

ICT Outcomes, Division 3	Grade 7 S.S. Outcomes (Canada: origins, Histories and Movement of Peoples)	Best Practices
<p><b>C.2</b> - Students will seek alternative viewpoints, using information technologies. <b>Specific Outcomes</b> 3.1 access diverse viewpoints on particular topics by using appropriate technologies 3.2 assemble and organize different viewpoints in order to assess their validity 3.3 use information technology to find facts that support or refute diverse viewpoints</p> <p><b>C.5</b> - Students will use technology to aid collaboration during inquiry. <b>Specific Outcomes</b> 3.1 access, retrieve and share information from electronic sources, such as common files 3.2 use networks to brainstorm, plan and share ideas with group members</p> <p><b>C.7</b> - Students will use electronic research techniques to construct personal knowledge and meaning. <b>Specific Outcomes</b> 3.1 identify</p>	<p><b>7.1.1.</b> Students will appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation.</p> <p><b>7.1.2</b> Students will appreciate the challenges of co-existence among peoples.</p> <p><b>7.1.3</b> Students will compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon questions and issues from 7.1.3</p> <p><b>7.1.5</b> Students will critically assess the political competition between the French and the British in attempting to control North America, by exploring and reflecting upon the</p>	<p style="text-align: center;"><b>Issue:</b></p> <p style="text-align: center;"><i>How did conflicts between French and British in Europe become factors in the Great Deportation of the Acadians in 1755?</i></p> <p style="text-align: center;"><i>Why did France and Britain compete to control Acadia?</i></p> <p>In 1893, <b>Henry Wadsworth Longfellow</b> wrote an epic poem entitled: <u><a href="#">Evangeline</a></u>. This poem is loosely based upon the Deportation of the Acadians. The poem tells the tragic tale of a young Acadian couple. The beautiful Evangeline Bellefontaine was engaged to Gabriel Lajeunesse. The Acadian villagers of Grand Pre in 1740s Nova Scotia were living a happy and peaceful life and the future of this young couple looked bright. However, a proclamation from the English governor general quickly changed everything: the men of Grand Pre were required to support England in the coming war against the French, their own relations. A group of citizens decides to approach the governor general to petition him for relief; the response was the deportation of all of the “disloyal” Acadian subjects, and seizure of their lands and goods. In the chaos, Evangeline becomes separated from Gabriel. Evangeline, accompanied by the village priest then searches across the North American continent in hopes of being reunited with Gabriel.</p> <p>If you are interested in reading this famous poem, follow the link below: <u><a href="http://www.theotherpages.org/poems/books/longfellow/evangeline00.html">http://www.theotherpages.org/poems/books/longfellow/evangeline00.html</a></u></p> <p>Imagine that you have been given the task of explaining to Evangeline the reasons that led up to the Great Deportation and the affects of the Deportation on the Acadian, First Nations, and British people of the time. With a partner, read about</p>

<p>patterns in organized information 3.2 make connections among related, organized data, and assemble various pieces into a unified message</p> <p><b>P.1</b> - Students will compose, revise and edit text. <b>Specific Outcomes</b> 3.1 design a document, using style sheets and with attention to page layout, that incorporates advanced word processing techniques, including headers, footers, margins, columns, table of contents, bibliography and index 3.2 use advanced word processing menu features to accomplish a task; for example, insert a table, graph or text from another document 3.3 revise text documents based on feedback from others 3.4 use appropriate communication technology to elicit feedback from others</p>	<p>questions and issues in 7.1.5</p> <p><b>7.S.2</b> Students will develop skills of historical thinking.</p> <p><b>7.S.7</b> Students will apply the research process</p> <p><b>7.S.8</b> Students will demonstrate skills of oral, written and visual literacy.</p>	<p>the history of Acadian settlement in Early Canada and the Deportation of Acadians in 1755. Follow the links to the different sites listed below:</p> <p><a href="http://collections.ic.gc.ca/acadian/english/eexile/eexile.htm">http://collections.ic.gc.ca/acadian/english/eexile/eexile.htm</a></p> <p><a href="http://www.uppercanadahistory.ca/finna/finna5.html">http://www.uppercanadahistory.ca/finna/finna5.html</a></p> <p><a href="http://collections.ic.gc.ca/neo-ecossaise/en/index.htm">http://collections.ic.gc.ca/neo-ecossaise/en/index.htm</a></p> <p><a href="http://www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&amp;Params=M1ARTM0012455">http://www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&amp;Params=M1ARTM0012455</a></p> <p><a href="http://en.wikipedia.org/wiki/History_of_the_Acadians">http://en.wikipedia.org/wiki/History_of_the_Acadians</a></p> <p>As you read through the material and look at the images, record your notes using Note Taker:  <i>(A large group lesson before hand would be helpful for students to familiarize themselves with this tool)</i></p> <p><a href="http://interactives.mped.org/view_interactive.aspx?id=722&amp;title=">http://interactives.mped.org/view_interactive.aspx?id=722&amp;title=</a></p> <p>Search for information about the conflicts between the French and British in Europe that led to the Great Deportation of the Acadians in 1755. You need to include the following information:</p> <ul style="list-style-type: none"> <li>❖ The main factors that led to the Deportation (events in France and England).</li> <li>❖ Name the major British leaders during the time leading up to the Deportation.</li> <li>❖ Name the major French Leaders during this time</li> <li>❖ Summarize the perspectives these British and French leaders held.</li> <li>❖ How were the Mi'kmaq and Maliseet First Nations people affected by the deportation?</li> </ul> <p>Write a letter to Evangeline explaining your findings.</p>
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Student \_\_\_\_\_

**How did conflicts between French and British in Europe become factors in the Great Deportation of the Acadians in 1755?**

**Infusing ICT and Social Studies  
RUBRIC**

<b>Grade 7 Skills and Processes Specific Outcomes Dimensions of Thinking</b>	<b>Task</b>	<b>5 Excellent</b>	<b>4 <i>Proficient</i></b>	<b>3 <i>Adequate</i></b>	<b>2 <i>Limited*</i></b>	<b>Ins E</b>
<b>7.S.1 Access diverse viewpoints using technology</b>	-Use <u>Note Taker</u> to organize information from identified sites.					
<b>7.S.8 Communicate information in a clear, persuasive and engaging manner, through written means.</b>	- Write a formal letter to Evangeline.					

<b>Grade 7 Knowledge and Understanding Specific Outcomes</b>	<b>Task</b>	<b>5 Excellent</b>	<b>4 <i>Proficient</i></b>	<b>3 <i>Adequate</i></b>	<b>2 <i>Limited*</i></b>	<b>Ins E</b>
<b>7.1.5 Critically assess the political competition between the French and British in attempting to control North America.</b>						
<b>7. S.2 Explain the historical contexts of key events of a given time period</b>	- Summarize the perspectives held by British and French leaders during the Deportation.					

	-Identify the affects of the Deportation on the Mi'kmaq and Maliseet First Nations people.					
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\* When work is judged limited or insufficient, the teacher makes decisions about appropriate interventions to help the student improve.