

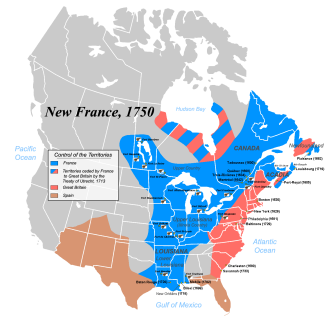
"Canada: Leading to Confederation"

Student: _____

Learning Goals:

The subject matter deals with the development of Canada from the 17th century to the early 18th century. The “big ideas”? Change comes with complications. Progress comes with conflict.

You’ll investigate Canada’s European roots, the early settlements, and how they impacted relations with First Nation peoples. You’ll learn about the challenges that occurred in the region, and the changes brought about from key conflicts in the 1830s.



This is a "layered" unit of discovery. There are three levels of potential learning opportunities (Tier 1, 2, 3). Just follow the directions ... and learn lots.

Understand? Initial here => _____

Tier 1 Activities

(maximum of 55 points earned)

You MUST choose ONE of the following:

=> Create flash cards with the following terms: fur trade, New France, Seven Years’ War, Acadians, seigneurial system, expulsion, Jesuits, Loyalists, Arms of Canada, emigration. Prepare the cards as though they were to be used for a visual presentation for younger students - the term on the front, the definition/explanation on the back. (10 pts)

=> Make a bulletin board display - or a slide show or a movie - that shows the terms listed in the previous task with graphics. (10 pts)

You MUST choose ONE of the following:

=> Get a map of Ontario/Quebec from me, and re-create as clearly and accurately as possible the map on page 361 of the Gr. 7 text. Make sure you follow the standard requirements of map-making. (10 pts)

=> Get a map of North America from me, and recreate as clearly and accurately as possible the map on page 121 of the Gr. 7 text. Make sure you follow the standard requirements of map-making. (10 pts)

You can then choose among the following. You need 35 points' worth:

1. Do a presentation proving to me that you understand the major causes and key personalities of the War of 1812. (10 pts)
2. Write a 12-line (minimum) rhyming poem/rap song introducing one of Canada's key explorers back in the day - Samuel de Champlain; recite/perform it to your peers. (5 pts)
3. Answer this question fully, and present it in a polished format:
How did the Catholic Church influence the lives of First Nation peoples and French settlers in New France? (5 pts)
4. Produce a short biography (report) on Joseph Brant. Use at least two sources and credit them. (5 pts)
5. Produce a short biography (report) on William Lyon Mackenzie. Use at least two sources and credit them. (5 pts)
6. Explain fully the structure of government of New France in the mid-1600s (The Sovereign Council). Use a 'diagram' of your choice to interpret what you have learned. (10 pts)
7. Prepare a short explanation of the Seven Years War. Support your report with proper sources, images, etc. (5 pts)
8. Prepare a short explanation of the Durham Report and its significance. Use at least two sources and credit them. (5 pts)
9. The rebellions of 1837-1838 were critical to the future of Upper Canada/Lower Canada prior to Confederation. Prepare a short report on the uprisings. Use at least two sources and credit them. (10 pts)
10. Laura Secord played a key role in and around the War of 1812. Nothing to do with chocolates, however. Explain her contributions in a short report. (5 pts)
11. There were 'Patriots' and there were 'Loyalists' during this historical period of Canada. Explain the difference between the two in a reporting form of your choice. (5 pts)
12. Research a local Loyalist - John Meyers. He was a huge part of our city's history AND the Loyalist movement of the late 1700s. (5 pts)

Tier 2 Activity

(maximum of 15 points earned)

Choose ONE:

1. In a full report, research and explain why people came to New France. Further, describe the impact of European immigration upon First Nation settlements.
2. Research the historical facts surrounding the War of 1812. Form a debate team (no more than three students), and be prepared to defend your position as to who won the War of 1812.
3. Our city of Belleville and the city of Kingston have different historical experiences. Research this fact and provide a full report contrasting the “histories” of the two cities and how future growth of the two municipalities was impacted.

Tier 3 Activities

(maximum of 20 points earned)

Choose ONE:

1. How did women impact this period of history? Use at least two sources and credit them.
2. How did First Nation peoples impact this period of history? Use at least two sources and credit them.
3. Consider this statement: ‘The merging of Upper and Lower Canada in the mid-1840s hasn’t made life any better today for English OR French citizens’. Do you agree or disagree? Use at least two sources and credit them as you form your opinion.

Final Activity

=> Actively listen and participate in the daily lessons and strategy tips; demonstrate productive, focused work habits during classroom sessions. (10 pts)

Notes:

=> All items should look like finished pieces. All work should be sourced properly. NO PLAGIARISM TOLERATED. Be proud of your work. Keep this master planning sheet and your work safely in your binder.

=> It’s important that you keep your work organized for my review on a regular basis. I will assess your point total regularly and initial the hand-out so you know where you stand.

=> Make sure that you ask questions to clear up any confusion regarding the expectations for this unit. Don’t wait until it’s too late. This a time-sensitive work package.

I hope you enjoy the variety and your freedom to make choices in your learning. Use different presentations (reports, audio, video, etc.). The ultimate goal is that you come away with a clear understanding of Canada’s history prior to Confederation.

Mr. M.