challenge them to think about why these dates or events have meaning that matters to them. This is why I am presenting the inquiry from the standpoint of the sport of hockey. It is very widely known, even among youth, that the Toronto Maple Leafs and the Montreal Canadiens have had a long-standing rivalry. By posing the question, “where does this rivalry begin?” I am meeting students at a place they may find interesting and personally engaging. While not all students will share an interest in hockey, they will at least be able to identify with what a rivalry in sports looks like, even if they take it into a different context, one that they are more familiar with, such as the Calgary Flames and the Edmonton Oilers. Once I “hook” them in, it’ll be much easier to pique their interest in the real heart of the matter, and keep it there.

*Individual differences*

Differentiating for students is a complicated, but important task, which involves meeting each student where they are at. While all students are expected to meet the curriculum goals, not all students are beginning at the same level, or with the same learning abilities. It is helpful to use a variety of multisensory tools to address learning. I have attempted to integrate several different tasks that are addressed in different ways, such as written work, audiovisuals, interactive computer assignments, verbal discussions, and physical movement. When gauging the group’s involvement or interest level, I may need to add movement breaks. If I know what strategies have worked well for a student in the past, it can help me to set up a work plan for the future. Tiered assignments are meaningful learning tasks that target key concepts or outcomes by providing parallel activities at different levels of difficulty while taking into account student readiness, learning style and interests. I will tier assignments, if it seems necessary, for students who need it, by modifying the length of the assignment, or the way they will hand it in. Perhaps they will give an oral report rather than a written one. These adjustments are fine as long as the long-term goals remain intact, and curriculum requirements are met.

**Annotated List of References**

**Text Resources**

Allaire, G., Caouette, R., Gerrits, D.A., Rees, D., Spearn, J. (2006). Our Canada: Origins, peoples, perspectives. Edmonton, AB: Duval House Publishing,

The Teacher’s Resource to *Our Canada: Origins, peoples, perspectives* is beneficial for teachers. The resource includes information and activity ideas for each chapter in the *Our Canada* text. There are guiding questions for each chapter, and other resources that be used in teaching students about events preceding Confederation, such as websites and books. As well, there are worksheets, maps, and graphic organizers provided in the resource. This material would be very useful for teachers to use in the classroom.

Gagner, S., Misfeldt, C., & Sandwell, R. (2002). *Critical challenges across the curriculum: Early contact and settlement in New France.* R. Case, C. Midsfeldt, & R. Sandwell (Eds.). Richmond, BC: Ministry of Education.

This resource contains a number of critical challenges specific to the grade seven curriculum. There are some lesson ideas that I borrowed from here that work well for this subject matter, including the colonization of New France. It contains a number of illustrations and blackline masters that are useful tools for formative and summative assessment purposes.

**Electronic Resources**

Early Canadiana Online (n.d.). The treaty of Paris [scanned document]. Retrieved February 21 from <http://eco.canadiana.ca>

A primary source website, this contains access to original documents such as the Quebec Act of 1774, and the Treaty of Paris, 1763. This is nice as the teacher to see, to verify the source information of important events. For my purposes, the documents themselves are too difficult for younger students to understand. I would only use them as a visual source, but not for actual reading.

Eccles, W.J. (2014, April 22). *Seven Years’ War.* Retrieved from <http://www.thecanadianencyclopedia.ca/en/>

What I love about the Canadian Encyclopedia is how clearly and simply it describes historical events. This is a great resource for either the teacher or the students to use, and many important events are included. There are also links within each page to terms, places, and people of significance, as well as further suggested resources.

Government of Canada (n.d.). *The War of 1812*. Retrieved February 21, 2014, from <http://www.1812.gc.ca/eng/1305654894724/1305655293741>

The site distinguishes between major figures and major heroes of the War of 1812, which is an interesting way to separate them. Upon further inspect, many of these figures overlap. This distinction could lead to an interesting class discussion about the validity of historical documents and bias. It is also a useful source for simply extracting some of the well known facts about key individuals related to this historical event.

Government of Canada (n.d.). *The Virtual Museum of Canada*. Retrieved February 21, 2014, from <http://1759.ccbn-nbc.gc.ca/index_en.html>

The National Battlefields Commission under the direction of the Government of Canada, created this website which provides a highly interactive look into the events surrounding the Seven Years’ War and the key figures involved. I chose this website as a way for the students to develop skills directly related to the program of studies, as they apply the research process to a particular inquiry. During this process they will be exposed to the British, French, Amerindian, and Canadien perspectives of the events from 1754 to 1763.

Historica Canada. (n.d.). *War of* 1812. Retrieved February 17, 2015 from <http://www.historicacanada.ca/1812/>

This website has a number of useful tools. I appreciated the interactive timeline, to help me make sense of the different events preceeding and surrounding the War of 1812. It also includes Heritage Minutes, which are short videos on an event or person in history. These can be great to use as lesson openers, or as anchor activities.

Learn Alberta. (n.d.). *Toward Confederation images collection*. Retrieved February 27, 2015, from <http://www.learnalberta.ca/Search.aspx?lang=en&search=images&grade=Grade+7&subject=Social+Studies&audience=&language=en&format=&type>=

There are a lot of fantastic images in the Learn Alberta collection. They are easy to print off and use as a secondary resource for students as they do research, or to complement a lesson. Visuals are often excellent tools for students who need something to look at, not just hear about. They can be very engaging and reinforcement a teacher’s written material.

Picard, C. (n.d.). *The Deportation order*. Retrieved from <http://www.cbc.ca/acadian/timeline.html>

This photograph depicts the reaction of the French to the expulsion order given by the British in 1755. This is a good resource for students to practice their inference skills. It can also help students imagine what the Acadian and British experience might have been. The 5w (who, what, where, when, and why) questions focus on what might be called the obvious or explicit interpretation of the drawings – the readily observed and intended message. This can then be contrasted with the implicit or disguised message. As one of the key events being scrutinized for its impact on the British conquest of New France, it is important for students to understand how these events influenced the nation we have today.

**Audio Visual Resources**

Mann, M. (Director), & Robinson, J.G. (Producer). (1992). *The Last of the Mohicans.* [DVD]. United States: Morgan Creek Productions.

**Unit Overview**

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|  | **Monday**  **12:42-1:45** | **Tuesday**  **12:42-1:45** | **Wednesday**  **12:42-1:45** | **Thursday**  **10:49-11:52**  **2:25-3:28** | **Friday**  **11:11-11:59** |
| **Week 1**  Monday, March 9-13 | Observation Day | Lesson 1: Ice Breaker game/Name tags 7B & Preview Performance Task | Lesson 1: Ice Breaker game/Name tags 7A & Preview Performance Task | Lesson 2: The Hockey Sweater & World Conflict | No School:  PLC Day |
| Lesson 2: The Hockey Sweater |
| **Week 2**  March 16-20 | Lesson 3:  Who Owns What?  Fight for pie.  Pie analysis | Lesson 3:  Who Owns What? Fight for Pie.  Pie analysis | Lesson 4: The great Deportation (Last of the Mohicans) | Lesson 4: Great Deportation (Last of the Mohicans) | Lesson 5:  Web Quest - “Cajun” |
| Lesson 5:  Web Quest |
| **Week 3**  March 23-27 | Lesson 6:  Jambalaya & Mardi Gras | Lesson 6:  Jambalaya & Mardi Gras | Lesson 7: Seven Year’s War (World War 1) 1759 Website/group work \*summative assess.  Mohicans Clip | Lesson 7:  Seven years’ War (World War 1) 1759 Website/group work  \*summative assess. | Lesson 8: Was the Treaty Fair? Compare theirs & real  Exit Slip 1 |
| Lesson 8: Was the Treaty Fair? Compare theirs & Real  Exit Slip 1 |
| **Week 4**  March 30-April 3 | Lesson 9: Quebec Act & Exit Slip 2  Video? | Lesson 9: Quebec Act & Exit Slip 2 | Lesson 10: American Revolution | Lesson 10: American Revolution | No School:  Good Friday |
| Lesson 11: Treaty of Paris |
| **Week 5**  April 6-10 | ----------------- | ------- **Easter** | **Break** -------- | ----------------- | ----------------- |
| **Week 6**  April 13-17 | Lesson 11: **Treaty of Paris** | Lesson 12: **Quebec Act/Exit Slip** | Lesson 12: **Quebec Act/**  **Exit Slip** | Lesson 13: American revolution | Lesson 14:  **American Revolution** |
| Lesson 13:  **American Revolution** |
| **Week 7**  April 20-24 | Lesson 14: **Return of Loyalists 7B** | Lesson 15: **Return of Loyalists 7A** | Lesson 15: **Performance Task 7B** | Lesson 16: **Performance Task 7A** | **Lesson 17: 7A Social Quiz** |
| Lesson 16: **Social Quiz 7B** |

**Lesson Plans**

**What roots of origin in Canadian history have given rise to the famous rivalry between the Montreal Canadiens and the Toronto Maple Leafs?**

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| **Lesson One**  **Outcomes**  **Addressed** | | | | |
| 7.1.5.1  In what ways did conflicts between the French and the British in Europe impact North America?  7.1.1 Students will appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation.  7.S.1.2 evaluate, critically, ideas, information and positions from multiple perspectives  7.S.8.1 communicate information in a clear, persuasive and engaging manner, through written and oral means | | | | |
| **Instructional**  **Objectives** | **Length of Lesson** | **Lesson**  **Procedure** | **List of Materials** | **Assessment** |
| Students will identify the historical significance of the enmity that has existed between English and French Canadians since pre Confederation. | 60 min | Hook: What roots of origin in Canadian history have given rise to the famous rivalry between the Montreal Canadiens and the Toronto Maple Leafs? | -The Hockey Sweater Book  -The Hockey Sweater movie  Reading Guide | Students will complete a question sheet that we will then discuss as a class  Oral/partner discussion |

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| **Lesson Two**  **Outcomes**  **Addressed** | | | | |
| 7.1.5.1 In what ways did conflicts between the French and the British in Europe impact North America?  7.1.1 Students will appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation.  7.S.2.1 analyze historical issues to form or support an opinion  7.S.2.4 distinguish cause, effect, sequence and correlation in historical events, including the long-and short-term causal relations of events | | | | |
| **Instructional**  **Objectives** | **Length of Lesson** | **Lesson**  **Procedure** | **List of Materials** | **Assessment** |
| 1. Students will identify the historical significance of the enmity that has existed between English and French Canadians since pre Confederation | 60 min | Students are divided between British, French and First Nations. Each group is given apple pie proportionate to their claim on the land. Color flags that rep. British and French colors. Response sheet after. | -Deck of cards, manipulated  - Apple pie  -plates, forks  - analysis sheet  - pinnies (red, blue) | Analysis sheet  Observing students’ participation, behavior, and work ethic throughout the lesson  Oral discussion |

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| **Lesson Three**  **Outcomes**  **Addressed** | | | | | |
| 7.1.5.1 In what ways did conflicts between the French and the British in Europe impact North America?  7.1.5.2 How did conflicts between the French and British in Europe become factors in the Great Deportation of the Acadians in 1755?  7.1.2 Students will appreciate the challenges of co-existence among peoples.  7.S.2.1 analyze historical issues to form or support an opinion  7.S.2.2 explain the historical contexts of key events of a given time period | | | | | |
| **Instructional**  **Objectives** | **Length of Lesson** | **Lesson**  **Procedure** | **List of Materials** | **Assessment** |
| 1. Students will identify what the Great Deportation of the Acadians is.  2. Students will identify the conflicts between the French and the British in Europe that became factors in the Great Deportation of the Acadians in 1755. | 60 min | Watch brief video on the Great Deportation. Students engage in 5W questions in groups of three to analyze a painting, and make inferences. | - Deportation illustration  - analysis sheet  - Youtube video  - map of New France and the 13 colonies | Summative  Analysis sheet  Deportation illustration  Observing students’ participation, behaviour, and work ethic throughout the lesson |

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| **Lesson Four**  **Outcomes**  **Addressed** | | | | | |
| 7.1.5.1 In what ways did conflicts between the French and the British in Europe impact North America?  7.1.5.2 How did conflicts between the French and British in Europe become factors in the Great Deportation of the Acadians in 1755?  7.1.2 Students will appreciate the challenges of co-existence among peoples.  7.S.2.1 analyze historical issues to form or support an opinion  7.S.2.2 explain the historical contexts of key events of a given period | | | | | |
| **Instructional**  **Objectives** | **Length of Lesson** | **Lesson**  **Procedure** | **List of Materials** | **Assessment** |
| 1. Students will identify some of the consequences of the Great Deportation of the Acadians.  2. Students will identify the conflicts between the French and the British in Europe that became factors in the Great Deportation of the Acadians in 1755. | 60 min | Cajun Web Quest – A background search into the historical roots of Cajun society. | - Chrome Cart  **-** Question sheet | Fill-in-the-blank-graphic organizer  Summative  Observing students’ participation, behaviour, and work ethic throughout the lesson |

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| **Lesson Five**  **Outcomes**  **Addressed** | | | | |
| 7.1.5.1 In what ways did conflicts between the French and the British in Europe impact North America?  7.1.5.2 How did conflicts between the French and British in Europe become factors in the Great Deportation of the Acadians in 1755?  7.1.2 Students will appreciate the challenges of co-existence among peoples.  7.S.2.1 analyze historical issues to form or support an opinion  7.S.2.2 explain the historical contexts of key events of a given period | | | | |
| **Instructional**  **Objectives** | **Length of Lesson** | **Lesson**  **Procedure** | **List of Materials** | **Assessment** |
| 1. Students will identify some of the consequences of the Great Deportation of the Acadians.  2. Students will identify the relationship between New France and Louisiana | 60 min | Mardi Gras Cajun event  Students will cook and create artifacts representative of Cajun culture and society | - kitchen  - jambalaya | Observing students’ participation, behaviour, and work ethic throughout the lesson |

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| **Lesson Six**  **Outcomes**  **Addressed** | | | | |
| 7.1.5.1 In what ways did conflicts between the French and the British in Europe impact North America?  7.1.5.2 How did conflicts between the French and British in Europe become factors in the Great Deportation of the Acadians in 1755?  7.1.2 Students will appreciate the challenges of co-existence among peoples.  7.S.2.1 analyze historical issues to form or support an opinion  7.S.2.2 explain the historical contexts of key events of a given period | | | | |
| **Instructional**  **Objectives** | **Length of Lesson** | **Lesson**  **Procedure** | **List of Materials** | **Assessment** |
| 1. Students will identify four different perspectives on the Seven Years’ War.  2. Students will identify the historical contexts of key events during the Seven Years’ War.  3. Students will practice the responsible and ethical use of information and technology. | 60 min | Students visit the 1759 website and conduct an inquiry into the major characters and events of the Seven Years’ War. Students work in groups of three and focus on one of four particular perspectives: British, French, Canadian, or Amerindian. | Chrome cart  Question sheet | Group responses worksheet.  Observing students’ participation, behaviour, and work ethic throughout the lesson  Exit Slip 1 |

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| **Lesson Seven**  **Outcomes**  **Addressed** | | | | |
| 7.1.5.1 In what ways did conflicts between the French and the British in Europe impact North America?  7.1.5.3 To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America?  7.1.6.1 What was the role and intent of Chief Pontiac in controlling British forts?  7.1.6.2 How was the Royal Proclamation of 1763 an attempt to achieve compromise between the Aboriginal peoples, the French and the British?  7.1.2 Students will appreciate the challenges of co-existence among peoples  7.S.2.1 analyze historical issues to form or support an opinion | | | | |
| **Instructional**  **Objectives** | **Length of Lesson** | **Lesson**  **Procedure** | **List of Materials** | **Assessment** | |
| 1. Students will identify how the Battle of the Plains of Abraham contributed to the shaping of New France.  2. Students will identify how the Royal Proclamation of 1763 helped shape to the colonization of the Acadians and the displacement of the Amerindians. | 60 min | How do we treat a loser?  Write the Treaty of Paris or the Royal Proclamation. Students will work with a partner. | Simplified version of the real Treaty of Paris | Treaty responses, verbal responses, group communication.  Observing students’ participation, behavior, and work ethic throughout the lesson | |

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| **Lesson Eight**  **Outcomes**  **Addressed** | | | | |
| 7.1.5.1 In what ways did conflicts between the French and the British in Europe impact North America?  7.1.6.3 How did the Quebec Act of 1774 contribute to the foundations of Canada as an officially bilingual country?  7.1.2 Students will appreciate the challenges of co-existence among peoples.  7.S.1.2 evaluate, critically, ideas, information and positions from multiple perspectives  7.S.2.1 analyze historical issues to form or support an opinion  7.S.3.3 interpret historical maps to broaden understanding of historical | | | | |
| **Instructional**  **Objectives** | **Length of Lesson** | **Lesson**  **Procedure** | **List of Materials** | **Assessment** |
| 1. Students will determine how the Quebec Act of 1774 contributed to the foundations of Canada as an officially bilingual country. | 60 min | The Quebec Act and exit slip 2  Students will watch the “Our Canada” video.  Students will work with a BNA map and a New France map, and a visual organizer and determine the advantages and disadvantages of the two Acts on different groups: Canadiens, Aboriginals, Fur Traders, American colonists, British government, English merchants in Quebec, Roman Catholic church | Exit slip  British North America map  New France map  Visual organizer | Exit Slip 2  Observing students’ participation, behaviour, and work ethic throughout the lesson  Visual organizer |

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| **Lesson Nine**  **Outcomes**  **Addressed** | | | | |
| 7.1.5.1 In what ways did conflicts between the French and the British in Europe impact North America?  7.1.6.5 How did the War of 1812 contribute to British identity in Canada?  7.1.6.6 How did the War of 1812 contribute to defining Canada’s political boundaries?  7.1.2 Students will appreciate the challenges of co-existence among peoples.  7.S.2.1 analyze historical issues to form or support an opinion | | | | |
| **Instructional**  **Objectives** | **Length of Lesson** | **Lesson**  **Procedure** | **List of Materials** | **Assessment** |
| 1. Students will explain how the War of 1812 contributed to British identity in Canada.  2. Students will identify how the War of 1812 helped shape Canada’s political boundaries.  3. Students identify how Americans, through the discovery of their own identity, break away from British rule. | 60 min | The 13 colonies rebel.  Compare the Acadians to the Americans, and how two very different endings transpired even though both groups wanted the same thing. | American vs. Acadian Debate | Observing students’ participation, behaviour, and work ethic throughout the lesson  Debate Activity |

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| **Lesson Ten**  **Outcomes**  **Addressed** | | | | |
| 7.1.5.1 In what ways did conflicts between the French and the British in Europe impact North America?  7.1.5.2 How did conflicts between the French and British in Europe become factors in the Great Deportation of the Acadians in 1755?  7.1.2 Students will appreciate the challenges of co-existence among peoples.  7.S.2.1 analyze historical issues to form or support an opinion  7.S.2.2 explain the historical contexts of key events of a given period | | | | |
| **Instructional**  **Objectives** | **Length of Lesson** | **Lesson**  **Procedure** | **List of Materials** | **Assessment** |
| 1. Students will identify the key events of the Seven Years’ War. | 60 min | The tar and feathering debate  *What actions are acceptable in times of war?* | Lawless movie clip | Verbal responses, interaction.  Observing students’ participation, behaviour, and work ethic throughout the lesson  Debate activity |

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| **Lesson Eleven**  **Outcomes**  **Addressed** | | | | |
| 7.1.5.1 In what ways did conflicts between the French and the British in Europe impact North America?  7.1.5.3  7.1.2 Students will appreciate the challenges of co-existence among peoples.  7.S.2.1 analyze historical issues to form or support an opinion  7.S.2.2 explain the historical contexts of key events of a given period | | | | |
| **Instructional**  **Objectives** | **Length of Lesson** | **Lesson**  **Procedure** | **List of Materials** | **Assessment** |
| 1. Students will identify key events of the 1812 war.  2. Students will explain why the Loyalists wanted to return to Canada. | 60 min | Return of the Loyalists and exit slip 3 | Exit slip 3 | Observing students’ participation, behaviour, and work ethic throughout the lesson  Exit slip 3 |

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| **Lesson Twelve**  **Outcomes**  **Addressed** | | | | |
| 7.1.5.1 In what ways did conflicts between the French and the British in Europe impact North America?  7.1.6.  7.1.2 Students will appreciate the challenges of co-existence among peoples.  7.S.2.1 analyze historical issues to form or support an opinion  7.S.2.2 explain the historical contexts of key events of a given period | | | | |
| **Instructional**  **Objectives** | **Length of Lesson** | **Lesson**  **Procedure** | **List of Materials** | **Assessment** |
| 1. Students will identify who is involved in the War of 1812.  2. Students will describe the events that lead to the War of 1812. | 120min | The War of 1812 Laura Secord, Chief Tecumseh and The Treaty of Ghent. Exit slip 4 | Chrome cart  1812 website  [www.1812.ca](http://www.1812.ca)  Exit slip 4 | Exit slip 4  Observing students’ participation, behaviour, and work ethic throughout the lesson  Technology usage  Post it note |

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| **Lesson Thirteen**  **Outcomes**  **Addressed** | | | | |
| 7.1.5.1 In what ways did conflicts between the French and the British in Europe impact North America?  7.1.5.2 How did conflicts between the French and British in Europe become factors in the Great Deportation of the Acadians in 1755?  7.1.2 Students will appreciate the challenges of co-existence among peoples.  7.S.2.1 analyze historical issues to form or support an opinion  7.S.2.2 explain the historical contexts of key events of a given period | | | | |
| **Instructional**  **Objectives** | **Length of Lesson** | **Lesson**  **Procedure** | **List of Materials** | **Assessment** |
| 1. Students will describe the events that lead to the War of 1812. | 60 min | The War of 1812 security system for the White House  And Social quiz (time dependent) | Government of Canada (n.d.). *The War of 1812*. Retrieved February 21, 2014, from <http://www.1812.gc.ca/eng/1305654894724/1305655293741> | Observing students’ participation, behavior, and work ethic throughout the lesson  Oral communication |

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| **Lesson Fourteen**  **Outcomes**  **Addressed** | | | | |
| 7.1.5.1 In what ways did conflicts between the French and the British in Europe impact North America?  7.1.5.2 How did conflicts between the French and British in Europe become factors in the Great Deportation of the Acadians in 1755?  7.1.2 Students will appreciate the challenges of co-existence among peoples.  7.S.2.1 analyze historical issues to form or support an opinion  7.S.2.2 explain the historical contexts of key events of a given period | | | | |
| **Instructional**  **Objectives** | **Length of Lesson** | **Lesson**  **Procedure** | **List of Materials** | **Assessment** |
| 1. Students will identify the extent to which Britain conquered New France. | 120 min | Performance Task work period. Begin with “And the winner is” analysis sheet. | 11x17 paper | “And the winner is”  Completed currency |

**My Piece of the Pie**

Name:

\_\_\_ Today I had some pie.

\_\_\_ Today I had some pie, and became a British subject.

\_\_\_ Today I had some pie, but then it was taken away.

\_\_\_ Today I had no pie.

This made me feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**My Piece of the Pie**

Name:

\_\_\_ Today I had some pie.

\_\_\_ Today I had some pie, and became a British subject.

\_\_\_ Today I had some pie, but then it was taken away.

\_\_\_ Today I had no pie.

This made me feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Grade 7 Social Studies

**Performance Assessment Task:**

**Design the New $100 Bill!!**



The Bank of Canada is looking to commemorate the 150th anniversary of Canada in 2017 with the creation of a new $100 bill!

This piece of Canadian currency should comprehensively include significant aspects of the event that you determine to be **most influential** in terms of its impact on the British conquest of New France.

There are several guidelines the Bank of Canada has put in place:

**First,** the front must have a picture of the event you have chosen.

**Second,** there should be two or three sentences that clearly summarize the importance of the event.

**Third,** you must include an important, or key figure that was involved in the event. \*When in doubt, ask Mrs. G. for feedback before you start your drawing.

**Fourth,** the time period, or DATE must be included.

The $50, $20, $10, and $5 bills do not need to be designed at this time, but a ranking system must be established, and each bill must have an event designated to it, along with the reasons why this event deserves this ranking. For example: “ I believe the War of 1812 deserves to be on the $100 bill because…”.

Revisit your first four exit slips. How did your opinions change? Using these to guide you, think about important people, places involved in your number one event. What are some important characteristics that should be included on your bill? Use, “And the winner is” sheet to help organize your thoughts and present a well-reasoned argument.

**And the winner is…**

**War and British Conquest**

Rank the following events in order of how much they influenced the development of Canada into the nation you know today. Provide specific reason/s for your answer in COMPLETE sentences.

In my opinion, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had the ***greatest*** impact on the British conquest of New France, and should be on the new $100 bill.

I believe this because:



In my opinion, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had the ***second*** greatest impact on the British conquest of new France, and should be on the new $50 bill.

I believe this because:



In my opinion, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had the ***third*** greatest impact on the British conquest of New France, and should be on the new $20 bill.

I believe this because:



In my opinion, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had the ***fourth*** greatest impact on the British conquest of New France, and should be on the new $10 bill.

I believe this because:



In my opinion, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had the ***fifth*** greatest impact on the British conquest of New France, and should be on the new $5 bill.

I believe this because:



**Performance Task Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** \* | **Insufficient / Blank \*** |
| **Explain historical context**  (7.1.5.1,7.S.2.3, 7.S.2.4) | Provides a **comprehensive** explanation ofhistorical context.  Describes consequences of events in a **purposeful** manner. | Provides a **thorough** explanation ofhistorical context.  Describes consequences of events in a **logical** manner. | Provides a **cursory** explanation ofhistorical context.  Describes consequences of events in a **predictable** manner. | Provides a **superficial** explanation ofhistorical context.  Describes consequences of events in an **unconvincing** manner. |  |
| **Analyze multiple perspectives**  (7.S.1.2) | Analyzes multiple perspectives in a **perceptive** manner. | Analyzes multiple perspectives in a **thoughtful** manner. | Analyzes multiple perspectives in an **obvious** manner. | Analyzes multiple perspectives in a **simplistic** manner. |
| **Express and support opinion**  (7.1.5.1, 7.S.2.1) | Expresses opinion and provides **compelling** supporting evidence. | Expresses opinion and provides **convincing** supporting evidence. | Expresses opinion and provides **simplistic** supporting evidence. | Expresses opinion and provides **inconclusive** supporting evidence. |
| **Communicate information**  (7.S.7.13, 7.S.8.1) | Communicates information in a **skillful** manner to inform and engage the audience. | Communicates information in an **effective** manner to inform and engage the audience. | Communicates information in an **appropriate** manner to inform and engage the audience. | Communicates information in a **confusing** manner that does little to inform or engage the audience. |

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**Exit Slip #\_**

**War and British Conquest**

Rank the following events in order of how much they influenced the development of Canada into the nation you know today. Provide specific reason/s for your answer.

|  |  |
| --- | --- |
| **Major Event:** | **Why I ranked this event lower than**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Ranking: \_\_\_\_\_\_\_\_\_\_\_ out of \_\_\_\_\_\_\_\_\_\_\_\_\_** | **Reason(s):** |
| **Date(s) of event:** | **Why I ranked this event higher than**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Person(s) or place(s) of interest:** | **Reason(s):** |

**Exit Slip #\_**

**War and British Conquest**

Rank the following events in order of how much they influenced the development of Canada into the nation you know today. Provide specific reason/s for your answer.

|  |  |
| --- | --- |
| **Major Event:** | **Why I ranked this event lower than**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Ranking: \_\_\_\_\_\_\_\_\_\_\_ out of \_\_\_\_\_\_\_\_\_\_\_\_\_** | **Reason(s):** |
| **Date(s) of event:** | **Why I ranked this event higher than**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Person(s) or place(s) of interest:** | **Reason(s):** |

**Exit Slip #\_**

**Event: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rank: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Why I ranked this event first/second/third/fourth/fifth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Exit Slip #\_**

**Event: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rank: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Why I ranked this event first/second/third/fourth/fifth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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