


Establishing Francophone Communities CARC Social Studies

Please note, all support materials are after the lesson plan template beginning on page 5. Each support page is linked in the lesson plan. Click on the red push pin () in each support page to return to the lesson plan template.

Grade Level	4	General Outcome	4.2 Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging
Time Frame	3 – 4 classes	Enduring Understanding (purpose of the lesson)	Students gain a better understanding of the contribution of Francophone settlers to communities in Alberta through researching their lives and motivations in coming to Alberta. Students will then create diary entries to illustrate those lives and contributions.
Developed By	Central Alberta Teachers		
Critical Challenge/Big Idea	Create authentic diary entries to accurately reflect Francophone settlement in Alberta.		
Value and Attitude Outcomes	Knowledge and Understanding Outcomes	Skills and Process Outcomes	
4.2.1.4 Recognize the history of the French language and the vitality of Francophone communities as integral parts of Alberta's heritage	4.1.4 analyze how Albertans interact with their environment 4.1.4.1 In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP) 4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time	critical thinking and creative thinking 4.S.1.2 evaluate, critically, ideas information and positions from multiple perspectives historical thinking 4.S.2.3 explain the historical context of key events of a given time period apply the research process	

	<p>4.2.2.5 In what ways did Francophones establish their roots in urban and rural Alberta (i.e., voyageurs, missionary work, founding institutions, media, politics, commerce)? (CC, I, LPP, TCC)</p> <p>4.2.2.10 How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP)</p> <p>4.2.2.11 How are agriculture and the establishment of communities interconnected? (ER, LPP)</p>	<p>4.S.7.2 organize and synthesize information gathered from a variety of sources</p> <p>oral, written and visual literacy</p> <p>4.S.8.1 organize and present information, taking particular audiences and purposes into consideration</p>
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Note: Outcome 4.1.4.1 is not summatively assessed in the rubric and therefore does not appear in bold above. The lesson and rubric can be easily modified for assessment of this outcome.

<p>Summative Assessment Strategies</p>	<p><u>Rubric for Diary Entries</u></p>
<p>Introductory Activity/ The Hook</p>	<p>Activity 1: Brainstorming Background</p> <ol style="list-style-type: none"> Using a placemat activity, students brainstorm in their individual sections of the placemat all they know about Francophone communities in Alberta. Have students put a question mark beside statements of which they are unsure about the correctness of the information. When sufficient time is given for brainstorming, students list in the center of the placemat the common elements from each of the sections. Verify information as a class for correctness of those common elements.
<p>Teaching/ Learning Strategies and Activities</p>	<p>Activity 2: Location of Francophone Communities</p> <ol style="list-style-type: none"> Give students a map of Alberta on which they will plot the following Francophone communities using an atlas and their text: <ul style="list-style-type: none"> - Beaumont - Bonnyville - Falher - Girouxville - Grouard - Millarville - Morinville - Peace River - Pincher Creek - Plamondon

- Lac La Biche
- Lac Ste. Anne
- Legal
- Valleyview
- St. Albert
- St. Paul
- Trochu

Note: other locations may be added or substituted, or the number may be reduced depending upon available resources for research. Students should research 3 – 4 settlements within their chosen area, though the number may be modified for student readiness.

4. Have students view a map of Alberta and concentrate on the Francophone regions. An excellent resource can be found at [Municipal Affairs: Francophone Communities Across Alberta](#) (see resource section). Students will choose a region and map the Francophone communities in that region.
5. Students use their text book as well as the internet to discover what was involved in the establishment of their chosen communities. The support materials following this lesson plan can be modified to include the 3 – 4 settlements within students' chosen area.

Activity 3: Diary Entries

6. Take students through a modified version of the [Modeling the Tools: Creating Authentic Diary Entries](#) activity from Learn Alberta. This will allow students to view some excerpts from historical diary entries, understand criteria for those entries, and work with support documents. Primary source documents can also be viewed through the [Glenbow Museum](#) by searching "diary" in the Format of Records window and "agriculture" in the Subject window.
7. Using the support material [La toponymie et les communautés francophones](#) or [Location of Francophone Communities in Alberta](#), students gather information on one geographic area of Francophone settlements in Alberta (3 – 4 specific settlement locations within that area). The support documents may be modified to include only those locations students are researching on one to two pages by simply moving/changing the name in the location box. Have students pay particular attention to the areas from which settlers came, the reasons they chose to settle in that area, and the cultural events in which they participated.
8. Students will create a minimum of 5 diary entries from the perspective of a settler which include information about from where they came, reasons they chose to settle in that area, and cultural events in which they may have participated. Criteria for the diary entries are:
 - Accurate (information is correct)
 - Specific (information gives clear details)
 - Revealing (information that what life was like at the time)
 - Empathetic (realistically shows feelings and opinions)

	The diary should also be illustrated to reveal the geography of the area.
Resources	<p>Glenbow Museum. <i>Collections and Research</i>. (2011). Retrieved March 28, 2011 from http://ww2.glenbow.org/search/archivesMainSearch.aspx.</p> <p>Government of Alberta: Municipal Affairs. (1995-2010). <i>Francophone Communities Across Alberta</i>. Retrieved March 29, 2011 from http://www.municipalaffairs.alberta.ca/1361.cfm</p> <p>Heritage Community Foundation. (2004). <i>Alberta's Francophone Heritage Edukit</i>. Retrieved March 27, 2011 from http://www.edukits.ca/francophone/en/elementary/index.html.</p> <p>Historical Atlas of Canada. (2011). Move to the west: 1891 – 1914. Retrieved March 28, 2011 from http://www.historicalatlas.ca/website/hacolp/national_perspectives/population/UNIT_22/UNIT_22_Move_West_9114/UNIT_22_frame_MW9114.htm</p> <p>Learn Alberta. (2008). <i>Modeling the Tools: Creating Authentic Diaries</i>. Retrieved March 28, 2011 from http://www.learnalberta.ca/content/ssmt/html/creatingauthenticdiaries_mt_session1.html.</p>
Formative Assessment Strategies	When reviewing rubric with students ensure meaning of bold words is clear or translate rubric into student friendly language prior to distribution. For AAC members, search their "Word Wall" for a breakdown of bold words in the rubric.
Other	<p>For instructional support:</p> <ul style="list-style-type: none"> • Students may use the Information Organizer for Diary Entries to assist them in ensuring they have the necessary information in their diary entries. • The number of criteria for diary entries may be reduced to accommodate student readiness for the task.

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk).

Rubric for Diary Entries

Level Criteria	Excellent	Proficient	Adequate	Limited
Describes historical context (4.2.2.5, 4.2.2.10, 4.2.2.11, 4.S.2.3)	Describes historical situation in a pertinent and comprehensive way.	Describes historical situation in a relevant and thorough way.	Describes historical situation in a general and cursory way.	Describes historical situation in a trivial and incomplete way.
Organizes information (4.S.7.7)	Organizes information in a skilful way allowing easy audience understanding	Organizes information in a logical way allowing general audience understanding	Organizes information in an awkward way allowing limited audience understanding	Organizes information in a confusing way allowing little audience understanding
Considers perspective (4.S.1.2)	Considers perspective in an insightful manner to explicitly show sensitivity to experience of individual	Considers perspective in a thoughtful manner to convincingly show sensitivity to experience of individual	Considers perspective in a plausible manner to believably show sensitivity to experience of individual	Considers perspective in an unconvincing manner to inconclusively show sensitivity to experience of individual
Communicates ideas (4.S.8.1)	Communicates key ideas and information in an engaging manner	Communicates key ideas and information in an interesting manner	Communicates key ideas and information in a simplistic manner	Communicates key ideas and information in an ineffective manner

Comments:

Nom : _____

Date : _____

La toponymie et les communautés francophones

Toponymie	L'établissement de la communauté	3 faits intéressants à propos de l'histoire de cette communauté
Beaumont	Par qui : _____ Quand : _____ Pourquoi : _____ _____ _____	● _____ _____ ● _____ _____ ● _____ _____
Bonnyville	Par qui : _____ Quand : _____ Pourquoi : _____ _____ _____	● _____ _____ ● _____ _____ ● _____ _____
Falher	Par qui : _____ Quand : _____ Pourquoi : _____ _____ _____	● _____ _____ ● _____ _____ ● _____ _____

Toponymie	L'établissement de la communauté	3 faits intéressants à propos de l'histoire de cette communauté
<p style="text-align: center;">Legal</p>	<p>Par qui : _____</p> <p>Quand : _____</p> <p>Pourquoi : _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>● _____</p> <p>_____</p> <p>● _____</p> <p>_____</p> <p>● _____</p> <p>_____</p>
<p style="text-align: center;">Morinville</p>	<p>Par qui : _____</p> <p>Quand : _____</p> <p>Pourquoi : _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>● _____</p> <p>_____</p> <p>● _____</p> <p>_____</p> <p>● _____</p> <p>_____</p>
<p style="text-align: center;">Plamondon</p>	<p>Par qui : _____</p> <p>Quand : _____</p> <p>Pourquoi : _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>● _____</p> <p>_____</p> <p>● _____</p> <p>_____</p> <p>● _____</p> <p>_____</p>

Toponymie	L'établissement de la communauté	3 faits intéressants à propos de l'histoire de cette communauté
St. Albert	Par qui : _____ Quand : _____ Pourquoi : _____ _____ _____ _____	● _____ _____ ● _____ _____ ● _____ _____
St. Paul	Par qui : _____ Quand : _____ Pourquoi : _____ _____ _____ _____	● _____ _____ ● _____ _____ ● _____ _____
Trochu	Par qui : _____ Quand : _____ Pourquoi : _____ _____ _____ _____	● _____ _____ ● _____ _____ ● _____ _____

Name : _____

Date : _____

Location of Francophone Communities in Alberta

Location	Establishment of Community	3 interesting facts about the history of this community
Beaumont	By whom: _____ When: _____ Why: _____ _____ _____	● _____ _____ ● _____ _____ ● _____ _____
Bonnyville	By whom: _____ When: _____ Why: _____ _____ _____	● _____ _____ ● _____ _____ ● _____ _____
Falher	By whom: _____ When: _____ Why: _____ _____ _____	● _____ _____ ● _____ _____ ● _____ _____

Location	Establishment of Community	3 interesting facts about the history of this community
<p style="text-align: center;">Legal</p>	<p>By whom: _____</p> <p>When: _____</p> <p>Why: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>• _____</p> <p>_____</p> <p>• _____</p> <p>_____</p> <p>• _____</p> <p>_____</p>
<p style="text-align: center;">Morinville</p>	<p>By whom: _____</p> <p>When: _____</p> <p>Why: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>• _____</p> <p>_____</p> <p>• _____</p> <p>_____</p> <p>• _____</p> <p>_____</p>
<p style="text-align: center;">Plamondon</p>	<p>By whom: _____</p> <p>When: _____</p> <p>Why: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>• _____</p> <p>_____</p> <p>• _____</p> <p>_____</p> <p>• _____</p> <p>_____</p>

Location	Establishment of Community	3 interesting facts about the history of this community
St. Albert	By whom: _____ When: _____ Why: _____ _____ _____ _____	• _____ _____ • _____ _____ • _____ _____
St. Paul	By whom: _____ When: _____ Why: _____ _____ _____ _____	• _____ _____ • _____ _____ • _____ _____
Trochu	By whom: _____ When: _____ Why: _____ _____ _____ _____	• _____ _____ • _____ _____ • _____ _____

Information Organizer for Diary Entries

Category	Specific Information to include in diary entries
Geography of area	
Area from which your settler came	
Reasons for choosing area	<ul style="list-style-type: none">•••••
Cultural events	