

History

Grade 7

Conflict and Change

The Task

This task required each student to assume the role of a scriptwriter for a Canadian television series, “Canadians in Conflict: Great Reformers and Rebels in Canadian History”, and to write a short script of an interview between a present-day reporter and one important historical figure from the 1837 rebellions of Upper and Lower Canada (e.g., William Mackenzie, Louis-Joseph Papineau, Sir Francis Bond Head, Dr. William Baldwin). The completed script was to reflect the reasons for the leader’s involvement in the rebellion, the role played by the leader, and the results of the leader’s involvement. After completing the question-and-answer portion of the script, the student (as a reporter) was to summarize by comparing the conflict resolution strategies used by the historical figure and those used to resolve conflicts in school today.

Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand History: Conflict and Change. Note that the codes that follow the expectations relate to the Ministry of Education’s *Curriculum Unit Planner* (CD-ROM).

Students will:

1. describe the causes, personalities, and results of the rebellions of 1837 in Upper and Lower Canada (7h41);
2. demonstrate an awareness of the major sources of conflict that led to the rebellions of 1837 in Upper and Lower Canada (e.g., land, transportation, government, culture) (7h44);
3. describe the role of key personalities (e.g., Mackenzie, Papineau, Baldwin) involved in the rebellions and the methods they used to bring about change (7h45);
4. use appropriate vocabulary (e.g., *rebellion, moderate, radical, conflict, responsible government, Family Compact, Château Clique, Fils de la Liberté, Doric Club*) to describe their inquiries and observations (7h48);
5. formulate questions to facilitate research on issues and problems (e.g., the achievement of responsible government) (7h49);
6. locate relevant information about key personalities involved in the rebellions from a variety of sources (e.g., journals, illustrations, print materials, videos, CD-ROMs, Internet) (7h50);
7. analyse, synthesize, and evaluate historical information (e.g., concerning the effect of Lord Durham’s report on the development of responsible government) (7h51);
8. communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs (7h54);
9. compare strategies of conflict resolution used at home and at school to strategies used historically (7h57).

Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills related to the following:

- types of conflict resolution strategies (e.g., personal and public, peaceful and violent)
- accessing information from different resources (e.g., print, texts, Internet, CD-ROMS)
- the basic structure of the dialogue portion of scriptwriting
(*Note: Samples of scripts are generally available in grade-appropriate language arts anthologies or on the Internet.*)

For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 39–42 of this document.

Task Rubric – Conflict and Change

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of concepts				
The student:				
1, 2, 3	<ul style="list-style-type: none"> – demonstrates a limited understanding of the causes of the selected rebellion – demonstrates a limited understanding of the role of the historical figure in effecting change 	<ul style="list-style-type: none"> – demonstrates some understanding of the causes of the selected rebellion – demonstrates some understanding of the role of the historical figure in effecting change 	<ul style="list-style-type: none"> – demonstrates considerable understanding of the causes of the selected rebellion – demonstrates considerable understanding of the role of the historical figure in effecting change 	<ul style="list-style-type: none"> – demonstrates a thorough understanding of the causes of the selected rebellion – demonstrates a thorough understanding of the role of the historical figure in effecting change
Inquiry/research skills and map and globe skills				
The student:				
5, 6	<ul style="list-style-type: none"> – develops and uses relevant interview questions that elicit limited historical information 	<ul style="list-style-type: none"> – develops and uses relevant interview questions that elicit some historical information 	<ul style="list-style-type: none"> – develops and uses relevant interview questions that elicit considerable historical information 	<ul style="list-style-type: none"> – develops and uses relevant interview questions that elicit comprehensive historical information
Communication of required knowledge				
The student:				
4, 7, 8	<ul style="list-style-type: none"> – uses the interview format to convey information with limited effectiveness – makes limited use of appropriate vocabulary to communicate information – analyses historical information to a limited degree 	<ul style="list-style-type: none"> – uses the interview format to convey information with some effectiveness – makes some use of appropriate vocabulary to communicate information – analyses historical information to some degree 	<ul style="list-style-type: none"> – uses the interview format to convey information with considerable effectiveness – makes considerable use of appropriate vocabulary to communicate information – analyses historical information to a considerable degree 	<ul style="list-style-type: none"> – uses the interview format to convey information with a high degree of effectiveness – makes extensive use of appropriate vocabulary to communicate information – analyses historical information thoroughly
Application of concepts and skills				
The student:				
9	<ul style="list-style-type: none"> – compares, with limited understanding, the conflict resolution strategies used in the historical event and those used in schools today 	<ul style="list-style-type: none"> – compares, with some understanding, the conflict resolution strategies used in the historical event and those used in schools today 	<ul style="list-style-type: none"> – compares, with considerable understanding, the conflict resolution strategies used in the historical event and those used in schools today 	<ul style="list-style-type: none"> – compares, with thorough understanding, the conflict resolution strategies used in the historical event and those used in schools today

*The expectations that correspond to the numbers given in this chart are listed on page 12.

Note: This rubric does not include criteria for assessing student performance that falls below level 1.