
GRADE 7: HISTORY: NEW FRANCE AND BRITISH NORTH AMERICA 1713-1800

ABSTRACT:

To address the Grade 7 History strand, teachers will share with students the picture book *The Rabbits* by Shaun Tan to introduce two groups of people in conflict over land and residence. The illustrations will be analyzed for the stylistic elements that suggest mood, point of view and a sense of continuity and change.

With a knowledge-building circle, students will review their learning in the History strand to consider the expulsion of the Acadians and the relocation of First Nations peoples to reservations. Teachers will introduce the students to a variety of fiction texts with the theme of displacement, displaced peoples and political relocation, and engage the students in the reading of excerpts from the different stories. The students will exercise 'voice and choice' as they move in Literature Circles with these novels.

Source: Marsden, John, and Shaun Tan. *The Rabbits*. Vancouver: Simply Read, 2003. ISBN: 9780734411365

Language Literacy Focus: Oral Communication, Reading

SOCIAL STUDIES STRAND / RELEVANT GUIDING QUESTION(S):

- What can we learn from the ways in which people met challenges in the past?

LEARNING GOALS

In History, students will:

LG1 evaluate the impact of various consequences of an event/development (**Cause and Consequence**)

LG2 explain how various people, events/developments or ideas help us understand the past and present (**Significance**)

In Language, students will:

LG3 demonstrate an understanding of the concepts and meaning in a text by offering analysis of points of view

LG4 extend their understanding of a theme through active participation in peer dialogue about chosen books, connecting the ideas in them to their own knowledge

LG5 analyze the text form of a wordless book and explain how specific characteristics help to communicate meaning.



Prior Knowledge and Concepts

- Students need to have been involved in introductory information History lessons about New France and British North America 1713-1800, particularly regarding the expulsion of the Acadians, and the establishment of reservation and the relocation of First Nations Peoples
- They need to have a sense of the geopolitical context of the French-English relations at the time
- Students also need to have been introduced to shared reading practices before sharing *The Rabbits* as the modeled text for analysis of elements to indicate point of view and theme.
- The students need to have some skill development in note taking from literary texts, using sticky notes or T-charts

A. Instructional Strategy: Shared reading

Session 1:

Introduce the book *The Rabbits* and ask students to look for elements of design such as colour, mood, line, symmetry, perspective, movement, use of foreground/background. While reading the book, ask the students to make connections to their knowledge of the history of colonization (though this is based on Australian history) to consider the arrival of the British and French here, and to infer the perspective of the characters in the story. The almost wordless picture book can be initially shared with a straight through 'read' or book walk and then a slower review of the illustrations. Record any questions students might have.



B. Student Activities:

Session 1 Continued:

Students will view the book and its illustrations during the shared book walk, followed by a questioning period for clarification of particular illustration elements. Students can then work in pairs or trios with individual copies of page spreads (two pages of illustrations from the text) to analyze the colour, line, movement elements of design and the details of characterization and setting. In book sequence, student groups can orally present their findings in each illustration, along with interpretations of theme, mood, point of view, political message, metaphor, etc. The teacher may wish to consolidate the interpretations and offer a context for the book, related to Australian history. See other resources for references to aid that culmination. **(Question; Gather and Organize; Interpret and Analyze)**

Assessment Suggestions: Checklist of number of design elements, story features and interpretations that the students present, with an emphasis communication of political/historical analysis and sense of metaphor. **(LG1, LG3, LG5)**

Session 2

Instructional Strategy: Inquiry / Knowledge Building Circle An inquiry circle or knowledge building circle is a group of seated individuals discussing a topic and questions with the intent of building on the knowledge base of the individuals toward a collective understanding of concepts, points of view, facts/information and criteria of significance. It is a student supported process with the teacher operating as a single participatory member. Group norms of active listening, respectful speaking practices and descriptive feedback / acknowledgement are to be co-constructed prior to the circle. These can be set as the Success Criteria, with the Learning Goal being the group confirmation of the Historical learning and understandings. This is a review process.

Student Activities

Seated in a whole class circle or smaller group circles, students engage in a knowledge building circle to explore the questions: What do we know about the French and British power in New France and British North America 1713-1800? What do we know about the expulsion of the Acadians in 1750s Canada and the consequences for those individuals? What do we know about the establishment of reservations and the relocation of First Nations Peoples of the time, how it changed their lives? Students can also generate other questions to guide their inquiry. Have text books, notes and supplemental resources on hand to contribute information and to verify facts. A group scribe is helpful, to capture the information shared. Mobile digital devices may be helpful in this process, though it would be best to have only 1 or 2 per group.

(Question; Gather & Organize)

Assessment Suggestions: Anecdotal notes of Knowledge Building Circle comments, per student, re: historical facts. **(LGI)**

Session 3

Instructional Strategy: Fishbowl

Fishbowl is a strategy that complements the knowledge building circle as it also comprises circles of seated students. View the video link in Other Resources to review the process and share it with the students. The co-constructed norms are applicable Success Criteria to use again, with the Learning Goal in this case being the group's familiarization with a variety of related fictional texts on the theme of displacement, in connection with the History expectation.

Student Activities

Seated in a whole class or two half class groups, students engage in a Fishbowl by organizing a smaller circle inside of a larger circle. The students in the centre circle are the readers; the students in the outside circle are the listeners, commentators. Readers will read pre-chosen, self-selected short passages from the novels listed in the resources below. Listeners will share their observations about the passages, on the basis of the connections to the History strand, the theme of displacement, story elements such as characterization, or writing style. Ask students to reflect on the points of view that the novels are reflecting and to assess which voices are missing. All participants are listening for interest to determine a book of choice for upcoming Literature Circles. Once each student in the inner circle has read a passage, students from the outer circle switch and have the same opportunity. **(Communicate; Evaluate and Draw Conclusions)**

Assessment Suggestions: In informal discussions with students about their reading and Fishbowl dialogues, ask them to summarize the dialogue with reference to criteria about displacement (i.e., political decisions, living accommodations, emotion/social/financial factors, family values, psychological impact, etc.). **(LG2, LG3)**

Session 4

Instructional Strategy: Literature Circles

Literature Circles are small students groups organized for ‘voice and choice’ as dialogue and oral communication is the foundation in this book club type experience of sharing reflections about one book that the students have individually chosen. This is also a Knowledge Building Circle, for which norms are established, to carry conversation about the story with reference schema. In this case the historical fiction stories will be explored in reference to the History learning about displacement of the Acadians and First Nations Peoples in New France and British North America.

Student Activities

Students engage in a book choice after the Fishbowl sharing of excerpts, to form reading groups. Students will generate inquiry questions to guide them through the historical fiction based on the book’s summary and their background knowledge of the historical period. As a group they assign themselves a set number of chapters to read at a time, with reference to the schedule of Literature Circles sessions that the teacher communicates. In preparation for each Literature Circle session, each group member will read the chapters, prepare notes for dialogue contributions, questions, vocabulary discussion, historical facts to reference and points of view to discuss. The group develops a list of words, concepts and considerations related to the overall theme of displacement. These notes, as well as notes recorded during Literature Circle sessions serve the ongoing dialogue; they are saved in a folder. The group may refer to articles and websites to further explore the topic of displacement, with updated coverage of homelessness or displacement of peoples by war and conflict. The students will use the notes to prepare for an oral presentation or teacher/student conference to demonstrate their understandings about displacement in Canada’s history and as it related to current events. **(Question; Gather and Organize; Communicate)**

Assessment Suggestions: Student’s graphic representation of point of view in the literary piece, with reference to known facts from History and familiarization of the elements of story (i.e., characterization in historical fiction) (LG1 and LG3)
Student’s Literature Circle folder, notes of preparation for dialogue, recorded commentary of group members, story mapping, Tchart of History & Historical Fiction notes re: displacement). **(LG2 and LG4)**

A note about assessment: The achievement chart on pages 32 and 33 of the Ontario Curriculum Social Studies document and the achievement chart on pages 20 and 21 of the Ontario Language curriculum will prove helpful when assessing the various components of these activities.

OVERALL EXPECTATIONS

Social Studies:

Inquiry: A2

Language:

Oral Communication: 1, 2

Reading: 1,2

Writing: 1

Media Literacy: 1

SPECIFIC EXPECTATIONS

Social Studies:

Application: A1.3

Inquiry: A2.1, A2.2

Understanding Context: A3.3, A3.4

Language:

Oral Communication 1.2, 1.6, 2.2, 3.1

Reading 1.5, 1.6, 1.7, 1.9, 2.

OTHER RESOURCES

The Rabbits

http://www.thearrival.com.au/downloads/TG_TheRabbits.pdf

<http://www.shauntan.net/books/the-rabbits.html>

<http://www.youtube.com/watch?v=kTvXe84UqIQ>

Fishbowl Strategy

<http://www.youtube.com/watch?v=8biYa4ssiAM>

Literature Circles

<http://www.heinemann.com/products/E01230.aspx>

<http://olc.spsd.sk.ca/De/PD/instr/strats/literaturecircles/index.html>

Current Displacement Issues available online databases and encyclopedias CBC

Archives, search terms: political displacement, homelessness, global displacement

<http://www.homelesshub.ca/SOHC2013>

http://www.un.org/apps/news/story.asp?NewsID=45217&Cr=unhcr&Cr1=displacement#.Uy8BZ_0ijwI

<http://www.cbc.ca/news/canada/30-000-canadians-are-homeless-every-night-1.1413016>



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