

Challenges, Conflict, and Changes

**History Module
for English Language Learners with Limited
Prior Schooling**



Toronto District School Board, 2011

Revised 2014

Acknowledgements

Writers

Shirley Hu
Sandra Mills-Fisher

ESL/ELD Program Coordinator

Paula Markus

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Subject: History**Title: Challenges, Conflict, and Changes**

| Overall Social Studies Expectations | Big Ideas |
|--|---|
| <p>Application:</p> <p>A1. analyze aspects of the lives of various groups in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada</p> <p>B1. analyze aspects of the lives of various groups in Canada between 1800 and 1850, and compare them to the lives of people in 1713-1800</p> <p>Inquiry:</p> <p>A2. use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain</p> <p>B2. use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850</p> <p>Understanding Historical Context:</p> <p>A3. describe various significant events, developments, and people in Canada between 1713 and 1800, and explain their impact</p> <p>B3. describe various significant events, developments, and people in Canada between</p> | <p>There can be different perspectives about varying aspects of life.</p> <p>There can be different responses to the same challenges.</p> <p>Communities change in response to political and/or legal and/or social and/or economic changes.</p> <p>Changes may impact various groups or communities differently.</p> <p>Different points of view can lead to conflicts.</p> <p>Conflicts change communities.</p> <p>Displacement changes communities.</p> <p>Power can be inclusive, exclusive, or abused.</p> |
| <p>Focus Questions</p> <p>What changes resulted due to power shifting from one community to another?</p> <p>Why do different points of view sometimes result in different responses?</p> <p>How did different perspectives/points of view effect community relations of various groups?</p> | |

| 1800 and 1850, and explain their impact | <p>What factors can result in the displacement of individuals and/or communities?</p> <p>What similarities and differences are there between challenges and aspects of life in present-day Canada and Canada of the past?</p> |
|---|---|
| Specific Expectations | Modified Specific Expectations |
| <p>A1.3 analyse the displacement experienced by various groups who were living in or who came to Canada between 1713 and 1800, and compare it with present-day examples of displacement</p> <p>A2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary sources and secondary sources</p> <p>A3.4 describe some significant aspects of daily life among different groups living in Canada during this period</p> <p>A3.6 identify some significant individuals and groups in Canada during this period, and explain their contribution to Canadian heritage and/or identity</p> <p>B1.3 analyse the displacement experienced by various groups who were living in or who came to Canada between 1800 and 1850, and how some of these groups dealt with their displacement</p> <p>B2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians</p> | <p>identify the displacement experienced by at least two groups who were living in or who came to Canada between 1713 and 1800</p> <p>use teacher-selected resources and graphic organizers to gather and organize information related to the shift in power in colonial Canada from France to Britain</p> <p>identify some significant aspects of daily life of at least one group living in Canada during this period</p> <p>identify a significant individual or group in Canada during this period and use a graphic organizer to outline their contribution to Canadian heritage and/or identity</p> <p>compare the displacement experienced by various groups who were living in or who came to Canada between 1800 and 1850 using a graphic organizer</p> <p>gather and organize information about perspectives of different groups during this period, using teacher-selected resources</p> |

| | |
|---|--|
| <p>during this period, using a variety of primary sources and secondary sources</p> | |
| <p>B3.4 describe interactions between different groups and communities in Canada during this period</p> | <p>examine interactions between different groups and communities in Canada during this period using adapted and teacher-selected historical information.</p> |
| <p>A2.6 and B2.6 communicate the results of their inquiries using appropriate vocabulary and formats for specific audiences</p> | <p>communicate the results of their inquiries using some appropriate vocabulary</p> |

ELD Examples of Observable Language and Literacy Behaviours

Oral

Express a variety of conflict resolution strategies used to resolve disputes during a role play, using intonation and familiar words.

Contribute ideas to small group discussions, using subject-specific vocabulary, simple phrases and sentences and/or L1.

Reading

Describe different perspectives in an adapted and/or teacher-selected historical text, using illustrations, words and phrases taken from anchor charts and/or vocabulary list.

Read and understand a variety of pre-taught and familiar words related to the topic "Conflict and Change".

Writing

Identify important ideas and/or facts and make some inferences about the facts/details, using content vocabulary, simple phrases and/or L1.

Generate ideas and record key information from adapted Reading Cards, using teacher selected graphic organizers.

Media Literacy

Create a comic strip on conflict resolution at home, at school or in the community. using a storyboard and/or a computer program (e.g., Bitstrips, Comic Life).

Links to Prior Knowledge and Skills

Students may have first-hand experience or knowledge about one or more of the following:

- being in a conflict;
- resolving a problem;
- providing advice regarding how to problem solve;
- providing their point of view on a specific topic or conflict;
- symbols that represent peace;
- what causes conflicts or disruptions;
- being a newcomer to a school, community and/or country;
- challenges newcomers face;
- factors that cause displacement.

Students may have acquired the following skills before beginning this unit:

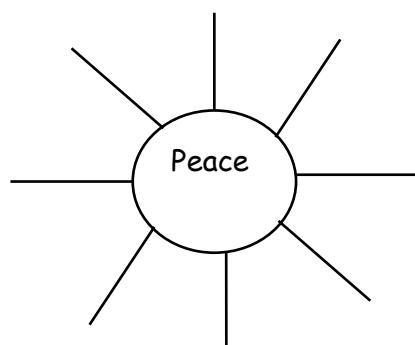
- working in cooperative groups;
- conducting an interview;
- interpreting information presented in maps;
- creating a timeline;
- creating/performing a scenario (e.g., role play);
- using graphic organizers to record and/or sort information;
- providing and responding to peer feedback;
- making short presentations in a supported context;
- using a computer.

Modified Instructional Activities

Content Vocabulary

Activity 1: What Causes Conflicts?

As a whole class discuss "What is Peace?" List answers on a word web.



Students complete "What Peace Looks Like" (Appendix 1). Students can select photographs (e.g., from newspapers, magazines, instead of drawing them) to accompany the text, or can role play or create tableaux that support the text.

Then as a whole class, discuss the symbols of peace in different cultures (e.g., dove, olive branch, the colour white, origami crane).

- agreement, disagreement
- assimilation
- biculturalism
- change
- conflict
- deport, deportation
- displacement
- expel, expulsion
- neutral
- peace
- protest
- rebellion
- relocation

| <p><u>Extension:</u> Students complete "Idioms About Problems and Solutions" worksheet (Appendix 2). Teacher demonstrates how to use a dictionary to find the meaning of an idiom. Consider having a variety of dictionaries available to the students including picture and visual dictionaries. Then create a class book of idioms, using the template (Appendix 3) with each student responsible for illustrating one idiom.</p> | <p>resist, resistance resolve, resolution revolution settle, settler society treaty war</p> | | | | | | | | | | |
|---|---|---|---|-----------------|------------|--|--|--|--|--|--|
| <p>Students brainstorm and record on sticky notes "What I Already Know About What Causes Conflicts" in a Reading and Analysing Nonfiction (RAN) chart. Throughout the unit, students move the sticky notes accordingly.</p> | | | | | | | | | | | |
| <p style="text-align: center;">What I Already Know About what Causes Conflicts RAN Chart</p> <table border="1" data-bbox="117 840 1073 1326"> <thead> <tr> <th data-bbox="117 840 306 988">What I Think I Know</th><th data-bbox="306 840 494 988">Confirmed (or Yes, You Were Right)</th><th data-bbox="494 840 682 988">Misconceptions (or I Thought I Was Right, but I Wasn't)</th><th data-bbox="682 840 869 988">New Information</th><th data-bbox="869 840 1073 988">Wonderings</th></tr> </thead> <tbody> <tr> <td data-bbox="117 988 306 1326"></td><td data-bbox="306 988 494 1326"></td><td data-bbox="494 988 682 1326"></td><td data-bbox="682 988 869 1326"></td><td data-bbox="869 988 1073 1326"></td></tr> </tbody> </table> | What I Think I Know | Confirmed (or Yes, You Were Right) | Misconceptions (or I Thought I Was Right, but I Wasn't) | New Information | Wonderings | | | | | | |
| What I Think I Know | Confirmed (or Yes, You Were Right) | Misconceptions (or I Thought I Was Right, but I Wasn't) | New Information | Wonderings | | | | | | | |
| | | | | | | | | | | | |
| <p>Throughout this unit, teacher introduces new content vocabulary in context.</p> <p>Activity 2: The Newcomers</p> <p>Students interview parents/caregivers/another newcomer as to their reasons for coming to Canada, challenges they faced, and what they did to overcome those challenges (Appendix 4). Students then complete the questionnaire section pertaining to them.</p> <p>Students read the adapted Reading Cards "The Newcomers" (Appendices 5a, 5b) then label each picture with the correct</p> | | | | | | | | | | | |

caption provided (Appendix 6). Have students complete the "Roles in the Community of New France" T-chart (Appendix 7).

Extension: Lead a class discussion about whether these roles have remained the same or changed in present-day Canada, e.g., There are still priests and nuns and they still teach about the Christian religion, but there are also pastors, imams, rabbis, pandits, monks, and gurus who teach about their religions.

Students read the adapted passage and complete sentences by telling what their families do (Appendix 8). Have students complete the activity entitled "Traditional Food Preparation" (Appendix 9).

Students respond orally or in writing to the following questions:

Why did people come to New France?

What challenges did the newcomers face coming to a new land?

Compare people migrating for work in the past with people migrating today. Why and how have their lives changed?

Activity 3: Changes in Canada

As a whole class examine the four maps (Appendix 10). Students summarize changes in Canada's populations as shown in the maps, using sentence starters.

Example:

The amount of land unclaimed by European countries decreased over time.

The amount of land claimed by England....

After 1763, the French were displaced by the British because...

***Teacher Consideration**

- Consider viewing the maps electronically to allow for enlargement of the images.

Activity 4: Different Points of View

Students read the adapted Reading Card "Different Points of View" (Appendix 11a) in a modeled, shared, or guided reading context. Have the students complete the cloze activity (Appendix 11b) by choosing the correct words from the word bank.

Picture Walk: Teacher asks students to make predictions using the pictures depicting events related to the deportation of the Acadians (Appendices 12a, 12b, 12c).

Students read the adapted Reading Card "The Acadians" in a modeled, shared, or guided reading context (Appendix 13a).

Teacher demonstrates how to use a learner's dictionary to find definitions of new words. Have students find the meaning of the bolded words in the adapted Reading Card (Appendix 13a) to write a description or give an example of word usage, then create a pictorial representation of the word or a tableaux (Appendix 13b).

Teacher continues to use the adapted Reading Card "The Acadians" to provide an overview of the events. Then have students work in pairs or small groups to put the sentences in the correct order (Appendix 14a). Students could also cut the sentences into strips to assist them in ordering the sentences. An answer key is available in Appendix 14b.

***Teacher Considerations/Critical Literacy Questions**

- Why is the expulsion of the Acadians significant? How would that have affected people who lived in that area for generations?
- Have other communities been expelled from their country? What affects did that have on the members of that country?
- Is there a balance between male and female images in these paintings?
- From whose perspective were the paintings created and the text written?
- Compare and contrast historical depictions of Aboriginal peoples to European people.

Extension: Students respond orally or in writing to the questions:

Should the British have deported the Acadians?

How did the Acadians feel?

Why do different points of view sometimes lead to conflicts?

How can different communities build trust between each other?

Alternate Text

As an alternative to Activities 2,3, and 4, teachers may opt to use the resource *Big Idea: New France* pg. 4-21

Activity 5: Displacement

Lead a whole class discussion on the meaning of *displacement*. Then complete the Acadians section of the "Displacement Changes Communities" chart (Appendix 15).

Throughout the unit, have the students revisit the chart to add new information.

***Teacher Consideration/Critical Literacy Question**

- As we learn about the reasons why various communities were displaced, do we know of any modern-day examples of communities being displaced for the same or similar reasons e.g. war, natural disasters, etc.

Activity 6: Types of Conflicts

Students order the ten conflict words with accompanying visuals (Appendix 16) in order of severity.

Extension:

Teacher demonstrates how to use a thesaurus to distinguish synonyms.

Have students dramatize the conflict words (e.g. through tableaux).

Activity 7: Making Choices

Students read the "Battle on the Plains of Abraham" reading card (Appendix 17) in a modeled, shared, or guided reading context.

Teacher demonstrates how to use the glossary of a history textbook to find definitions of new words. As part of a classroom discussion, students define the following words/phrases:

deportation/expulsion, maintain the status quo, isolation, assimilation (when one culture is absorbed into another), biculturalism (having two cultures)

Have students create pictoral representations or create some tableaux of the five words (Appendix 18).

Extension: Students respond orally or in writing to the question: "Which choice do you think the British should have made?"

Students read "Decisions to Make" reading card (Appendix 19)

Alternate Text

As an alternative to Activities 5 and 6, teachers may opt to use the resource *Big Idea: New France* pg. 22-29

Activity 8: Revolutions and Rebellions

Optional Reading: Students read the text "George Washington and the American Revolution" by Joanne Wachter then sort the boxes to complete the timeline (Appendices 20a, 20b).

Students read "Laura Secord" by Terry Barber and complete the concept map (Appendix 21a).

***Teacher Considerations/Critical Literacy Questions**

- How has media influenced Laura Secord's portrayal as a hero?
- What media attention has been paid to the Iroquois warriors she encountered? (Refer to Appendix 21b).

Students read the adapted Reading Card "Who Were the Loyalists?" Then match the types of Loyalists who came to Canada to the correct freedoms they were looking for (Appendix 22).

***Teacher Considerations/Critical Literacy Questions**

- What challenges did the Loyalists face while migrating and during settlement?
- How were they treated by the established community?

Students read the adapted Reading Card "Rebellions in Upper and Lower Canada" in a modeled, shared, or guided reading context (Appendix 23a). Have students complete the Cause and Effect chart (Appendix 23b).

Activity 9: Broken Promises

Students read the "Blacks in British North America" and "First Nations Loyalists" Reading Cards in a modeled, shared, or guided reading context (Appendices 24, 25).

Students complete the "Broken Promises" Venn Diagram (Appendix 26).

***Teacher Considerations/Critical Literacy Questions**

- Did the white settlers have similar experiences to Black and First Nation communities?
- Why may an event be important to one community and not to another?

Activity 10: Irish Newcomers

Students read the "Irish Newcomers" Reading Card in a modeled, shared, or guided reading context (Appendix 27)

Reflect back: Complete the Irish section of the "Displacement Changes Communities" chart (Appendix 15).

Activity 11

As a whole class, students discuss what they see in the Bitstrip "The New Policy" (Appendix 28). Students then read and discuss the scenario regarding shoplifting at the local convenience store (Appendix 29a). Students respond orally or in writing to the following questions:

Whose perspective is missing?

What are some different ways this conflict could be resolved?

Using Appendix 29b as a guide, students identify a conflict either at home, school or in their community; different points of view; and possible solutions. Then students create a comic strip, using a computer software program (e.g., Bitstrips, Comic Life). For planning purposes, students may use the Storyboard Planning Sheet (Appendix 30).

For more information about Bitstrips, visit:

<http://www.bitstripsforschools.com/>

For more information about Comic Life, see:

<http://www.comiclife.com/>

Students publish their comics online and post "comments" or feedback to each other.

Assessment and Evaluation

Assessment for Learning

- teacher observations including anecdotal
- strategic peer groupings
- cooperative learning groups
- concept map
- content vocabulary chart
- adapted reading cards
- picture cards/visual cues
- maps

Assessment as Learning

- interview
- graphic organizers (e.g., RAN chart, Cause and Effect diagram, tables)
- timelines
- matching/sorting exercises
- work samples
- descriptive feedback
- student-teacher conferences
- self-reflection

Assessment of Learning

- anecdotal records of teacher observations
- choose a piece of work to add to your portfolio
- oral presentation
- research presentation
- comic strips
- role play
- tableaux

Bibliography of Resources

Active Study Dictionary, Edinburgh Gate, UK: Pearson Education Ltd. 2004, ISBN 978-2-7613-2209-6

Bain, Colin M. *Canadian History 7*, Don Mills, Ontario: Pearson, 2008, ISBN 9780132053792

Barber, Terry. *Laura Secord*, Canada, Grass Roots Press, 2006, ISBN 978-1-894593-81-6

Beaton, Donna & Dunham, Peggy. *Oxford Picture Dictionary for the Canadian Content Areas-Reproducible Activity Book*, Don Mills, Ontario: Oxford University Press, 2011, ISBN: 978-0-19-544006-5

Clark, Penney; Arnold, Phyllis; McKay, Roberta; Soetaert, Lynn. *Canada Revisited 7*, Alberta: Arnold Publishing Ltd., 1999, ISBN 0-919913-70-9

Hendricks, Charlene. *Big Idea: New France*. Rubicon Publishing Inc., 2014, ISBN: 978-1-77058-742-7

Kauffman, Dorothy & Apple, Gary. *Oxford Picture Dictionary for the Canadian Content Areas*, Don Mills, Ontario: Oxford University Press, 2011, ISBN: 978-0-19-544005-8

Let's Learn English for School-A Picture Dictionary for the Ontario Curriculum, Grades 4 to 8. Toronto: Toronto District School Board, 2003

Wachter, Joanne. *George Washington and the American Revolution*, New York: Benchmark Education Company, 2005, ISBN 978-1-4108-4633-4

Websites

Bitstrips for School
www.bitstripsforschool.com

Canadian History Gallery
<http://www.canadianheritage.org/galleries/groupsofpeople0800.htm>

Canada in the Making: Maps & Images
http://www.canadiana.ca/citm/images/images_e.html#images

Canada War Museum
http://www.civilization.ca/cwm/education/toolkit/kitbattleground_e.shtml

English Idioms relating to PROBLEMS - DIFFICULTIES
<http://www.learn-english-today.com/idioms/idiom-categories/problems-difficulties.htm>

Library and Archives Canada
<http://www.collectionscanada.gc.ca/index-e.html>

National Defence and the Canadian Forces
<http://www.cmp-cpm.forces.gc.ca/dhh-dhp/pub/boo-bro/abo-aut/chapter-chapitre-03-eng.asp>

1755 L'Histoire Et Les Histories (expired)
<http://www2.umoncton.ca/cfdocs/etudacad/1755/entree.cfm?lang=en>

Additional Resources

Crawley, Anthe. *New France: French Settlers - First Nations*. Markham, Ontario, 2007, ISBN: 978-0-7791-6764-7.

Damon, Emma. *What is Peace?* London, Ontario: Mantra Lingua Global House, 2004, ISBN 1-84444-726-X

Kaskens, Anne-Marie. *A Beginning Look at Canada, Third Edition*, Quebec: Éditions du Renouveau Pédagogique Inc., 2010, ISBN: 978-2-7613-3551-5

Katz, Karen. *Can You Say Peace?* New York: Henry Holt and Company, 2006, ISBN 978-0-8050-7893-0

Williams, Sam. *Talk Peace*, London: Hodder Children's, 2005, ISBN 978-0-340-88378-5

What Peace Looks Like

Use illustrations, pictures from newspapers or magazines and/or symbols to accompany your phrase. The first one is done for you.

| Peace is... | Peace is not... |
|--|---|
| cooperating with each other  | working against each other  |
| | |
| | |
| | |
| | |
| | |

Clipart is taken from Microsoft Clipart Gallery

Idioms About Problems and Solutions

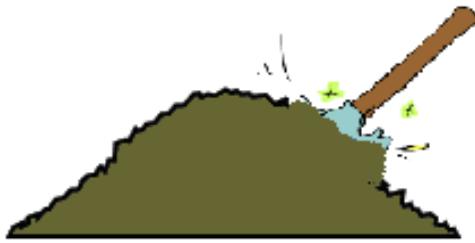
Match the idioms in Column A to the correct meaning in Column B.

| Column A | Column B |
|----------------------------|---|
| axe to grind | to ruin a satisfactory situation |
| bury the hatchet | a problem that can no longer be ignored |
| come to a head | a different point of view |
| let sleeping dogs lie | to deal with a difficult problem |
| elephant in the room | to be upset for a long time |
| other side of the coin | to do something that causes upset |
| pass the buck | don't interfere |
| stir up a hornet's nest | to not take responsibility |
| take the bull by the horns | to stop arguing and make peace |
| upset the apple cart | to reach a point where action must be taken |

IDIOM

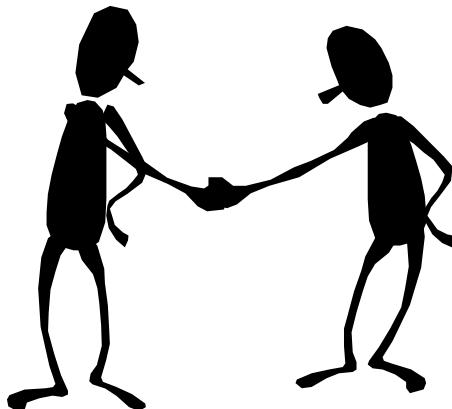
bury the hatchet

looks like:



it really means:

to stop arguing and make peace



Clipart is taken from Microsoft Clipart Gallery

IDIOM

looks like:

it really means:

Interview

Hello _____! Can I ask you some questions?

Q) What are some of your reasons for leaving your home country to come to Canada?

Reason 1: _____

Reason 2: _____

Reason 3: _____

Q) What are some challenges you faced with settling in Canada?

Challenge 1: _____

Challenge 2: _____

Challenge 3: _____

Q) What did you do to overcome or solve these challenges?

Q) What advice or suggestions would you give a family who wish to immigrate to Canada?

Suggestion 1: _____

Suggestion 2: _____

Suggestion 3: _____

Thank you _____! I learned a lot from your answers.

Now it is your turn. Answer the following questions yourself.

Q) What are some challenges or problems you faced in your new school?

Challenge 1: _____

Challenge 2: _____

Challenge 3: _____

Q) What did you do to overcome or solve these challenges/problems?

Problem: _____

Solution: _____

Problem: _____

Solution: _____

Q) What advice or suggestions would you give a newcomer to your school?

Suggestion 1: _____

Suggestion 2: _____

Suggestion 3: _____

The Newcomers

Aboriginal people are the first Canadians. They are divided into three groups: the First Nations, Inuit, and the Métis.

The Europeans were newcomers to Canada. The first Europeans to arrive were French explorers. In 1534, **Jacques Cartier** was sent by the King of France to look for a new sea route to China and India, as well as metals such as gold. **Samuel de Champlain** traveled many times between France and the new world from 1603 to 1635. He worked to bring people to **settle** in New France and create a **colony**.

Some of the **settlers** in New France were soldiers. Many of them received a large area of land. Another group of settlers were the religious people. The **priests** who came to New France wanted to teach the Roman Catholic religion to the First Nations peoples and build a school for boys. The **nuns** who came to New France built schools for girls. They taught First Nations girls and daughters of settlers.

Another group of people who arrived in New France were young men looking for adventure and a way to make lots of money in the fur trade. At first they lived in the colony and worked for a private trading company. Later they decided to leave the colony to trade directly with the Aboriginal trappers and hunters. They became known as the **courreurs des bois** which means "runners of the woods". Many of these men married Aboriginal women and had children. The **Métis** are the descendants of these children.

The soldiers who owned land were called **seigneurs**. They had to offer the use of their land to families of farmers. The farmers were called **habitants** and they worked very hard all year round.

There were far more men than women in New France because most of the explorers, fur traders, and soldiers were single men. The King and the Roman Catholic Church encouraged poor, orphaned young women to come to New France in order to marry. The king gave them free transportation and money. These women were known as **filles du roi** which means "king's daughters".

Adapted from "Canadian History 7" by Colin M. Bain

Label the following pictures with the correct caption:

| | | |
|---|---------------------|--------------------------------|
| coureurs des bois in a canoe, passing a waterfall | filles du roi | Jacques Cartier at Mount Royal |
| nuns in New France | Samuel de Champlain | habitants |



Images from http://www.canadiana.ca/citm/images/images_e.html#images



Images from http://www.canadiana.ca/citm/images/images_e.html#images

Roles in the Community of New France

| Person | Roles/Jobs/Responsibilities |
|-------------------|-----------------------------|
| soldiers | |
| priests/nuns | |
| coureurs des bois | |
| habitants | |
| filles du roi | |

New France

In the 17th and 18th centuries, the people of **New France** had to grow most of their food in their gardens and think of good ways of keeping it over the long winter months. They **preserved** meat and fish by salting or drying it.

Source: Let's Learn English for School-A Picture Dictionary for the Ontario Curriculum, Grades 4 to 8. Toronto: Toronto District School Board, 2003.

Complete each sentence by telling what you and your family do. The first one is done for you.

1. In New France, the people dried peas to make them last, *and in my family, we buy dried peas at the supermarket.*

2. In New France, they kept potatoes in an underground cellar, and in my family, we keep them _____.

3. In New France, they left meat and fish outside to freeze, and in my family, _____

4. In New France, they grew vegetables and fruit in gardens, and _____

5. In New France, they baked bread in outdoor clay ovens, _____

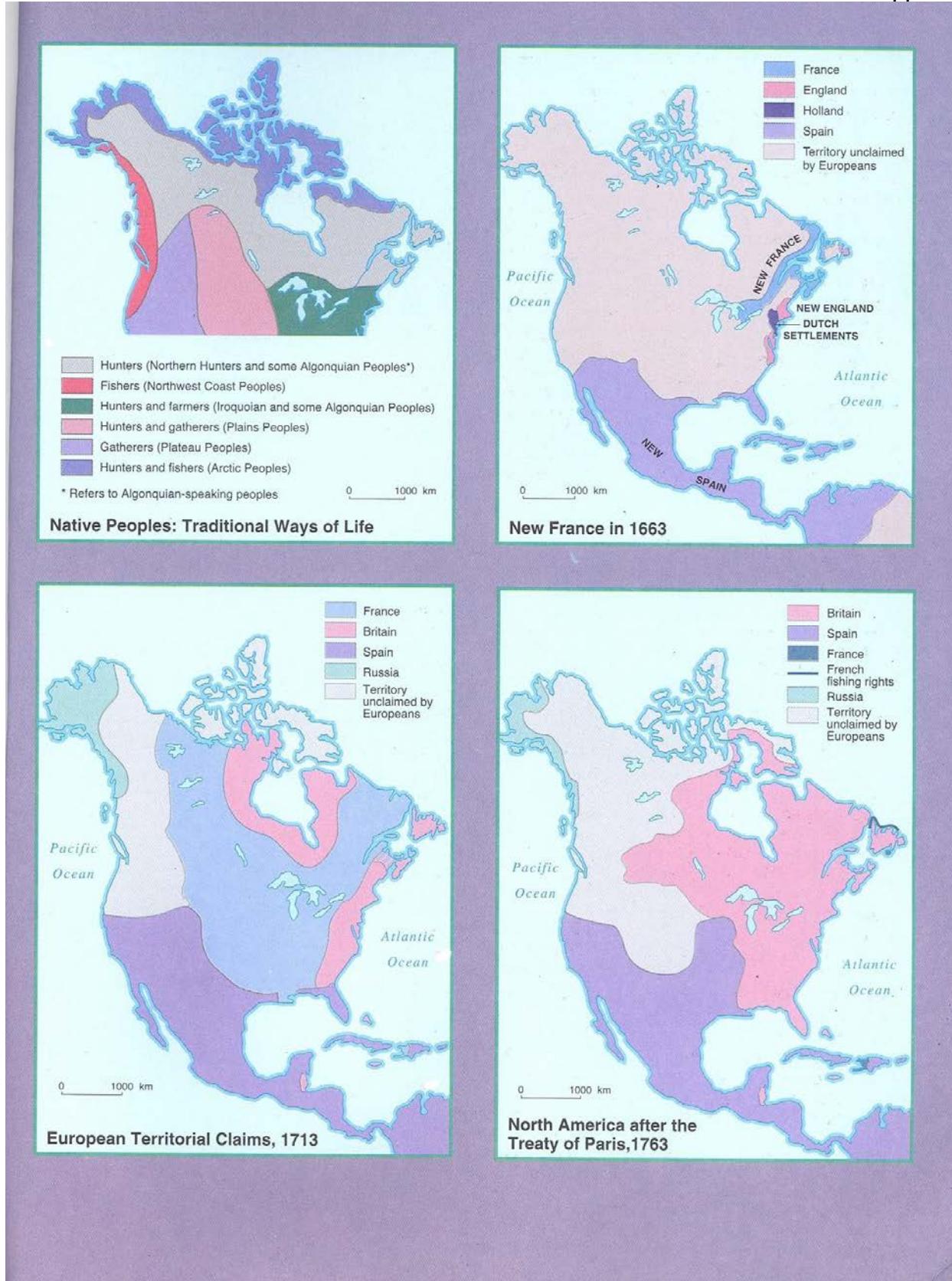
Traditional Food Preparation

Every culture has kept/retained/maintained and sometimes adapted traditional skills and practices related to food preparation as part of their cultural heritage. For example, some families continue to make homemade sauces or soups in a traditional manner rather than buy them from a supermarket.

Use drawings and words to describe how your family or culture prepares a food item in a traditional way.



Appendix 10



Source: "Canada Revisited 7"

Different Points of View

| Topic | Aboriginal Point of View | European Point of View |
|------------------|---|---|
| power/leadership | <p>all people (society) are born equal</p> <p>the ruler doesn't make the final decision</p> | <p>people (society) are organized into classes</p> <p>the higher the class you are born into, the more power you have</p> |
| land | land cannot be owned because it belongs to the Creator | only certain classes may own land |
| wealth | <p>gift-giving is important</p> <p>having many possessions is unimportant</p> | <p>being rich is important</p> <p>people become wealthy by trading</p> |
| making decisions | group meetings are held to discuss topics and make decisions | <p>the ruler is called a king</p> <p>the ruler makes all government decisions</p> |
| religion | spiritual belief in a Creator | most people are Christians |

Adapted from *Canada Revisited 7*

Choose the correct verb from the word bank then write it in the correct form. Each verb is only used once.

Aboriginal peoples and European newcomers had different points of view about many things. These different points of view often _____ to conflicts between the two communities. The Europeans believed that land could be _____, but Aboriginal peoples didn't _____. They believed that all land _____ to the Creator. Aboriginal peoples believed giving gifts _____ important and having many belongings was not important. The Europeans _____ that having many possessions was important. Both communities _____ spiritual beliefs. Aboriginal peoples believed in a Creator while the Europeans _____ the Christian religion.

Word Bank:

belong

have

lead

follow

is

believe

agree

own

Please note: If the students find this activity too challenging, consider changing the verbs in the Word Bank to the past tense.

**Reading of the Deportation order to the Acadians
by Colonel Winslow, 1755**



Source: <http://www2.umoncton.ca/cfdocs/etudacad/1755/entree.cfm?lang=en>

The Deportation of the Acadians from the Isle of St. Jean by Lewis Parker



Source: <http://www2.umoncton.ca/cfdocs/etudacad/1755/entree.cfm?lang=en>

The Deportation of the Acadians by Henri Beau



Source: <http://www2.umoncton.ca/cfdocs/etudacad/1755/entree.cfm?lang=en>

Reading Card (1)

The Acadians

Acadia was the area of Canada covered today by Nova Scotia, Prince Edward Island, and parts of New Brunswick and Quebec. The British and French were fighting for power over land in Canada. There were many more French settlers in Acadia than British settlers. The British had power in Acadia, but felt **threatened** by the large French-speaking population. The British wanted to ensure that the Acadians would be **loyal** to them and not **revolt** against them.

Many times the British asked the Acadians to take an **oath** of allegiance (a statement of loyalty) to Britain. The Acadians were French-speaking Roman Catholics and they did not want to take an oath to the English Protestant king. The Acadians **refused** to take the oath the first time.

In 1755, the British promised the Acadians would not be expected to fight for the British against the French and the Micmaq if they signed the oath. 500 Acadian men decided to sign the oath this time, but most wanted to remain **neutral**. The British gave the Acadians an **ultimatum**. If they did not take the oath, they would be deported from Acadia.

Reading Card (2) The Acadians

Between 1755 and 1760 approximately 10 000 Acadians were **deported**.

Their homes were burnt and all of their **property** was taken by the British. Many died while being deported and many families were separated and never saw each other again. Some were taken to the Thirteen British Colonies, some were taken to the French colony of Louisiana, some were sent back to France, and some escaped to Cape Breton Island.

Today, the city of New Orleans, Louisiana is famous for its Cajun food and culture. "Cajun" is an **altered** form of the word "Acadian".

Adapted from *Canada Revisited 7*

For each **bolded** word from the reading card "The Acadians", use a dictionary to find the meaning of each word. Write a description or give an example of how the word is used in a sentence. Draw/create a picture or symbol to represent the word.

| Word | Description/Example | Picture/Symbol |
|----------|--|---|
| threaten | if someone threatens you, they say that they will hurt you or cause problems, especially if you do not do what they tell you to do | |
| loyal | | |
| revolt | | |
| oath | |  |

| Word | Description/Example | Picture/Symbol |
|------|---------------------|----------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Deportation of the Acadians

Put the sentences in the correct order. Numbers 1, 2, 15 and 16 have been done for you.

1 Acadia was the area of Canada covered today by Nova Scotia, Prince Edward Island, and parts of New Brunswick and Quebec.

2 The British and French were fighting for power over land in Canada.

In 1755, the British promised the Acadians would not be expected to fight for the British against the French and the Micmaq if they signed the oath.

The Acadians refused to take the oath the first time.

The British had power in Acadia, but felt **threatened** by the large French-speaking population.

Many times the British asked the Acadians to take an oath of allegiance which is a statement of loyalty.

The British gave the Acadians an **ultimatum**. If they did not take the oath, they would be deported from Acadia.

Many died while being deported and many families were separated and never saw each other again.

- There were many more French settlers in Acadia than British settlers.
 - Their homes were burnt and all of their property was taken by the British.
 - 500 Acadian men decided to sign the oath this time, but most wanted to remain **neutral**.
 - The British wanted to ensure that the Acadians would be loyal to them and not revolt against them.
 - Between 1755 and 1760 approximately 10 000 Acadians were **deported**.
 - The Acadians were French-speaking Roman Catholics and they did not want to take an oath to the English Protestant king.
- 15 Some were taken to the Thirteen Colonies, some were taken to the French colony of Louisiana, some were sent back to France, and some escaped to Cape Breton Island.
- 16 Today, the city of New Orleans, Louisiana is famous for its Cajun food and culture. "Cajun" is an altered form of the word "Acadian".

ANSWER KEY

- 1 Acadia was the area of Canada covered today by Nova Scotia, Prince Edward Island, and parts of New Brunswick and Quebec.
- 2 The British and French were fighting for power over land in Canada.
- 3 There were many more French settlers in Acadia than British settlers.
- 4 The British had power in Acadia, but felt **threatened** by the large French-speaking population.
- 5 The British wanted to ensure that the Acadians would be loyal to them and not revolt against them.
- 6 Many times the British asked the Acadians to take an oath of allegiance which is a statement of loyalty.
- 7 The Acadians were French-speaking Roman Catholics and they did not want to take an oath to the English Protestant king.
- 8 The Acadians refused to take the oath the first time.
- 9 In 1755, the British promised the Acadians would not be expected to fight for the British against the French and the Micmac if they signed the oath.
- 10 500 Acadian men decided to sign the oath this time, but most wanted to remain **neutral**.
- 11 The British gave the Acadians an **ultimatum**. If they did not take the oath, they would be deported.
- 12 Between 1755 and 1760 approximately 10 000 Acadians were **deported** from Acadia.
- 13 Their homes were burnt and all of their property was taken by the British.
- 14 Many died while being deported and many families were separated and never saw each other again.
- 15 Some were taken to the Thirteen Colonies, some were taken to the French colony of Louisiana, some were sent back to France, and some escaped to Cape Breton Island.
- 16 Today, the city of New Orleans, Louisiana is famous for its Cajun food and culture. "Cajun" is an altered form of the word "Acadian".

Adapted from "Canadian History 7" by Colin M. Bain

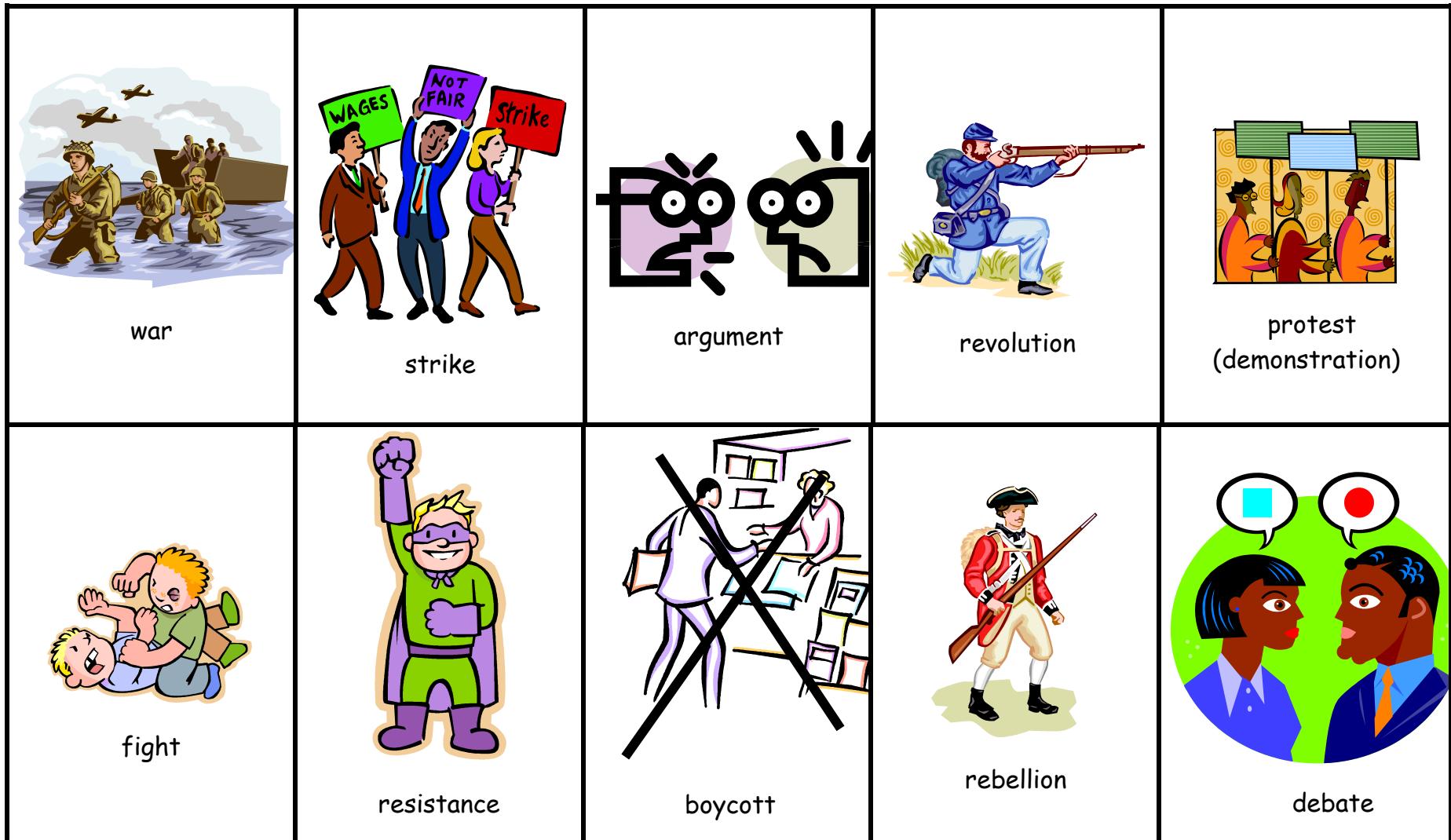
Displacement Changes Communities

Displacement is the act of forcing people to leave the area where they live. Many communities in Canada changed as a result of displacement. Newcomers came to Canada because they were displaced from their home country. Established Aboriginal communities were often displaced by the arrival of the newcomers.

Complete the following chart.

| Group/ Community | Where Did They Leave From? | Why Did They Have to Leave? | Where Did They Go To? |
|---------------------|-------------------------------|--------------------------------|--------------------------|
| Acadians | | | |
| Africans | | | |
| Black Loyalists | | | |
| Mohawk Loyalists | | | |
| Irish | | | |

Conflict Vocabulary



Clipart taken from Microsoft Clipart Gallery

Battle on the Plains of Abraham

The French and the British had been fighting many wars in Europe. This fighting continued in North America. Both countries were fighting for control of land, power, and wealth.

The Seven Years' War between the British and the French was fought all over the world between 1756 and 1763. The final battle for control in North America occurred on September 13, 1759 on the Plains of Abraham in Quebec. The British won and now had control over Quebec, the only area where the French still had any control in North America.

To protect the people in Quebec, the French governor gave the British governor a list of **demands** as part of their **surrender**. The British agreed to let the French people's Roman Catholic religion remain and not destroy their churches. The British also agreed to let the French **merchants** continue their trading.

The Seven Years' War ended in 1763. After the Treaty of Paris was signed, the British had to decide what to do with the French and Aboriginal people living in lands that now were under British control.

Adapted from "Canadian History 7" by Colin M. Bain

When the British signed the Treaty of Paris in 1763, they gained control of New France. Britain was faced with a difficult decision to make. There were large populations of French and Aboriginal people living in the lands the British now controlled. The British had to make one decision from five different choices.

In each box, write your class **definition** and **draw** a picture to represent each word.

| | Class Definition | Picture |
|----------------------------|------------------|---------|
| Maintaining the Status Quo | | |
| Isolation | | |
| Assimilation | | |
| Deportation | | |
| Biculturalism | | |

Decisions to Make

After the British gained control of the area now known as Quebec, their goal was to make the French settlers **assimilate** into British culture.

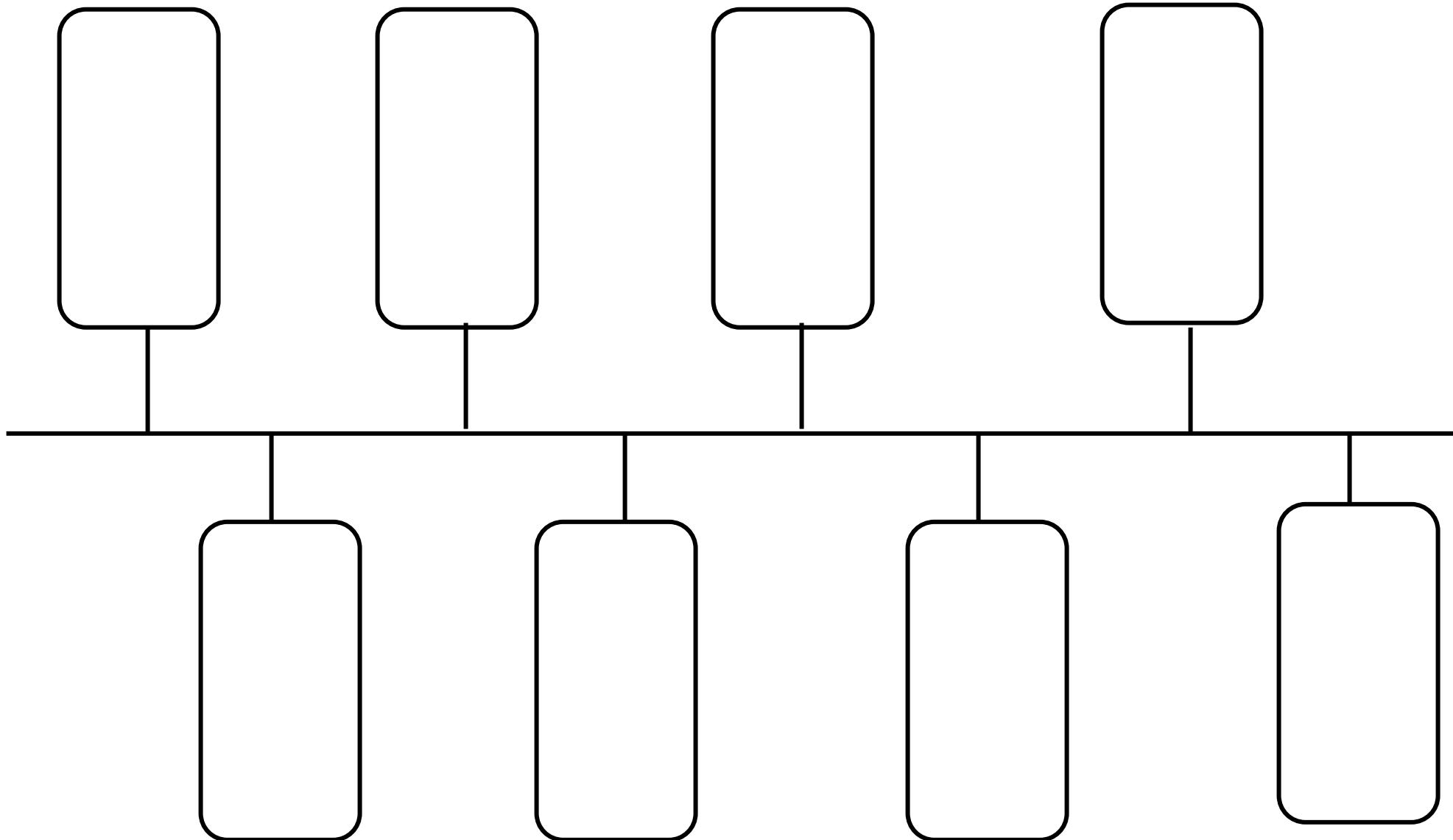
The British created the Proclamation of 1763 which meant that British laws would replace most French laws. The French were still allowed to use their language and practice their religion. English and French settlers were not allowed to move into areas set aside for the Aboriginal peoples.

Assimilation did not work. The number of French people greatly outnumbered the British in Quebec. The newcomers from the Thirteen Colonies disobeyed the Proclamation and settled into Aboriginal lands.

The British created the Quebec Act of 1774 so the French would remain loyal to the British. The goal was to combine the French and British ways of doing things. The goal was **biculturalism**.

Adapted from "Canadian History 7" by Colin M. Bain

TIMELINE



Use the following labels to complete the timeline (Appendix 20a):

The colonists and Britain began to fight. Washington became the leader of the colonists. He trained new soldiers.

French soldiers helped the colonists fight against Britain.

When the French and Indian War was over, Washington became a farmer and government worker.

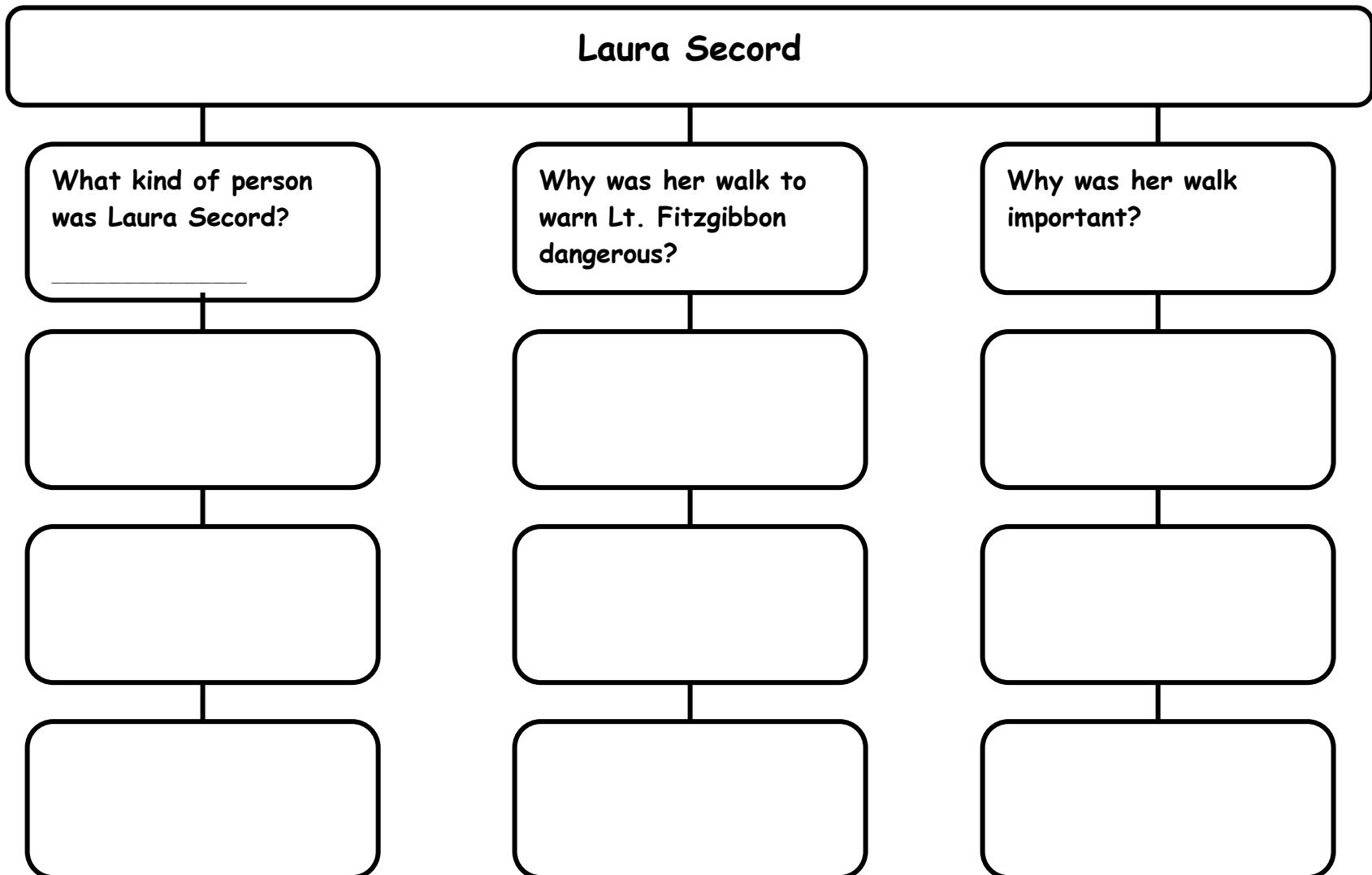
The War of Independence is also known as the American Revolution. It ended in 1783.

He fought against French and Aboriginal soldiers in North America.

George Washington was a leader in the British army.

The colonists won the revolution. They were free from Britain and formed their own country called the United States of America.

He and other colonists thought British taxes were unfair.





Veterans of the War of 1812

From left to right: John Smoke Johnson, Jacob Warner and John Tutlee. Jacob Warner and John Tutlee were two of the Iroquois warriors who encountered Laura Secord as she approached the British camp to warn of the impending invasion by American troops. The Iroquois led her to Lieutenant Fitzgibbon, whose troops mobilized and overcame the Americans.

Source: Library and Archives Canada, C-085127

Who Were the Loyalists?

Some of the Aboriginal people who lived in Canada fought on the side of the British during what is now known as the American Revolution or The War of Independence. They were known as Loyalists. When the American Revolution ended, those people who lived in the Thirteen Colonies and had been loyal to Britain were forced to leave. Many came to Canada in order to gain freedom. Identify the type of freedom different Loyalists wanted by matching a phrase from Column A to the correct phrase in Column B.

| Column A |
|--|
| people who wanted to remain neutral |
| Mennonites, Anglicans, Quakers |
| people who had worked for the British government |
| black/African |
| people who had all their land taken away |

| Column B |
|-----------------------------|
| freedom from being enslaved |
| land |
| political freedom |
| religious freedom |
| jobs |

Rebellions in Upper and Lower Canada

The British created the Constitutional Act in 1791 because **biculturalism** wasn't working in Quebec. The British and French settlers had very different points of view and could not get along. The goal of the Constitutional Act was to separate Quebec in two: Lower Canada and Upper Canada.

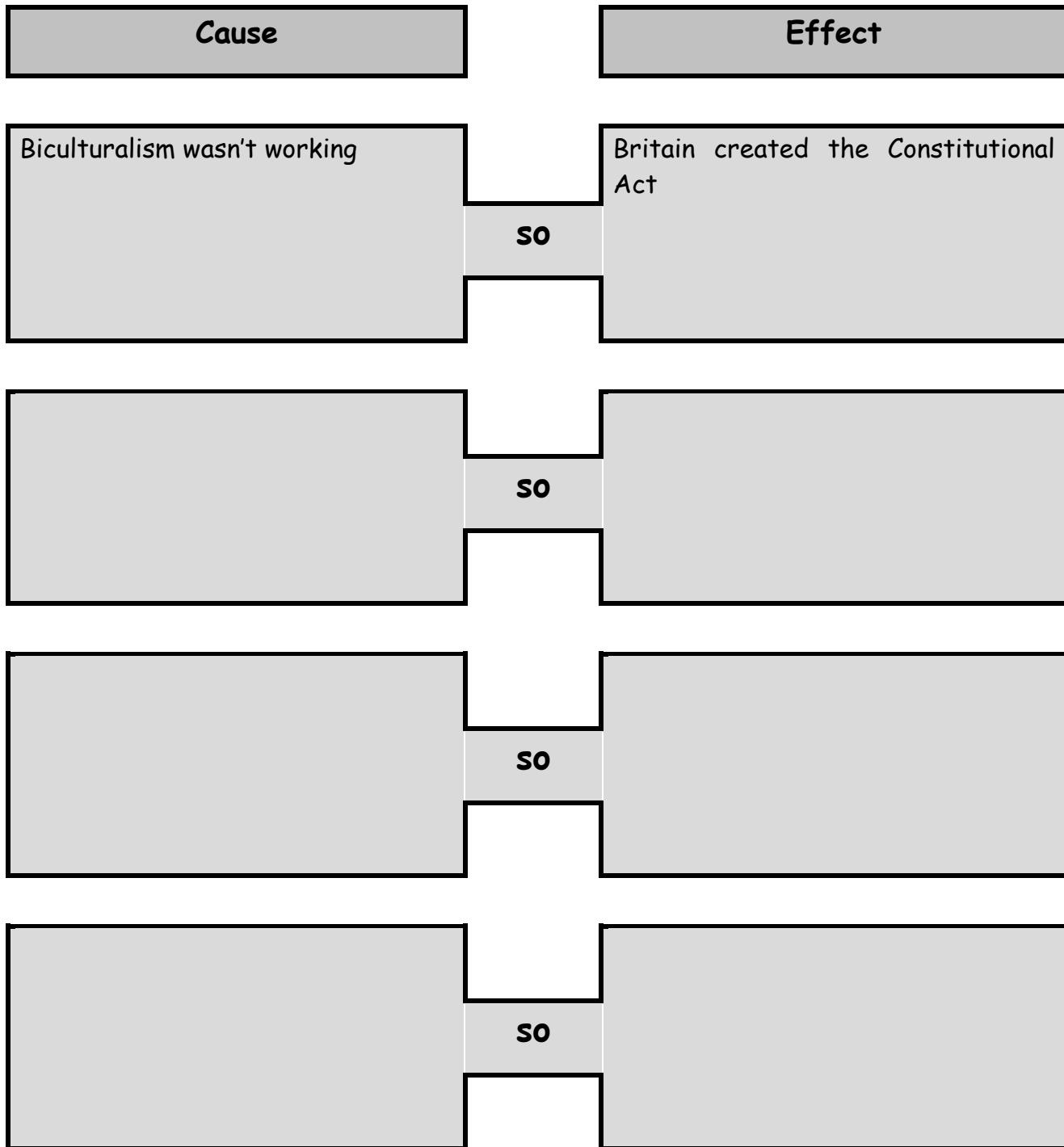
In 1837 there were rebellions in Upper and Lower Canada. The people wanted to have more power, but Britain kept giving most of the power to a small group of people who favoured the British point of view. Both rebellions were unsuccessful in immediately changing how power was organized, but the British government hadn't expected the people to rebel. The British government sent a new governor general to identify what caused the rebellions and to suggest solutions to the problems.

Lord Durham sent a report about British North America. He suggested that Lower and Upper Canada should be **united**. He also suggested that the government become a **responsible government**—ordinary people would have more power around local issues.

Adapted from "Canadian History 7" by Colin M. Bain

Cause and Effect

Read "Rebellions in Upper and Lower Canada" and complete the Cause and Effect chart.



Blacks in British North America

For hundreds of years, African people were kidnapped from Africa and sold as **slaves** to Europeans. Wealthy French settlers often brought their African slaves with them to New France. The Africans remained slaves when Britain took control of New France in 1763.

During the American Revolution many slaves in the Thirteen Colonies left their owners and fought for the British side. The British promised to give them their freedom as a reward for their **loyalty**. When the colonists won the American Revolution, Black **Loyalists** left the Thirteen Colonies with other Loyalists to **relocate** in British North America.

The Black Loyalists did not receive large amounts of land or good quality land when they arrived. Some didn't receive any land grants they had been promised. The Black newcomers often faced **discrimination** and were not made to feel welcome. They often built their own separate communities. After a Black community was attacked in Shelburne, Nova Scotia in 1784, some Blacks decided to **relocate** to the continent of Africa, their ancestral home.

In 1793, John Graves Simcoe, Lieutenant-Governor of Upper Canada, passed a law that stopped slaves from being brought to Upper Canada. The law also stated that any children born into slavery would be given their freedom at age 25. As a result, slavery gradually died out in Upper Canada.

Adapted from "Canadian History 7" by Colin M. Bain

First Nations Loyalists

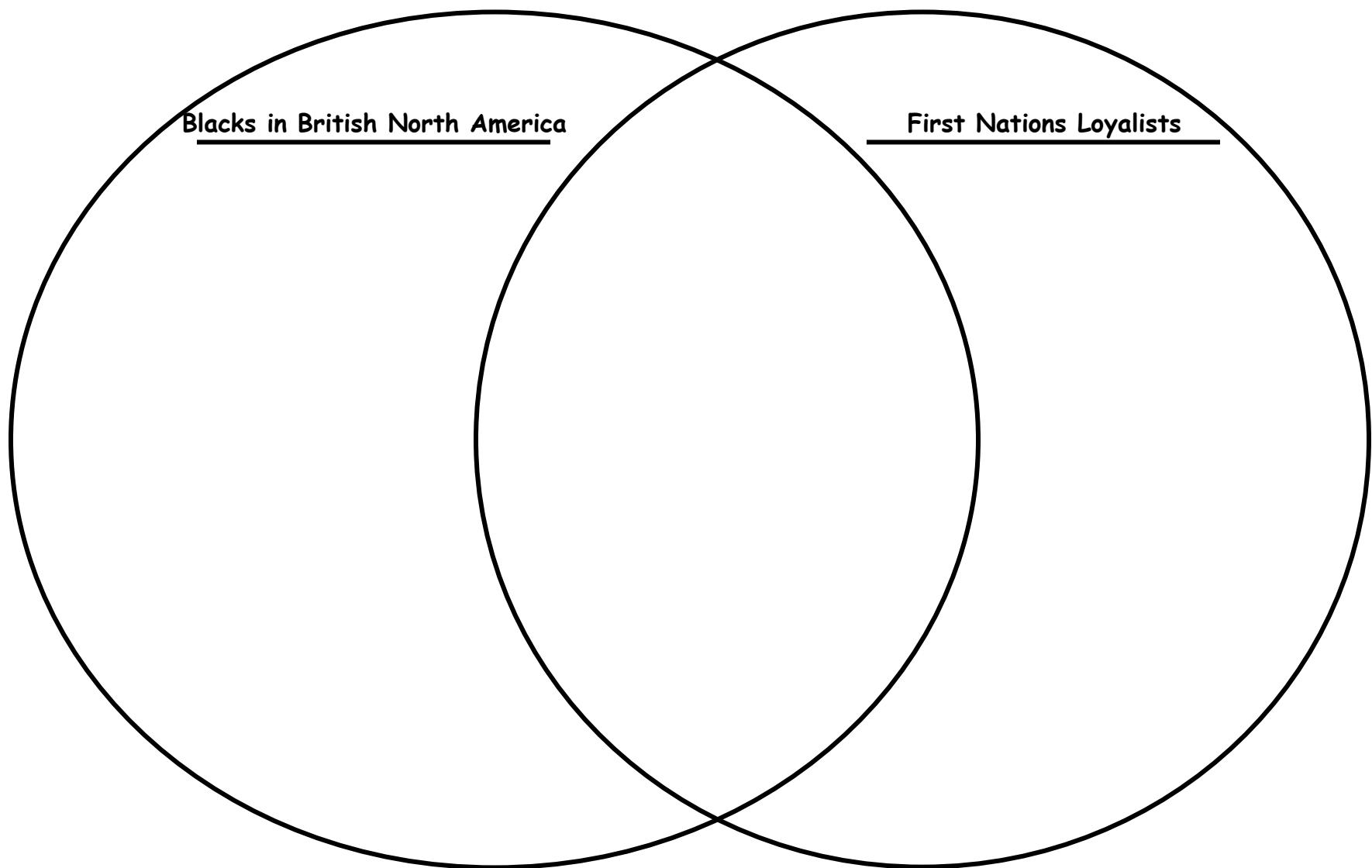
Members of the Iroquois Confederacy including the Mohawks fought on the side of the British during the American Revolution. When the British lost the war, about 2000 Mohawk people **relocated** from their ancient lands to British North America. Their most famous leader was Thayendanegea whose European name was Joseph Brant.

As a reward for their loyalty, the British promised to give the Six Nations **allies** an area of land that would be their land forever. This land would be **reserved** for the Six Nations peoples. Over time, the Aboriginal people were **betrayed** by the British government because the government allowed non-Aboriginals to settle on their land.

Today only about one tenth of the original land that was part of the Six Nations **Reserve** is still under Aboriginal control. First Nations peoples continue to protest and fight legal battles to protect what is left of their land.

Adapted from "Canadian History 7" by Colin M. Bain

Broken Promises



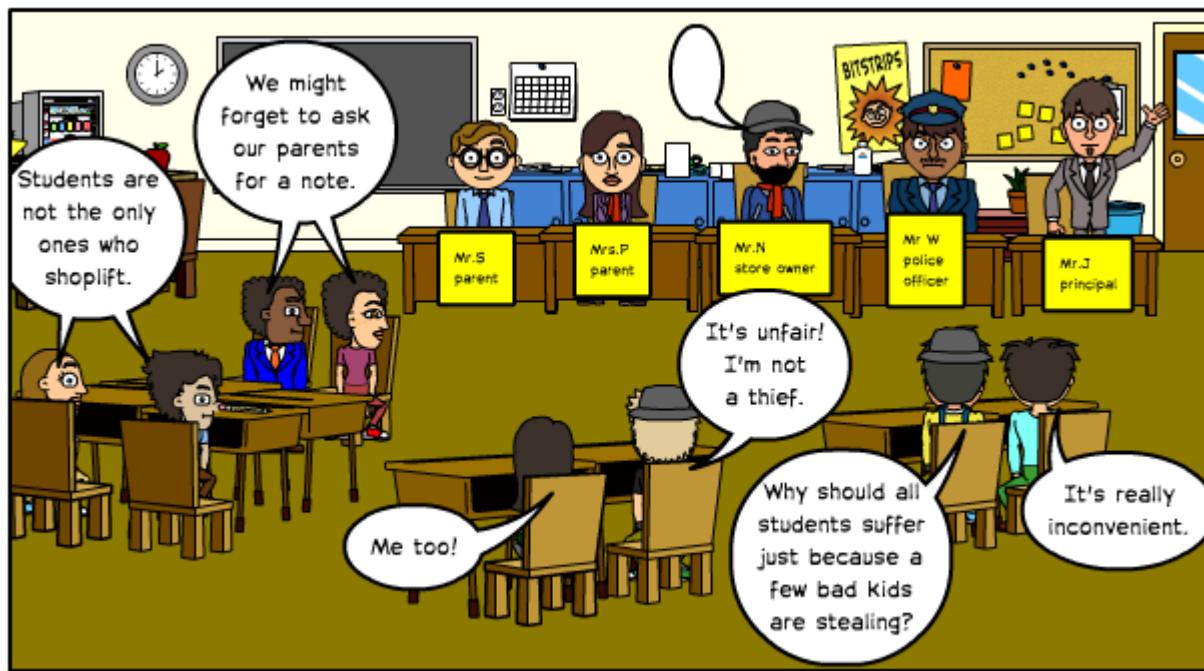
Irish Newcomers

In the summer of 1845 an unusual disease destroyed most of Ireland's potato crops. Potatoes were the main food poor Irish families ate. From 1846 to 1851 it became difficult for these families to grow enough food to eat. During the Great Potato Famine, about one million people died and another two million people emigrated from Ireland and immigrated to Great Britain, Canada, and the United States of America.

Irish immigrants belonged to one of two Christian groups: Catholics or Protestants. Because of their religious differences, they settled in different parts of Canada. Most Irish immigrants settled in Ontario; many also settled in Newfoundland.

Adapted from "The Kids' Site of Canadian Settlement" Library and Archives Canada and "Digital History"

The New Policy



Read Appendix 29a and answer the following questions:

Whose perspective is missing?

What are some different ways to resolve this conflict?

Title: The New Policy

Scenario: The owner of a local convenience store has recently instituted a policy banning students from the local middle school from entering the store from 8:30am to 4pm unless they have a note from their parents. The policy is in response to an increase in theft at the store.

| Stakeholders (people/parties involved) | Perspectives (points of view) |
|--|--|
| Mr. N (convenience store owner) | <i>I know that as a store owner I have to accept the fact that I will lose some money as a result of shoplifting. However, compared to this time last year, I have lost more than twice the value of goods. This cannot continue or I will end up losing so much money that I will have to close my business. Students are usually the ones who shoplift. I also know that many of the students who attend the middle school do not live in this neighbourhood. I am happy to have the students in my store if they are planning to buy something, but if they are just coming in to try to steal from me, they are not welcome.</i> |
| Grade 7 students from local middle school | <i>We think this new policy is unfair. Students are not the only people who shoplift. Why should all the students be banned from the store because a few bad kids are stealing from the store? It's inconvenient to have to bring a note from home because sometimes you might forget to ask your parents for a note in the morning and by the time you get to school, it's too late and you won't be able to buy a snack or other item at lunch time.</i> |
| Mr. W (police officer for this neighbourhood) | |

| Stakeholders (people/parties involved) | Perspectives (points of view) |
|---|----------------------------------|
| Mrs. P. (parent) | |
| Mr. J. (principal) | |
| <p><u>Resolution:</u> (What are some ways to solve this conflict?)</p> | |

Title:

Scenario:

| Stakeholders (people/parties involved) | Perspectives (points of view) |
|---|----------------------------------|
| | |
| | |
| | |

| Stakeholders (people/parties involved) | Perspectives (points of view) |
|---|----------------------------------|
| | |
| | |

Resolution: (What are some ways to solve this conflict?)

Storyboard Planning Sheet

| | |
|--|--|
| | |
| | |
| | |