November: Historical Events and Their Impact: You Do

For this project, you will work to meet two outcomes. You will put together a presentation (Grade 8) or display (Grade 7) for the rest of the students to learn from.

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

The outcomes you need to meet are:

**Social Studies: DR8.3**

Assess how historical events in Canada have affected the present Canadian identity

**Indicators for this outcome**

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| **(a)** | Describe Canada's role in world conflicts since the beginning of the 20th century (e.g., World War I, World War II, the Korean War, the Suez Crisis, the Gulf War, the UN mission in Bosnia, the Afghanistan mission). |
| **(b)** | Assess the impact of a variety of important historical events in shaping the Canadian identity (e.g., the effect of the Royal Proclamation 1763 on Francophone and Aboriginal peoples; the fur trade economy; Quebec Act 1774; the Acadian deportation; the Loyalist migration; the War of 1812; Canada's role in World War I; the creation of the health care system; peace-keeping activities; the role of the RCMP in the development of the Canadian West; Canadian Confederation 1867; the building of the national railroad; the Métis resistance 1870 and 1885; John A. Macdonald's National Policy 1879; October Crisis 1970; the development of the Canadarm; the development of the music and film industry in French and in English in Canada). |
| **(c)** | Examine the influence of American mass media and popular culture on the Canadian way of life. |
| **(d)** | Analyse the similarities and differences in the values, beliefs, and ways of life of Canadians and Americans. |
| **(e)** | Compare the perspectives taken in cases of injustice in Canadian history (e.g., the vote for women, vote for Aboriginal peoples, Chinese head tax, internment of Japanese and Ukrainian Canadians, restrictions on immigration of Jews during World War II). |

**Arts Education: CH8.1**

Research and share insights about arts expressions that incorporate social commentary.

**Indicators for this outcome**

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| **(a)** | Research independently, using the Internet and other sources, the work of visual and performing artists who address social issues. |
| **(b)** | Present research findings, using technology where appropriate, on Canadian visual and performing artists whose work includes social commentary. |
| **(c)** | Analyze and comment on the effectiveness of using the arts as a vehicle for social change. |

And any choice board items you’ve assigned to this project!

**Examples of topics you could pick to help you meet the outcomes:**

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| **Our Role in World Conflicts** | **Historical Event** |
| World War I | The effect of the Royal Proclamation of 1763 on Aboriginal and Francophone people and the Quebec Act of 1774 |
| World War II | The fur trade economy |
| The Korean War | Acadian deportation |
| The Suez Canal | Loyalist migration |
| The Gulf War | War of 1812 |
| Afghanistan mission | Creation of our health care system |
| Internment of Japanese and Ukrainian Canadians | Settlement of the Canadian West |
| Restrictions on immigration of Jews in World War II | Building of the national railroad |
| Peace-keeping activities | Metis resistance 1870 and 1885 |
|  | John A. MacDonald’s National Policy 1879 |
|  | October Crisis 1970 |
|  | Development of the Canadarm |
|  | The vote for women |
|  | The vote for Aboriginal peoples |
|  | Chinese Head Tax |

**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.

**Create Your Plan:**

Meet with Mrs. Lutz once you have created your plan to finalize it and have it approved.

**Plot Your Timeline:**

Use one of the two options below.

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|  |  |  |  | Nov. 1 |
|  |  |  |  | *\*Project Introduction* |
| *Nov. 4* | Nov. 5 | Nov. 6 | Nov. 7 |  |
| *Career/PAA* | *\*Citation lesson* |  |  |  |
|  | Nov. 12 | Nov. 13 | *Nov. 14* | Nov. 15 |
|  |  |  | *Career/PAA* |  |
| Nov. 18 | Nov. 19 | Nov. 20 | Nov. 21 | *Nov. 22* |
| *\*Final Presentation expectations lesson* |  |  |  | *Career/PAA* |
| Nov. 25 | Nov. 26 | Nov. 27 | Nov. 28 |  |
| **Historical Events Presentation Day** | Treaty Relationship | Treaty Relationship | Treaty Relationship |  |

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| **Date(s)** | **To Do Items** |
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| **Date(s)** | **To Do Items** |
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**Final Presentation:**

**Planning for final presentation** (What do I need to do? When will I do it? How will I manage my time? Do I need mini-deadlines?)

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

**November You Do Project Contract**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, will follow the plan I have set out and gone over with Mrs. Lutz to learn the outcomes for our November Project.

I will self-regulate well so that I am able to complete my project well and on time. If at any time I do not show myself to be capable of completing this You Do project, I will be moved into a We Do or I Do project.

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Student Signature Date

I, Mrs. Lutz, have approved of the student’s detailed plan to complete their You Do project for the month of November. I will complete lessons and check ins, as laid out in the plan by the student.

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Teacher Signature Date