

A

Great Reformers and Rebels in Canadian History

R: Hello Mr. Papineau!

P: Hello!

R: I would just like to ask you a few questions about the rebellion.

P: Ok!

R: Who or what motivated you to lead a rebellion?

P: Well, it was because I didn't believe that the government was running Lower Canada fairly and I was afraid to lose our French language and Catholic Church.

R: How did you get involved in the rebellion?

P: Well, I was the one that decided that something needed to happen. I wasn't just going to sit back and watch it all happen!

R: Why did the rebellion fail?

P: Most people say it was because it wasn't well planned and lacked leadership, but I think it was because only one in every ten Patriots had a gun.

R: How did the rebellion change Lower Canada?

P: I don't think it changed Lower Canada much at that time, there was just more violence! However, later as time passed, the government finally changed.

R: Do you like the way that Canada is being governed in year 2001?

P: Yes, I do because French citizens can take part in what goes on within the government.

R: Would a rebellion be a good way to solve a current day school conflict?

P: Well, I really don't think that a rebellion would be a good way to solve a current day school conflict because people would get hurt or maybe get killed. It would be better to find a less violent solution so that students and teachers won't get injured. A better way would be to go on strike, that way, no one could get injured or hurt, and you might get what you wanted in the first place without getting carried away.

R: Well, thank you for joining me here today, and I hope to talk to you again in the near future!

P: It was all my pleasure!

R: Thanks again!

Teacher's Notes

Understanding of Concepts

- The student demonstrates a limited understanding of the causes of the rebellion in Lower Canada (e.g., "I didn't believe that the government was running Lower Canada fairly and I was afraid to lose our French language and Catholic Church").
- The student demonstrates a limited understanding of the role of Papineau in effecting change (e.g., when focusing on why he was involved: "Well, I was the one that decided that something needed to happen. I wasn't just going to sit back and watch it all happen!").

Inquiry/Research Skills and Map and Globe Skills

- The student develops and uses relevant interview questions that elicit limited historical information to determine Papineau's impact on the present (e.g., "R: Do you like the way that Canada is governed in year 2001? P: Yes, I do because French citizens can take part in what goes on within the government").

Communication of Required Knowledge

- The student uses the interview format to convey information with limited effectiveness (e.g., by briefly answering the questions about the impact of the rebellion on Lower Canada: "I don't think it changed Lower Canada much at that time, there was just more violence!").
- The student makes limited use of appropriate vocabulary to communicate information (e.g., about the causes and results of the rebellion: "I didn't believe that the government was running Lower Canada fairly", "I was afraid to lose our French language and Catholic Church", "the government finally changed").
- The student analyses historical information to a limited degree (e.g., when comparing strategies of conflict resolution used in the historical event and in schools today: "Well, I really don't think that a rebellion would be a good way to solve a current day school conflict because people would get hurt or maybe get killed").

Application of Concepts and Skills

- The student compares, with limited understanding, the conflict resolution strategies used in the historical event and those used in schools today (e.g., “It would be better to find a less violent solution so that students and teachers won’t get injured. A better way would be to go on strike, that way, no one could get injured or hurt, and you might get what you wanted in the first place without getting carried away”).

Comments/Next Steps

- The student should include more information about the causes, personalities, and results of the rebellion.
- The script would be improved if the student followed the expected format (e.g., including an introduction).
- The student should edit his or her work to improve sentence structure.

Conflict and Change Level 1, Sample 2

A

Script's Canadians in Conflict

Reporter - This is the television series "Canadians in Conflict: Great Reformers and Rebels in Canadian History," and we bring you today... Louis Joseph Papineau.

Reporter - Now, Papineau, where were you born?

Papineau - I was born in Montreal, 1786.

Reporter - Were you always a Reformer?

Papineau - No, at one point I was a Patriot. I had a lot of respect for British. In fact, in my early life, I admired Britain.

Reporter - What did you do before the rebellion?

Papineau - Before the rebellion, I fought in the war of 1812. Then I became a lawyer. Finally, after that I was elected part of the Legislative Assembly.

Reporter - What reason did you begin the rebellion?

Papineau - I began the rebellion for many reasons which were English Speaking. The Problem of Soud, how so many English Speaking Settlers and because they did not enjoy form of the 12 Resolutions particularly.

Reporter - Do you believe the rebellion succeeded in short term?

Papineau - In short time I believe that the rebellion did not do any good because nothing was changed, In fact I tried to start a new rebellion.

Reporter - Did you always choose war to deal with conflicts?

B

Papineau - No but I chose rebellion for this conflict because I had dedicated my life to saving the French Culture, way of life, language & law. I tried to negotiate with a form known as the 12 Resolutions.

Reporter - Do you believe you helped develop Lower Canada?

Papineau - Yes I believe that I helped develop Lower Canada, but only a small amount.

Reporter - What do you believe was your most important act during the rebellion?

Papineau - I believe my most important act during my life was to show French Speaking settlers that they also have rights.

Reporter - Thank you for your time. Now we know how Papineau felt. In our school, if there is a problem between two kids, we do it all sorts of ways. Sometimes we go about into fight. If you see your teacher or Principal acts as a Arbitrator. Sometimes we resolve it using Negotiation. Sometimes the teacher acts as a Mediator. Rarely fights break out. In the rebellion of Lower Canada, they about directly from Negotiation to Rebellion.

Teacher’s Notes

Understanding of Concepts

- The student demonstrates a limited understanding of the causes of the rebellion of Lower Canada (e.g., by providing unclear reasons for the rebellion: “Papineau – ... English Speaking Rulers, The Problem of Land, how so many English Speaking Settlers and because they did not my form of the 92 Resolutions seriously”).
- The student demonstrates a limited understanding of the role of Papineau in effecting change (e.g., by briefly describing his actions related to the rebellion: “I believe my most important act during my life was to show French Speaking settlers that they also have rights”).

Inquiry/Research Skills and Map and Globe Skills

- The student develops and uses relevant interview questions that elicit limited historical information (e.g., by asking simple questions to help determine Papineau’s motivation, involvement, and impact on Canada: “Reporter – Do you believe the rebellion succeeded in short term? Papineau – ... I believe that the rebellion did not do any good because nothing was changed”).

Communication of Required Knowledge

- The student uses the interview format to convey information with limited effectiveness (e.g., the student uses weak introductory questions that do not always elicit much more than yes or no information: “Were you always a Reformer?”, “Did you always choose war to deal with conflicts?”).
- The student makes limited use of appropriate vocabulary to communicate information (e.g., when communicating information about conflict resolution in the school: “if there is a problem between two kids, we do it all sorts of ways. Sometimes we go strait into fight”).
- The student analyses historical information to a limited degree (e.g., by responding briefly to questions about the role of Papineau in the rebellion in Lower Canada: “Reporter – Do you believe you helped develop Lower Canada? Papineau – Yes. I believe that I helped develop Lower Canada, but only a small amount”).

Application of Concepts and Skills

- The student compares, with limited understanding, the conflict resolution strategies used in the historical event and those used in schools today (e.g., by making vague connections between the past and the present: “Sometimes we resolve it using Negotiation. Sometimes the teacher acts as a Mediator. Rarely fights break out. In the rebellion of Lower Canada, they went directly from Negotiation to Rebellion”).

Comments/Next Steps

- The student should include more details about the causes, personalities, and results of the rebellion through better use of research techniques.
- The quality of the responses would be enhanced by better sequencing of the questions and by elaborating on the historical information.
- The student should edit his or her work with a focus on improving sentence structure.