

Grade 7 History Unit Plan: New France and British North America, 1713-1800

Unit Overview:

In this unit, students will explore the topic through a series of questions with which content and knowledge will be attained. The period that shaped the development of Canada will be represented through both primary and secondary sources that students will be able to analyze and reflect upon. In order to help students see the big picture, the teacher will introduce the unit by going through the timeline that should have been explored by the students in previous grades. At the end of the introduction, students will realize that they have explored much of the development of human civilization from the ancient to the middle ages, having now reached the cusp of European exploration of the New World.

During this unit, students will engage in class activities that will both require group collaboration, individual reflection as well as individual research. Further, a full day excursion to the Pickering Museum Village (Appendix A) will engage students in their study of the years of conflict and change in Canada.

The main question driving the students in this unit will be: "Why do we learn about the history of New France and British North America?". In order to fully answer and understand this question, each lesson in this unit will have a class question that will provide further insight as to why this period of history is studied within the History curriculum. Throughout this unit, the topics we will discuss should provide a much deeper insight as to the purpose of learning history and the development of New France to the rise of British North America.

The two main assessments in this unit will consist of a Village Model Assignment (Appendix B) that will require students to construct a shoebox diorama illustrating European influence on First Nations Village, and a history journal that will consist of answers to every class question in the unit as well as a final entry answering the main question of the unit mentioned above. Two secondary assessments in this unit will be a Diary of a New France citizen assignment, and a FakeBook Assignment, both exploring the different perspectives of individuals in groups in both New France and British North America.

Critical Question to Frame the Unit:

Why do we learn about the history of New France and British North America?

Criteria for Judgment:

- 1) What is the importance of studying history and our nation's past?
- 2) Why is New France part of Canadian History?
- 3) How would you describe the relationship between the European settlers and First Nations Peoples?
- 4) What was life like in New France?
- 5) Why is Canada, today, a mainly English speaking country?
- 6) How was life after the transition to British North America?
- 7) How did individuals and groups shape Canadian identity during this period?
- 8) How did the Europeans affect the lives of the First Nations People in both New France and British North America?

Key Vocabulary:

- assimilation -power struggle
- perspective -residential schools
- expulsion -minority

Objectives:

- Students should be able to understand the importance of learning about the history of New France and British North America
- Students should be able to reach an opinion on the relationship between European settlers and First Nations Peoples and how the former influenced the lives of the latter
- Students should be able to describe life in both New France and British North America through the experiences of individuals and groups during that period of time
- Students should be able to identify how Canada's control transferred from the French to the English
- Students should be able to compare and contrast the lives of Canadians living in New France and British North America to that of 21st century Canadians

Lesson Plans Overview

Lesson Title and Expectations	Class Question	Lesson Summary
Lesson 1: <i>Introduction Class</i>	What is the importance of studying history and our nation's past?	<p>Class begins with a four corners activity. The four corners will be: Love History, Interested but need to know more, Not interested but have to learn it, Hate History.</p> <p>After students get into their corners, the students will be given time to discuss why they feel this way about history. The teacher will then direct a class discussion, asking representatives from each corner to share their ideas and thoughts.</p> <p>After the four corners activity, the class will engage in a discussion analyzing the quote, "Those who do not learn from history, are doomed to repeat it."</p> <p>Teacher will give a short overview of the history covered so far in the history curriculum. This should bring the class to the realization that they have reached the point where Europeans are about to embark on their voyages to the New World.</p> <p>As consolidation, a history journal will be handed out so students can answer the class question, a practice that will continue throughout the rest of the unit.</p>
Lesson 2: <i>Genesis of New France</i>	Why is New France part of Canadian	<p>Begin the lesson with setting up Google Maps.</p> <p>Using the <i>New France a Virtual Tour</i> PowerPoint, walk</p>

<p>OE: A1, A3 SE: A1.2, A3.4, A3.5</p>	<p>History?</p>	<p>students through the development of New France, from Jacques Cartier in France to his accidental discovery of the New World and its settlement.</p> <p>During the PowerPoint, students should be able to follow the instructions and slowly follow the path through which Jacques Cartier landed on Gaspé Peninsula and the eventual settlement down the St. Lawrence River. Consolidate with a second entry into history journals, answering the class question.</p>
<p>Lesson 3: <i>Europeans and First Nations Contact</i></p> <p>OE: A2 SE: A2.1, A2.4, A2.5</p>	<p>How would you describe the relationship between the European settlers and First Nations Peoples?</p>	<p>Before students enter the classroom, write "Assimilation" on the board and have students write what they think the word means on sticky notes and attach them around the word. Discuss the various answers without identifying any students.</p> <p>Show YouTube video: Assimilation Stories, http://www.youtube.com/watch?v=HvTf1_Vy1bY (2.03 minutes). After watching the video, discuss what the students now think assimilation means and how the Europeans treated the First Nations People who were once their allies.</p> <p>Place in a Line Activity Have students form a line in terms of what they think of the relationship between Europeans and First Nations Peoples: Subjects or Allies.</p> <p>Fold the Line and have students discuss with their matched partner why they see the relationship as such.</p> <p>Consolidate class with the third entry into their history journals on the class question.</p> <p>Introduce Village Model Assignment and allow students to begin working on the project.</p>
<p>Lesson 4: <i>Life in New France</i></p> <p>OE: A2, A3 SE: A2.1, A2.2, A2.4, A2.6, A3.4, A3.6</p>	<p>What was life like in New France?</p>	<p>Diaries of a New France Citizen Assignment</p> <p>Students are required to write a series of 10 entries that represent the life of a citizen of New France. The entries do not have to be consecutive and may span a long length of time, as long as they are listed chronologically. The entries should demonstrate insight into the quality of life and different aspects of life during that period.</p> <p>Students should conduct online research in class. The</p>

		<p>teacher may suggest sources online. One good source that students may begin with is, Daily Life in New France, (http://www.canadachannel.ca/HCO/index.php/6._Daily_Life_in_New_France).</p> <p>Consolidate the class with the fourth entry into their history journals answering the class question.</p>
<p>Lesson 5: <i>Conflict and Change</i></p> <p>OE: A2, A3 SE: A2.1, A2.2, A2.5, A2.6, A3.1, A3.5</p>	<p>Why is Canada, today, a mainly English speaking country?</p>	<p>Excursion to Pickering Museum Village. Students will participate in the full day tour, "1837: Years of Conflict and Change". Within this tour, students will learn about the years and events leading up to 1837. Students will learn about British North American life, key events and personalities, perspectives on the conflict, economic life in Upper Canada, use of charts and maps, artifacts and secondary resources, construct a map to organize information, compare living and working conditions, technological developments and social roles of 19 century Ontario with the present, and compare family roles and responsibilities of men, women, and children.</p> <p>The field trip will act as scaffolding the knowledge needed for the next item in the unit as well as a means to answer in their journals, the class question.</p> <p>Make sure students know they are required to complete their fifth entry answering the class question.</p>
<p>Lesson 6: <i>Life in British North America</i>)</p> <p>History OE: A1, A3 SE: A1.1, A1.2, A1.3, A3.2, A3.4</p> <p>Science OE: 2 SE: 2.2, 2.3, 2.4, 2.6, 2.7</p>	<p>How was life after the transition to British North America?</p>	<p>Consolidate the field trip to Pickering Museum Village. Discuss with the class what they observed and learned about life in British North America.</p> <p>Leading the discussion to daily life and trade, segue to class activity. Students will be required to build a raft with as little material as possible, while holding the most weight. This activity both relates to the content explored in history as well as science content related to structures and mechanisms.</p> <p>Consolidate lesson with the sixth entry into the students' history journals, answering the class question.</p>
<p>Lesson 7: <i>Citizen Highlights</i></p> <p>OE: A2, A3</p>	<p>How did individuals and groups shape Canadian identity during this</p>	<p>FaceBook Assignment Using the site: http://www.classtools.net/FB/home-page, students are to create a FaceBook page of a prominent citizen in New France or British North America. Students should conduct individual research on at least five</p>

SE: A2.2, A3.5, A3.6	period?	<p>prominent figures first before completing the assignment. Teacher should make sure students have completed all the sections on the site and have at least 8 wall posts.</p> <p>Consolidate the class with the students' seventh entry into their journals answering the class question.</p>
Lesson 8: <i>Village Model Gallery Walk</i>	How did the Europeans affect the lives of the First Nations People in both New France and British North America?	<p>Village Model Gallery Walk</p> <p>Students will display their model assigned in lesson 3 and spend the class perusing the different models created by their fellow classmates. As per the instructions on the assignment outline, students will be completing two separate critiques of other models in the class.</p> <p>Consolidate this class with the eighth entry into their journals answering the class question.</p> <p>Assign a home assessment. Students will, using the entries compiled during the unit to answer the unit question with as much support and points as possible.</p>

Lesson Plan Template

SUBJECT/Grade: Grade 7 History **Suggested Time:** 60 minutes

COURSE/Strand/Type/Code: New France and British North America, 1713-1800

LESSON TITLE: Why is New France part of Canadian History?

Connection to CULMINATING ACTIVITY: Students will gain insight on the roots of European and First Nations relationship. Providing information needed for the construction and design of the Village Model to be introduced next lesson, as well as a key piece of information to answer the unit question at the end of the unit.

Planning Information:

Curriculum Connections:

Overall and Specific Expectation(s):

Overall Expectations- A1, A3

Specific Expectations- A1.2, A3.4, A3.5

Learning Goals:

Students should be able to gain an understanding why New France was settled in its geographical location.

Background Knowledge and Vocabulary:

Students should have prior knowledge of First Nations life in Canada before the arrival of European settlers.

Some key vocabulary are: settlers, New France, settlement, explorers

Critical Thinking Question(s) and Criteria for Judgement

Class Question: Why is New France part of Canadian History?

Criteria for Judgment: Students must have criteria for evaluating why European settlers began to settle in the area that would become New France.

Assessment and Evaluation

<p>Assessment/Success Criteria</p> <p>Diagnostic assessment of student's knowledge of why New France was settled in the geographical region around the St. Lawrence River.</p> <p>Formative assessment of student's knowledge through entry in history journal.</p>	<p>Assessment Tools</p> <p>-Anecdotal comments -Journal entry and response to class question</p>
<p>Differentiated Instruction Details ♦ How will you differentiate your lesson? Provide details</p>	
<p>Knowledge of Students Differentiation based on student: Some students may need to do journals on computers and laptops instead of handwriting it in journals. Some students may have to present their answer of the class question orally and teacher must help scribe it.</p> <p>Need to Know</p> <ul style="list-style-type: none"> • Students may need time to navigate on Google Maps, teacher must provide adequate processing time. • Students may not be able to provide their knowledge in words, teacher must provide guidance <p>Differentiated Instruction Response Those who may not be able to follow electronically will be provided slide handouts so that they can have a copy of the notes and steps being followed during class</p>	
<p>Necessary Prior Knowledge & Skills Prior to this lesson, students will have:</p> <ul style="list-style-type: none"> • Knowledge of the lives of First Nations Peoples before the arrival of Europeans • Skills related to technology use and journal writing • An inquisitive mind and the ability to compile pieces of information to create a complete piece of writing 	
<p>Materials & Resources</p> <p>Materials:</p> <ul style="list-style-type: none"> • laptops • projector <p>Evidence Used:</p> <p>Internet Resources:</p> <ul style="list-style-type: none"> • Google Maps <p>Non-internet Resources:</p>	<p>Agenda <i>(provide to students)</i></p> <p>1) Virtual Tour of New France Using Google Maps, we will trace the journey of Jacques Cartier as he travelled and discovered the New World.</p> <p>2) Journal Entry Time: answering the class question</p>

<ul style="list-style-type: none"> • http://www.youtube.com/watch?v=kpNuLZAf0w8 • http://www.youtube.com/watch?v=YNGOGTCG3pE
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<p>Opening Establishing a positive learning environment Connecting to prior learning and/or experiences Providing context for learning/ Sharing learning goals Critical thinking question(s) Provide engaging/meaningful beginning (appetizer/"minds on")</p>	<p>Connections <i>L: Literacy Assessment for/of/as Learning</i></p>
<p>Whole Class/ Groups/individuals/Pairs. Activity and/or Strategy Description of Steps/Tasks</p> <ol style="list-style-type: none"> 1. Introduce the class question and explain the goals of the class 2. Show Jacques Cartier and Samuel de Champlain videos: http://www.youtube.com/watch?v=YNGOGTCG3pE http://www.youtube.com/watch?v=kpNuLZAf0w8 	<p><i>Strategy/Assessment Tools</i></p> <p>Anecdotal comments on student reactions and check for understanding of class goal (thumbs up, thumbs down)</p>
<p>Action (main lesson work) ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided > independent)</p>	
<p>Whole Class or Groups: Activity(ies) and/or Strategy(ies) Description of Steps/Task</p> <ol style="list-style-type: none"> 1. New France a Virtual Tour (Whole Class) <ul style="list-style-type: none"> -using the PowerPoint presentation (Appendix C), guide students through the path in which Jacques Cartier took when he discovered the New World -make sure that students are taking notes as teacher is reading the slides -students are to follow along with the teacher on Google Maps as the class follows the route of Jacques Cartier 	<p><i>Strategy/Assessment Tools</i></p> <p>Anecdotal comments on student reactions and check for understanding of PowerPoint content (thumbs up, thumbs down)</p>
<p>Consolidation/ Connections/Reflections</p> <ul style="list-style-type: none"> • Helping students demonstrate what they have learned • Providing opportunities for consolidation and reflection • Answering Critical Thinking question 	
<p>Whole Class or Groups Description of Steps/Task</p>	<p><i>Strategy/Assessment</i></p>

<p>1. Journal Entry Time (Individual work)</p> <ul style="list-style-type: none"> -Students will be asked to write down the class question of the class and answer it to the best of their abilities -Students are encouraged to use the class notes, personal thoughts and opinions, and other sources of information -Students are to be asked not to talk to others and that this is an individual task <p>2. After students have handed in their journals, have a class discussion on the content covered in the class. If students want, they may share some of their answers.</p>	<p><i>ent Tool</i></p> <p>Journal entries to gauge whether students have grasped class content and their ability to apply them to the class question</p>
<p>Accommodations/Special Needs: <i>(this may have been identified above in DI section) How will you accommodate for students with IEPs, ELLs etc.?</i></p> <ul style="list-style-type: none"> -Students may require physical handouts of the slides presented in class. -Those who require laptops to write their journals are welcomed. -Notes from the slides can be scribed by the teacher as they may be too small on the handouts and they may have missed them during the presentation. -Any extra time left in class may be given to those that need to view the slides and work with Google Maps again 	
<p>Teacher Reflection on Lesson: (to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice)</p>	
<p>Aspects that worked:</p>	<p>Changes for next time:</p>

Lesson Plan Template

SUBJECT/Grade: Grade 7 History **Suggested Time:** 80 minutes

COURSE/Strand/Type/Code: New France and British North America, 1713-1800

LESSON TITLE: How was life after the transition to British North America?

Connection to CULMINATING ACTIVITY: Students will be able to consolidate the rich information gained through their field trip to the Pickering Museum village. Further, the science related activity will provide students with practice in building and crafting; skills required for students to be successful in completing the Village Model.

Planning Information:

Curriculum Connections:

Overall and Specific Expectation(s):

History

Overall Expectations- A1, A3

Specific Expectations- A1.1, A1.2, A1.3, A3.2, A3.4

Science

Overall Expectations- 2

Specific Expectations- 2.2, 2.3, 2.4, 2.6, 2.7

Learning Goals:

Students should be able to consolidate what they have learned from the Pickering Museum Village.

Students should be able to draw connections between the History and Science curriculum through the In-class activity.

Background Knowledge and Vocabulary:

Students should have knowledge of how citizens of British North America lived from their field trip.

Some key vocabulary are: structures, forces, buoyancy, load

Critical Thinking Question(s) and Criteria for Judgement

Unit Question: How was life after the transition to British North America?

Criteria for Judgment: Students must have criteria for evaluating the quality of life of British North American citizens and how their lives compare to today's Canadians.

Assessment and Evaluation

Assessment/Success Criteria

Diagnostic assessment of student's knowledge of life in British North America.

Formative assessment of student's knowledge through entry in history journal.

Summative assessment of student's ability to create a structure.

Assessment Tools

- Anecdotal comments
- Journal entry and response to class question
- Class assignment

Differentiated Instruction Details

- ♦ How will you differentiate your lesson? Provide details

Knowledge of Students

Differentiation based on student:

Some students may need to do journals on computers and laptops instead of handwriting it in journals.

Some students may have to present their answer of the class question orally and teacher must help scribe it.

Need to Know

- Students may need extra time to complete class assignment
- Students may not be able to provide their knowledge in words, teacher must provide guidance

Differentiated Instruction Response

Those who may not be proficient in building can assist group members in other parts of the assignment, including a written explanation of the model that can be used for alternative assessment.

Necessary Prior Knowledge & Skills

Prior to this lesson, students will have:

- Knowledge of the lives of British North American citizens
- Skills related to technology use and journal writing
- An inquisitive mind and the ability to compile pieces of information to create a complete piece of writing

Materials & Resources

Materials:

- popsicle sticks
- pipe cleaners
- string
- toilet paper tubes
- white paper
- scissors

Evidence Used:

Internet Resources:

Non-internet Resources:

Agenda *(provide to students)*

- 1) Class discussion of what we learned during our trip to the Pickering Museum Village.
- 2) Class activity: Rafting Away!
- 3) Journal Entry Time: answering the class question

<p>Opening</p> <p>Establishing a positive learning environment</p> <p>Connecting to prior learning and/or experiences</p> <p>Providing context for learning/ Sharing learning goals</p> <p>Critical thinking question(s)</p> <p>Provide engaging/meaningful beginning (appetizer/"minds on")</p>	<p>Connections</p> <p><i>L: Literacy</i></p> <p><i>Assessment for/of/as Learning</i></p>
<p>Whole Class/ Groups/individuals/Pairs.</p> <p>Activity and/or Strategy</p> <p>Description of Steps/Tasks</p> <ol style="list-style-type: none"> 1. Class discussion <ul style="list-style-type: none"> -Teacher will lead the discussion and direct students in sharing their own experiences gained from the field trip -Have students share their insights on what they have learned about the lives of British North American citizens 2. Think, Pair, Share <ul style="list-style-type: none"> -Have students think of how BNA life compares to that of modern Canadians in terms of gender roles, and citizen responsibilities -After a short period of reflection, have students pair up and talk about their thoughts -Bring the students back to the whole class and have a representative from each pair to share what they talked about 	<p><i>Strategy/Assessment Tools</i></p> <p>Anecdotal comments on student reactions and discussion contents (what have the students taken from the field trip?)</p>
<p>Action (main lesson work)</p> <ul style="list-style-type: none"> ◆ Introducing new learning or extending/reinforcing prior learning ◆ Providing opportunities for practice and application of learning (guided > independent) 	
<p>Whole Class or Groups: Activity(ies) and/or Strategy(ies)</p> <p>Description of Steps/Task</p> <ol style="list-style-type: none"> 1. Rafting Away Activity (Appendix D) <ul style="list-style-type: none"> -Providing students with the Rafting Away Activity, allow students to make their own 	<p><i>Strategy/Assessment Tools</i></p> <p>Anecdotal comments on student reactions and</p>

<p>groups and work on completing the task</p> <p>2. Raft Tests</p> <ul style="list-style-type: none"> -Once students are completed, conduct the weight test for each of the rafts created -If the teacher wishes, a small prize can go to the winner 	<p>check for understanding of activity instructions (thumbs up, thumbs down)</p> <p>Summative assessment through students' level of success in completing activity</p>
<p>Consolidation/ Connections/Reflections</p> <ul style="list-style-type: none"> • Helping students demonstrate what they have learned • Providing opportunities for consolidation and reflection • Answering Critical Thinking question 	
<p>Whole Class or Groups</p> <p>Description of Steps/Task</p> <p>1. Journal Entry Time (Individual work)</p> <ul style="list-style-type: none"> -Students will be asked to write down the class question of the class and answer it to the best of their abilities -Students are encouraged to use the class notes, personal thoughts and opinions, and other sources of information -Students are to be asked not to talk to others and that this is an individual task <p>2. After students have handed in their journals, have a class discussion on the content covered in the class. If students want, they may share some of their answers.</p>	<p><i>Strategy/Assessment Tool</i></p> <p>Journal entries to gauge whether students have grasped class content and their ability to apply them to the class question</p>
<p>Accommodations/Special Needs: <i>(this may have been identified above in DI section) How will you accommodate for students with IEPs, ELLs etc.?</i></p>	

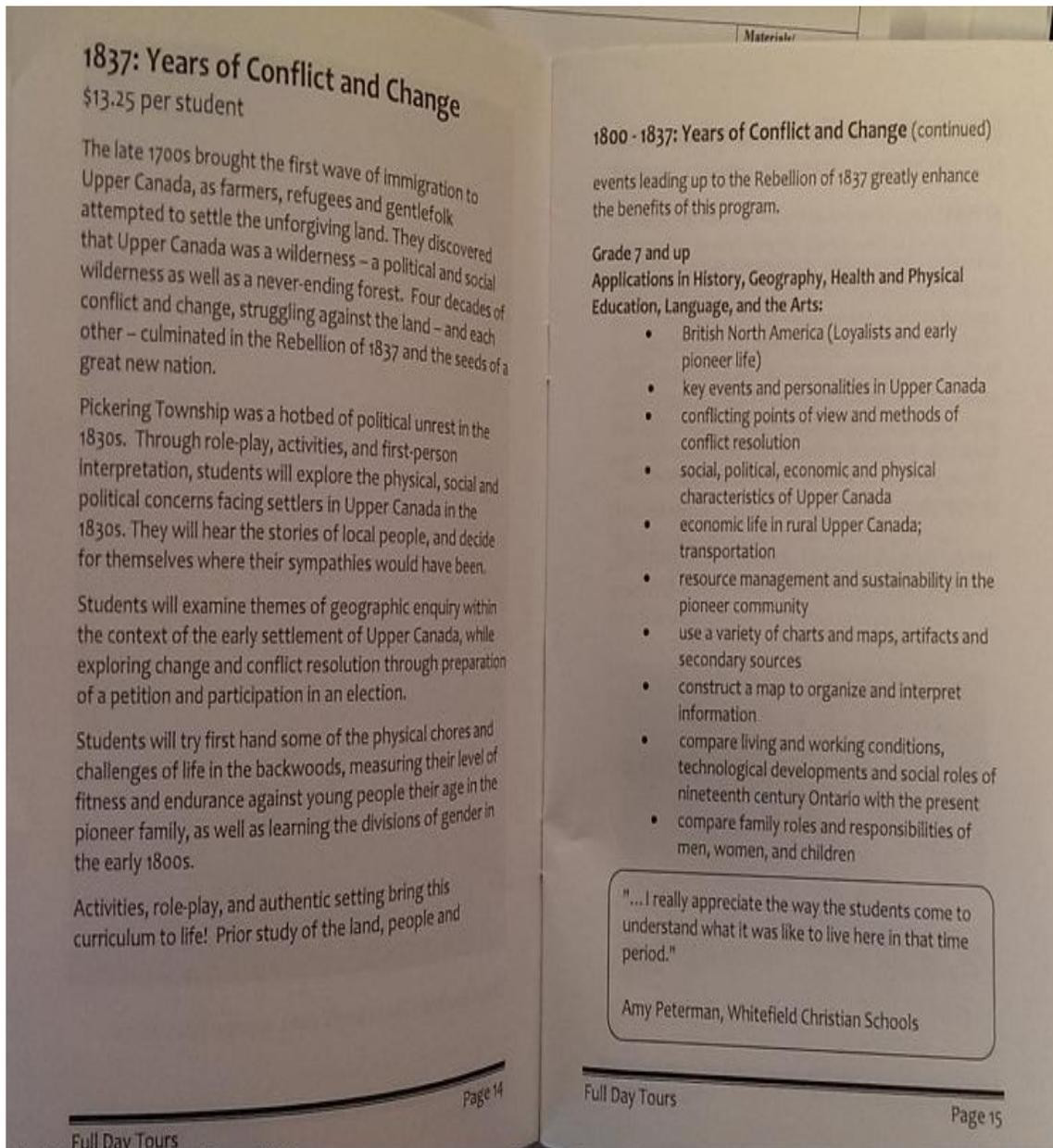
- Students may require additional time to finish activity.
- Those who wish to submit a written explanation of group raft may do so if they do not want to build.
- Those who do not wish to share experiences of the field trip to the whole class may share these ideas independently with the teacher at a later time.

Teacher Reflection on Lesson: (to be completed after teaching, you do not need to fill this out for this assignment, just an FYI for reflective practice)

Aspects that worked:

Changes for next time:

Appendix A:



Appendix B:

Grade 7- First Nations Village Models

You have each been assigned a First Nations tribe as the focus of your assignment.

Part 1: The Model

Create a 3D model of your assigned tribe inside a shoebox. The model should represent a historical “snapshot” of your tribe.

You should use your creativity to design and build this model, but the scene inside your shoebox must incorporate how life in your tribe was influenced by the coming in of the Europeans.



The picture below gives an example of how you can structure your shoebox model.

During the third week of February, you must give me a **plan of action** for your village. The plan must include:

1. Preliminary designs and sketches of what your model will look like
2. Labels of things that will go into your model and a short reason why you are including each item
3. Materials that you will need for your project
4. A list of tasks that you need to complete for the remainder of this assignment



Part 2: Information Handout

In addition to your shoebox model, you must also hand in a **one-page information sheet** about your First Nations tribe. Your handout should include:

- General information to describe your tribe: name, location, environment, education, food/diet, religion, historical significance, and any other interesting facts that you can share.
- Information explaining how your model shows the influence the Europeans had on your tribe

Use what you have learned in Language Arts about non-fiction writing to create your handout (Hint: This information is posted on the wall). You will be displaying this handout in class for your classmates to see, so make it look nice and presentable.

Part 3: Gallery Walk

You will each display your model and information handout in class for everyone to see. After walking around and observing the work of your classmates, you are to choose one Gr. 7 project and one Gr. 8 project **to evaluate**. For each project you choose, you must write 2 positive comments about the project and 1 area for improvement (constructive criticism).

Appendix C:

PowerPoint Presentation provided as a separate file.

Appendix D:

Rafting Away!

Laura went into town to buy groceries. On the walk back home, her bag of groceries became too heavy for her to carry with ease, so she wanted to walk the shortest distance possible. Unfortunately, the shortest route required her to cross a small river. Laura would need to build a raft out of materials that she could find in the forest in order to transport herself and her bag of groceries across safely.

Instructions: Assemble yourselves into groups of 3 and each group must work together to build a raft. The raft cannot exceed the dimensions of 8 inches by 5 inches.

Materials:

- popsicle sticks
- pipe cleaners
- string
- toilet paper tubes
- white paper
- scissors

Testing the raft: Each group will be provided with a plastic basin filled with water and a golf ball. The objective is to have the raft support the weight of the golf ball for at least 3 seconds, while using the least amount of material (by mass) to construct the raft. Each group's raft will be weighted on the classroom scale and the lightest raft that meets the objective will be deemed to be the best raft for Laura. Keep in mind that it will also be a challenge to keep the golf ball steady on the raft for at least 3 seconds without it rolling off, so the raft must be constructed to be able to hold the ball in place.

Key words to keep in mind:

- structures
- forces
- buoyancy
- load

Remember: The materials provided for your use are to be used safely and responsibly. Please use them for the purposes of completing the assignment only and be mindful of the safety of your fellow classmates.



Websites

FakeBook: <http://www.classtools.net/FB/home-page>

Pickering Museum Village: <http://www.pickering.ca/en/museum.asp>

Videos used in Classes: <http://www.youtube.com/>

Resource for New France Life:

http://www.canadachannel.ca/HCO/index.php/6._Daily_Life_in_New_France

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