November: Historical Events and Their Impact: I Do

For this project, you will choose an event from Canada’s past to learn about. You will also explore the impact of that event on Canada’s identity and artist responses to this event. For the last few days of this project, you will put together a presentation (Grade 8) or display (Grade 7) for the rest of the students to learn from. If you have any choice board items assigned to this project, you will need to set aside time for a teacher time or two on that topic and to complete the work for those items.

|  |  |
| --- | --- |
| End Product | |
| **Grade 7** | **Grade 8** |
| **Display** including:   * Timeline(s) * Maps | **Multimedia presentation** including:   * Graphics * Statistics |

1. **Please pick one topic from the lists below:**

|  |  |
| --- | --- |
| **Our Role in World Conflicts** | **Historical Event** |
| World War I | Acadian deportation |
| World War II | War of 1812 |
|  | Building of the national railroad |
|  | Metis resistance 1870 and 1885 |
|  | October Crisis 1970 |
|  | The Vote for Women |

1. **Part One:** is about your historical event and it’s impact
2. **Part Two:** is about an artist’s response to this event

**You will use One Note or Microsoft Word to copy and paste your research (recording where it is from)**

**You will use One Note or Microsoft Word to audio record any of the research you put into your own words**

**Final Presentation Notes:**

You will be setting up a display/multimedia presentation to showcase what you learned. You will spend a class circulating to view the displays of the other Grade 7/8 students and gathering information from them.

In your final presentation, you must properly cite where you found your information and, if it is not in your own words, give credit to the author through properly quoting it (no plagiarism!). I will work with you to do this properly.

**Timeline:**

|  |  |  |
| --- | --- | --- |
| **Date** | **Lesson(s)** | **To Do On Your Own:** |
| Nov. 1 | 1. Project Introduction   4. Lesson on iPad features | 1. Choose Topic (15 minutes) 2. Get OneNote or Microsoft Word ready for research (10 minutes)   5. **Part One**: Begin research |
| *Nov. 4* | *Career/PAA* | |
| Nov. 5 | 1. Citation Lesson  3. Check In | 2. **Part One**: Research |
| Nov. 6 | 2. Check In | 1. **Part One**: Research |
| Nov. 7 | 2. Check In | 1. **Part One**: Research |
| Nov. 12 | 2. Check In | 1. **Part One**: Research |
| **Part One research MUST be done by end of class** | |
| Nov. 13 | 1. Part Two Lesson | 2. **Part Two:** Research |
| *Nov. 14* | *Career/PAA* | |
| Nov. 15 | 2. Check In | 1. **Part Two**: Research |
| Nov. 18 | 2. Check In  3. Final Presentation  Expectations Lesson | 1. **Part Two**: Research |
| **Part Two research MUST be done by end of class** | |
| Nov. 19 | 2. Check In  3. Choice Board Teacher Times (if needed) | 1. Final Presentation to dos:   * Type all information with proper citation * Print it (display- Grade 7)) or put it into multimedia presentation (Grade 8) * Print work(s) by visual or performing artist |
| Nov. 20 | 2. Check In  3. Choice Board Teacher Times (if needed) | 1. Final Presentation to dos:   * Create timeline, maps (Grade 7) * Find/create graphics (Grade 8) * Gather stats located and organize (Grade 8) * Print or input into display/presentation |
| Nov. 21 | 2. Check In | 1. Final Presentation to dos:   * Create display (Grade 7) * Finalize multimedia presentation (Grade 8) * Add “pizazz” |
| **Presentation (display or multimedia) MUST be done by end of class** | |
| *Nov. 22* | *Career/PAA* | |
| Nov. 25 | Historical Events Presentation Day | |
| *Nov. 26* | *Treaty Relationship* | |
| *Nov. 27* | *Treaty Relationship* | |
| *Nov. 28* | *Treaty Relationship* | |

**Notes Pages for:**

**Research/Learning Must Dos**

**Overview:**

**Part One:**

1. What is this event?
2. When did it happen?
3. Who was involved? Who were the key players?
4. Where did this happen?
5. What are the important dates/events that happened throughout this?
6. What happened?
7. Why did this happen?
8. What impact did this event have on our country? How might it still impact us?

**Part Two:**

1. Which artists can you find that have created artwork or a performance related to your historical event (or other similar social event: i.e. an artist speaking out about World War I when your topic was the role of Canada in WWI)?
   1. Include names and what they have created/performed
2. Pick one of the artists you discovered.
   1. What was the message of their piece or their lifetime of work?
   2. Compare their message to the actual event
      1. Do you think it was an accurate representation?
      2. Do you agree with the message they gave? Why or why not?
      3. Any additional information that relates the work to your event and why you believe this is important.

**\*Record the resource you found the information in (including page numbers or at what time in a video!)!\***

**PART ONE:**

1. ***What is this event?***

**\*Record the resource you found the information in (including page numbers or at what time in a video!)!\***

1. ***When did it happen?***

**\*Record the resource you found the information in (including page numbers or at what time in a video!)!\***

1. ***Who was involved? Who were the key players?***

**\*Record the resource you found the information in (including page numbers or at what time in a video!)!\***

1. ***Where did this happen?***

**\*Record the resource you found the information in (including page numbers or at what time in a video!)!\***

**PART ONE:**

1. ***What are the important dates/events that happened throughout this?***

**\*Record the resource you found the information in (including page numbers or at what time in a video!)!\***

\*This will become your timeline\*

**PART ONE:**

1. ***What happened?***

**\*Record the resource you found the information in (including page numbers or at what time in a video!)!\***

\*This is where you include lots of detail about what happened during your historical event.

**PART ONE:**

1. ***Why did this happen?***

**\*Record the resource you found the information in (including page numbers or at what time in a video!)!\***

\*What factors led to this historical event happening?

**PART ONE:**

1. ***What impact did this event have on our country? How might it still impact us?***

**\*Record the resource you found the information in (including page numbers or at what time in a video!)!\***

\* What happened during and after the event that affected Canada?

\* How does this event still have an impact on us?

\* Some of this you will find in research and some will be your own thoughts based on what you learned about your event.

**PART TWO:**

1. ***Which artists can you find that have created artwork or a performance related to your historical event (or other similar social event: i.e. an artist speaking out about war when your topic was the role of Canada in WWI)?***
   1. ***Include names and what they have created/performed***

**\*Record the resource you found the information in (including page numbers or at what time in a video!)!\***

**PART TWO:**

***J. Pick one of the artists you discovered.***

* 1. ***What was the message of their piece or their lifetime of work?***
  2. ***Compare their message to the actual event.*** 
     1. ***Do you think it was an accurate representation?***
     2. ***Do you agree with the message they gave? Why or why not?***
     3. ***Any additional information that relates the work to your event and why you believe this is important.***

**\*Record the resource you found the information in (including page numbers or at what time in a video!)!\***