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## **SPATIAL SKILLS/ACTIVITIES**

### **GRADE 7: HISTORY**

#### **NEW FRANCE AND BRITISH NORTH AMERICA, 1713 - 1800**

##### **ABSTRACT:**

In this lesson series students will explore the spatial distribution of the deportation of the Acadians from Acadia using a thematic map. A thematic map shows the spatial distribution of specific data themes for a geographic area. Refer to the following Statscan site for information about thematic maps:

<http://www.statcan.gc.ca/pub/92-195-x/2011001/other-autre/theme/p1-eng.htm>

Through the use of a map and symbols, the number of Acadians deported to Britain's thirteen colonies and parts of Europe will be spatially represented allowing the students analyse this historic event.

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#### **SOCIAL STUDIES STRAND / RELEVANT GUIDING QUESTION(S):**

- What experiences have shaped the stories of different communities in Canada?
- How is immigration involved in the story?

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#### **LEARNING GOALS**

- We are learning to recognize spatial patterns
- We are learning that the deportation of a large group of people can have severe consequences
- We are learning to identify themed spatial characteristics on a map

#### **Spatial skills focus**

- The students will visualize the spatial distribution of the Acadian population that was deported to Britain's thirteen colonies and parts of Europe for those who refused swearing allegiance to Britain. This will be done by presenting the population of the Acadians deported to various British colonies and parts of Europe in the form of circles
- In addition, a second map may be used which will show the flow of this movement represented by arrows. The map will provide the spatial distribution of this significant historical event and allow students to formulate questions and opinions about the ramifications of this decision carried out by the British government



## Prior to Spatial Skills Activities

Have students get into groups to discuss and identify what are some of the possible reasons for which an individual could be deported (a person is sent back to his or her mother country due to legal issues).

Have students post results and then categorize the results into two categories of valid (legal) and non-valid (illegal). Have students watch the short video on The Deportation of The Acadians and comment if this was a legal act carried out by the British government:  
<http://www.youtube.com/watch?v=RnpW5IVyWtU>

Have students understand what life was like being an Acadian by considering the following link: <http://www.girouard.org/cgi-bin/page.pl?file=deportation&n=4>

Have students analyze the image and comment on this historic event. This link will also give the students and opportunity to become familiar with this significant event in Canadian history and also see what the results of the spatial distribution of deportation of the Acadians looks using a flow map. Ask students, "How could this map be created and can we represent the same information using a different mapping technique?"  
<http://www.acadian-home.org/deportation.html>

Have students watch a brief video on the Great Upheaval which provides a number of great images of the disparity and sadness felt by the Acadians as they were uprooted from their land: <http://www.youtube.com/watch?v=LwrBgOdTSGI>

## Detailed Spatial Skill Activities

**Students will analyse the spatial distribution of The Deportation of the Acadians using a thematic flow map showing where and how many Acadians were deported to different British colonies and parts of Europe.**

The students will analyze a thematic map which represents the spatial distribution of where the Acadians were deported and how many Acadians were deported to these locations. They will analyse a thematic flow map representing the population of the Acadians for each participating colony. The map will be representative of how many Acadians were deported and where they were deported. The results of their analysis will help the students understand patterns and impacts of the deportation of the Acadians to the Thirteen Colonies.

Teacher will show an examples of a thematic map.  
Go to <http://tinyurl.com/kbymeu8>

Using these or any other examples of thematic maps, the teacher is to lead a discussion as to what a thematic and or flow map represents and how they work.

- What is the theme of this map? (refer to titles and labelling)
- How can this map be read? (refer to legend)
- What is it expressing? (what story does it tell?)

The teacher will have students reflect on the spatial distribution of the deported Acadians using the provided thematic map (Appendix 1) representing the spatial distribution of the Deportation of the Acadians.

As a class generate questions about the data. Consider the following questions:

- Where were the greatest number of Acadians deported to?
- What patterns if any do you notice?
- What impact would a large influx of a group have on the culture and language of the communities they are deported to?
- What challenges would the deported experience?
- Why were these areas chosen for deportation?
- Why is this an important part of our history?
- Why is this type of map and effective way to communicate information?
- Why did Acadians locate in different numbers in the Thirteen Colonies?
- What impact might a large number of Acadians have on the culture and language of communities they were deported to?

Students will formulate questions and opinions about this significant historical event in terms of possible consequences for the British if tensions increased between the colonists of the thirteen colonies and the British government to the north of the thirteen colonies.

Students can create a diary entry or a role play expressing the emotions, anger or possibly excitement about being uprooted and displaced from Acadia and what life was like in the new colony which they were sent to by the British government.

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## ASSESSMENT



Conference with students to determine their understanding of the circumstances related to the deportation.

Observe if students are working collaboratively to complete the task and offering peer assistance and feedback.

Observe how students use geographic resources to locate the states and countries that the Acadians were deported to (spatial characteristics).

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## OVERALL EXPECTATIONS

**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*)

## SPECIFIC EXPECTATIONS

**A1.3** analyse the displacement experienced by various groups who were living in or who came to Canada between 1713 and 1800 (*e.g., the expulsion of the Acadians*)

**A1.2** analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges

**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 (*e.g., the expulsion of the Acadians*)

**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 (*e.g., diaries, gravestone inscriptions, material from online archives, paintings, petitions, speeches*) and secondary sources (*e.g., poetry or songs written after this historical period, historical fiction, monuments, web resources and/or books on Canadian history*)

**A2.3** analyse and construct maps as part of their investigations into significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, with a focus on exploring their spatial boundaries (*e.g., analyse flow maps to show where groups were displaced from and where they went*)

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## OTHER RESOURCES

CBC: A Peoples History

[http://www.historicalatlas.ca/website/hacolp/defining\\_episodes/social/index.htm](http://www.historicalatlas.ca/website/hacolp/defining_episodes/social/index.htm)

The Big Six Historical Thinking Concepts - Controversy over the Deportation of the Acadians Activity Page 189 and BLM 6.5 a, b and c (pages 210, 211, 212)

Appendix 1



