

Teacher Package

Social Studies Exemplar Task Grade 7 – History Teacher Package

Title: Conflict and Change

Time requirement: 240 minutes (four to five class periods)

- 80 minutes to discuss conflict, review the rebellions of Upper and Lower Canada using the “Events Chart”, and examine the components of a formal interview
- 80 minutes to select a historical figure to interview, prepare interview questions, and conduct research to answer the questions
- 100 minutes to write a script of the interview

Description of the Task

This task requires 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 will 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) will summarize by comparing the conflict resolution strategies used by the historical figure and those used to resolve conflicts in school today.

Student Scenario

The following scenario should be presented to students:

You are the scriptwriter for the Canadian television series “Canadians in Conflict: Great Reformers and Rebels in Canadian History”. You are creating a script for a short segment about a key personality in the battle for responsible government. In the segment, you, in the role of a reporter, will interview one key figure who played a part in one of the rebellions of 1837. The interview will explain several things to the audience: the reasons why the person became involved, the role he or she played, and the outcome of his or her participation. You will conclude the interview by comparing the resolution of this historical conflict with present-day strategies for conflict resolution in your school.

1

Curriculum Expectations Addressed in the task

Note that the codes that follow each of these expectations relate to the *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).

Teacher Instructions

Prior Knowledge and Skills Required

To complete this task, students should 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, the 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.)

2

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

Materials and Resources Required

Before attempting the task, students should be provided with the following materials:

- a copy of the Student Package (see Appendices 1 and 2) for each student
- a variety of research materials appropriate for the topic and grade level
- samples of interviews/scripts
- optional: chart paper and markers

Students will need access to history resources as available (e.g., texts, CD-ROMs, the Internet, illustrations, videos). Since this task is designed to be administered near the end of the topic Conflict and Change, students may also refer to their notebooks, quizzes, assignments, and so on, which were a part of the regular classroom study of this topic. Library access is helpful; otherwise, a range of relevant materials should be available in the classroom.

The Rubric*

The rubric provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 11 of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*.

Before asking students to do the task outlined in this package, review with them the elements of a rubric. Rephrase the rubric so that students can understand the different levels of achievement. You might reproduce the rubric for students or create an overhead transparency to use with the whole class.

Task Instructions**Introductory Activities**

The pre-tasks are intended to review and reinforce the skills and concepts that students will be using in the exemplar task and to model strategies useful in completing the task.

Pre-task : Review of the Rebellions of 1837 (60 minutes)

1. Ask students some general questions regarding conflict, such as the following, and discuss their responses:
 - What is conflict?
 - What different kinds of conflict are there (e.g., personal conflict, family or social conflict, political or public conflict)?
 - What kinds of things can cause you to have a personal conflict (e.g., problems making decisions, insufficient information, external pressures or needs)?
 - What kinds of things can cause conflict in families (e.g., moving, financial concerns, illness, family change, personalities)?
 - What kinds of things might cause conflict in a neighbourhood? In a country?
 - What are some different ways to resolve conflict? Which of these ways are most effective? Why?
2. Explain to students that the exemplar task is based on comparing and contrasting conflicts between the past (the rebellions of Upper and Lower Canada) and a present-day school conflict. Read and discuss the Student Scenario with the class.
3. Ensure that students understand the components of a formal interview by a reporter (e.g., beginning with a clear introduction, questioning politely, using historically relevant questions, and including a wrap-up and closing comments).
4. Introduce students to the “Events Chart” (see Appendix 1). Have students, working in teams, pairs, or small groups, choose the 1837 rebellion in either Upper or Lower Canada and review its main events. Encourage students to use their class notes, history textbooks, and any other resources used during their previous in-class study of the 1837 rebellions. This activity will establish a “prior knowledge” context from which students can select and research selected historical figures for their television scripts.

Note: You may prefer to conduct this activity as a whole-class activity with a discussion of both rebellions. For this activity, you may want to use chart paper and markers, the chalkboard, or a copy of the “Events Chart” on an overhead transparency.
5. Have students record their summaries on their copies of the graphic organizer provided, the “Events Chart”. Provide students with additional copies of the chart or extra paper if necessary.
6. With the class, have students give brief reports of their summarized information to ensure a common knowledge base of the main events of the 1837 rebellions.

*The rubric is reproduced on page 14 of this document.

Exemplar Task

Both the questions and research information pages (see Appendix 2) and the final copy of the script are to be submitted for marking.*

Part 1: Planning the Questions and Answers (80 minutes)

1. Ask each student to select a historical figure from either of the rebellions of 1837 as an interview subject.
2. Instruct students to use the questions and research information pages (see Appendix 2) to record a list of questions that a reporter might ask the historical figure.
3. Instruct students to check off the boxes in the “Areas to think about for developing questions” to help identify the questions they will ask the interview subject. Remind students that they should try to list as many relevant questions as they can. They should use their questions to help them determine the historical figure’s motivation, involvement, and impact on Canada as a result of the 1837 rebellions. These questions will be the focus of students’ research for this task.

Note: Review with students the importance of quality questions. The following are some suggested cues:

- What makes a really good question?
 - Have you ever watched a television or live interview when the person being interviewed answers only “yes” or “no”? What happens to you as a television viewer when this occurs?
 - As the interviewing reporter, what kinds of questions will link the 1837 conflict to present-day conflicts?
 - How can you ensure that your modern audience gets a clear picture of the historical figure?
4. Have students complete the research on their chosen historical figures, recording the information that will answer each question, ready for scriptwriting.
 5. Supervise the research process. Provide assistance to students as you would for a regular independent research assignment.

Part 2: Scriptwriting (100 minutes)

1. Provide time for students’ scriptwriting. Remind them that the script is “dialogue driven” (stage directions and filming instructions are not required as for a play or a television script). All information is to be presented to their audience in the form of the dialogue between the reporter and the historical figure. Students must use the dialogue to communicate the personality, ideas, and attitudes of the person from history.
2. Remind students that the reporter’s questions they developed will direct the content of the interview. Encourage students to keep the script format simple: a written dialogue script between the two characters is sufficient. Remind students that while the dialogue is fictional, the script’s content must be historically accurate.

5

3. Instruct students to check their developing script against the criteria outlined on the task rubric.
4. Tell students to be sure to conclude their interview with a summary comment from the reporter that compares the conflict resolution strategies used by the historical figure with those used in the school to resolve conflicts that occur today.
5. Have students independently complete their scriptwriting on regular lined paper or on a computer (if that is part of the regular classroom writing routine).
6. Tell students to edit and revise their work independently.

6

**Even though the work from Appendix 2 is not included in this document, the teachers used it to assess students’ work.*

Appendix 1

Events Chart – Rebellions of 1837

A Summary of Events for the Rebellion in (a) Upper Canada or (b) Lower Canada (circle one)

Causes Leading Up to the Rebellion	Who Was Involved?	What Were the Results?

Appendix 2

Rebellions of 1837: The Importance of _____
(name of historical figure)

Planning Questions and Responses

Areas to think about for developing questions:

- special qualities or skills
- immediate results of involvement in the rebellions
- motives for involvement
- importance to the development of Canada
- most important actions/contributions during the 1837 rebellions
- ways of dealing with conflict

Reporter's Questions	Information for Response