

**TITLE:**

Linking Social Studies History and Geography with Mathematics

**DIVISION:**

Intermediate

**STRAND:**

History: New France and British North America, 1713-1800

**GRADE 7: ACADIAN EXPULSION BAR GRAPH**

These activities link History: New France and British North America, 1713-1800 with data management expectations in math.

**BIG IDEA**

Different groups responded in different ways to the shift in power in Canada from France to Britain and understanding the experiences of and challenges facing people in the past helps put our experiences and challenges into context.

**Guiding Question(s)**

- How did the expulsion of French Acadians affect the development of the Maritimes and change the balance of power in the late 18<sup>th</sup> Century from the French to the British?
- Why did the British government expel the Acadians?

**Framing Question(s)**

- Do we experience any of the same challenges people in Canada experienced in earlier times? What types of developments permit us to respond to them in different ways than people did in the past?
- Why might different people view the same event in different ways?
- How do we determine what is historically significant?

**Focus of Inquiry**

- The expulsion of French Acadians changed the balance of power in favour of the British in the Canadian Colonies during the mid 18<sup>th</sup> Century.

## Learning Goals

- identify a short term and long term impact that a development / event / issue has had locally and globally
- discuss (verbally, graphically, etc.) how a development issue is influenced by society and circumstance
- show how and why this development / event / issue has different meaning and significance for different people and groups
- explain the impact various factors had locally and / or globally and the consequences they created

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## CONCEPTS OF DISCIPLINARY THINKING

### Cause and Consequence:

This concept requires students to determine the factors that affected or led to something (e.g., an event, situation, action, interaction) as well as its impact/effects. Students develop an understanding of the complexity of causes and consequences, learning that something may be caused by more than one factor and may have many consequences, both intended and unintended.

### Continuity and Change

This concept requires students to determine what has stayed the same and what has changed over a period of time. Continuity and change can be explored with reference to ways of life, political policies, economic practices, relationship with the environment, social values and beliefs, and so on. Students make judgements about continuity and change by making comparisons between some point in the past and the present, or between two points in the past.

### Historical Significance

This concept requires students to determine the importance of something (e.g., an issue, event, development, person, place, interaction) in the past. Historical importance is determined generally by the impact of something on a group of people and whether its effects are long lasting. Students develop their understanding that something that is historically significant for one group may not be significant for another. Significance may also be determined by the relevance of something from the past, including how it connects to a current issue or event.

### Historical Perspective

This concept requires students to analyse past actions, events, developments, and issues within the context of the time in which they occurred. This means understanding the social, cultural, political, economic, and intellectual context, and the personal values and beliefs, that shaped people's lives and actions. Students need to be conscious of not imposing today's values and ethical standards on the past. Students also learn that, in any given historical period, people may have diverse perspectives on the same event, development, or issue.

**Social Studies Inquiry Process (Revised [2013] SSHG Curriculum page 23)**

**Inquiry Process:**

The students will examine the maps of Acadian population distribution and Acadian destinations from the expulsion, use the information from the maps to create bar graphs to show where people were deported to, and use this information to help them answer how the expulsion changed the Maritimes and the power balance in that region.

The Social Studies Inquiry Process Model can be viewed on page 23 of the 2013 Social Studies Curriculum that can be viewed through the link below.

<http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf>

**The Spatial Skills: Using Maps, Globes, and Graphs (Ontario Curriculum pages 24-25)**

**Spatial Skill:**

Students will read and interpret the maps of the Acadian population distribution before the expulsion and Acadian destinations as a result of the expulsions.

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## PRIMARY ACTIVITY

The students will participate in a diagnostic activity where the teacher will determine their background knowledge on the Acadian Expulsion, they will review and evaluate maps on the Acadian Expulsion, generate their own bar graphs based upon the data presented in the maps and then they will use the data they collected to draw conclusions about the change in the power dynamics of the Maritimes as a result of the Expulsion.

The students will complete the following in this activity:

- Participate in the diagnostic activity/questioning activity to determine their background knowledge of the Acadian Expulsion
- Watch the *CBC Canada: A People's History* video clip on the expulsion to provide some detailed background information on the Expulsion
- Review the two maps on the Acadians and the Expulsion from the Historical Atlas of Canada website and use their estimation skills to determine the approximate number of Acadians that were deported to the different locations outlined on the map
- Use the data they found on the map to create a bar graph of the data either by

- hand or electronically
- Use the data they graphed along with the population data for all the Maritimes Colonies in Mid 18<sup>th</sup> Century to determine how the balance of power shifted from the French to the British and why the Expulsion might have been seen as a necessity by the British

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## DIFFERENTIATION SUGGESTIONS

Word prediction software could be provided to those students who need support with their writing when they answer the main questions of the activity. This could also be a group assignment and the final product could be presented through a multi-media presentation (Glogster, Powerpoint, etc.).

EduGains outlines many effective ways to differentiate lessons, links to these resources are provided below.

<http://www.edugains.ca/newsite/index.html>

EduGains – Differentiated Instruction - DI educators package – DI scrapbook:  
<http://www.edugains.ca/newsite/di2/edupackages/2010educatorspackage.html>

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## TECHNOLOGY INTEGRATION OPPORTUNITIES

Bar graphs can be easily generated through Microsoft Excel, Mac Numbers, or a variety of iPad applications. Students will also be using the Internet to collect the required information to graph from the Historical Atlas of Canada and they will also use it to conduct further inquiries based upon the data they graph to help them answer the main guiding question of the activity. The students could also use Microsoft Office or other word processing and multimedia generating software to create their assignments.

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## ASSESSMENT



The teacher could start the lesson by asking the students the following questions:

- Do you like where you live? Do you know why your family decided to live where you do?
- How would you feel if you were forced out of your home and forced to move elsewhere?
- What do you know about the expulsion of French Acadians from the Maritime Provinces by the British in the mid 18<sup>th</sup> Century? (could show an image of expulsion to spark dialogue in class)
- Why do you think the British would want to remove the French speaking peoples from this territory?

This will give the teacher an idea of the background knowledge of the students and get them interested in the topic.

The teacher could then play the following *CBC Canada: A People's History* clip on the Acadian Expulsion to provide the background knowledge the student will need for the lesson.

<http://www.youtube.com/watch?v=8JCGmyC7sC8> (teacher can choose to start video at 36-minute mark)

## A S L

This activity could be evaluated using anecdotal notes that track student progress. Teachers could also develop anchor charts with their students that outline how to construct the graphs, analyse trends in the graphs and their abilities to use the data they graphed and other inquiries to answer the three main questions of the activity.

Descriptive feedback is another assessment strategy teachers could use to provide students with the constructive criticism they need to improve their work.

Students will review the information posted on the anchor charts to track their own progress in relation to the assignment and determine their own next steps. They will also be expected to act upon any descriptive feedback that they have been given by their teacher to improve their work, work habits, or to help facilitate their completion of the activity.

## A OF L

The ability to create the required graphs, determining trends in the data, and the accuracy of the students' answers in relation to the three main questions for the activity could be assessed using a rubric that could be teacher generated or teacher and student generated. A checklist would also be effective.

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### OVERALL EXPECTATIONS

Grade 7 History:

**A1. Application:** analyse 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 (FOCUS ON: *Continuity and Change; Historical Perspective*)

**A2. Inquiry:** 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 (FOCUS ON: *Historical Perspective; Historical Significance*)

**A3. Understanding Historical Context:** describe various significant events, developments, and people in Canada between 1713 and 1800, and explain their impact (FOCUS ON: *Historical Significance; Cause and Consequence*)



## Grade 7 Math: Data Management

Overall Expectations #1: collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including relative frequency tables and circle graphs

Overall Expectations #2: make and evaluate convincing arguments, based on the analysis of data

### **SPECIFIC EXPECTATIONS**

#### Grade 7 History:

**A1.3** analyse the displacement experienced by various groups who were living in or who came to Canada between 1713 and 1800

**A2.1** formulate questions to guide investigations into 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

**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

**A2.4** interpret and analyze information and evidence relevant to their investigations, using a variety of tools

**A3.1** identify factors leading to some key events that occurred in and/or affected Canada between 1713 and 1800

#### Grade 7 Math – Data Management Collecting and Organizing Data:

#2 - collect and organize categorical, discrete, or continuous primary data and secondary data (e.g., electronic data from websites such as E-Stat or Census At Schools) and display the data in charts, tables, and graphs (including relative frequency tables and circle graphs) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales (e.g., with appropriate increments) that suit the range and distribution of the data, using a variety of tools (e.g., graph paper, spreadsheets, dynamic statistical software)

#3 - select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph (i.e., from types of graphs already studied)



### Data Relationships:

#1 - read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., temperature data or community data in the newspaper, data from the Internet about populations) presented in charts, tables, and graphs (including relative frequency tables and circle graphs)

# 4 - identify and describe trends, based on the distribution of the data presented in tables and graphs, using informal language

#5 - make inferences and convincing arguments that are based on the analysis of charts, tables, and graphs (Sample problem: Use census information to predict whether Canada's population is likely to increase)

## CITIZENSHIP EDUCATION FRAMEWORK

### Structures:

- Develop an understanding of the dynamic and complex relationships within and between systems

### Active Participation:

- Investigate controversial issues

### Identity:

- Investigate moral and ethical dimensions of developments, events, and issues

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## RESOURCES

- Acadian Population Distribution: 1750, 1803  
[http://www.historicalatlas.ca/website/hacolp/defining\\_episodes/social/UNIT\\_42/UNIT\\_42\\_Population\\_Distribution/UNIT42\\_frame\\_PD50.htm](http://www.historicalatlas.ca/website/hacolp/defining_episodes/social/UNIT_42/UNIT_42_Population_Distribution/UNIT42_frame_PD50.htm)
- Historical Atlas of Canada – Acadian Deportation Experience (use Google Chrome)  
[http://www.historicalatlas.ca/website/hacolp/defining\\_episodes/social/UNIT\\_42/UNIT\\_42\\_Acadian\\_deportation/UNIT42\\_frame\\_AD55.htm](http://www.historicalatlas.ca/website/hacolp/defining_episodes/social/UNIT_42/UNIT_42_Acadian_deportation/UNIT42_frame_AD55.htm)
- Population of the Canadian Colonies in the 18<sup>th</sup> Century:  
<http://www.statcan.gc.ca/pub/98-187-x/4151287-eng.htm#19>
- *CBC Canada: A People's History, Episode 3: Claiming the Wilderness. The Great Dispersal. (42:01-50:11)*  
<http://www.youtube.com/watch?v=yIKaweBVj2E>