**SOCIAL STUDIES 7 Unit 4A Critical Challenge**

**EARLY LIFE IN ENGLISH CANADA**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Critical Challenge**: If you had immigrated to **Upper Canada from Britain** during the Great Migration of the 19th Century, what would your life had been like?

Chapter seven of the **red** textbook gives you a good general picture of the life of a settler in English-speaking Canada, just as chapter four gave you a picture of life in New France.

**Read chapter seven, pp.112 – 123.** (Do nothing until you have read the whole chapter.)

Using information from the chapter, imagine you are living in Upper Canada some time between 1820 and 1880, either on a farm or in a town. You may be whatever age or sex you choose, and if you are an adult, you may choose any occupation dealt with in the chapter and that fits the time period you are writing about (eg. remember, there were no female teachers until after 1850).

**Assignment**

Write a **journal**: you will write about your daily activities, or some special event, or anything concerning your life, over one day or over several, either in a row or at different times of the year. Eg. you might write an entry for Jan. 1/1833 and two or three days following that, or for Jan. 1/1833 and then another for June 1/1833. Pay attention to the time of year so what you describe is appropriate (eg. you will not be harvesting in April!).

**Any facts about living during this time period must come from the text book (pp. 112-123), but you must be creative in how you include them in your daily life.**

**Things to Keep in Mind**

1. All names must be English names. You can google appropriate British surnames.

2. It took a couple of years or more to clear the land for farming. Don’t write a letter two months after you’ve arrived describing yourself as planting crops on cleared land.

3. Topics to consider (from your text): early houses, farm work, clothing, sanitation/hygiene, life in towns, medicine, births/deaths, courtship/marriage, the role of women, school/education, church and community life, entertainment/sports. YOU MUST DEAL WITH AT LEAST **FIVE** OF THESE TOPICS. USE ONLY FACTS, BUT YOU MAY MAKE UP YOUR SITUATIONS.

4. Your paper must be at least 300 words. You may **type** it or **hand-write** it.

5. Please double-space, ie. write or type on every second line (if not using lined paper, leave a space between lines).

6. **Bonus marks will be awarded for extra creativity in the presentation of your journal or letter – use your imagination to come up with something that looks authentic, original, and exciting.**

7. You’ll be given some class time to get started on this assignment. You should use this time to gather information and to begin the actual writing. You must do the remainder of the work at home.

I will have some examples in class of journals written from Upper Canada at this time.

**SOCIAL STUDIES 7 UNIT 4 PART A LIFE IN UPPER CANADA ASSIGNMENT**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total /24

ASSESSMENT RUBRIC

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  **E** (Excellent)  **4**  | **Pf** (Proficient)  **3**  | **A (**Adequate)  **2** | **L** (Limited)  **1** | Value |
| Content  | Ideas are insightful and organized in a clear, coherent fashion. Specific details from the text are consistently included. More than adequate amount of information is given. | Ideas are thoughtful and organized clearly. Specific details from the text are frequently included. Adequate amount of information given. | Ideas are generally accurate and organized. General statements are frequently made instead of specific details from the text. Less than adequate information is included for each topic. | Ideas are oversimplified and presented in a haphazard manner in some or all topics. Few, if any, specific details from the text are included. Amount of information is consistently inadequate. |  X 3 = |
| Writing/Compo-sition | Confident control of sentence construction, grammar and spelling. Few errors are impressive considering the complexity of the response.  | Competent control of correct sentence construction, grammar and spelling. Minor errors; however, communication remains clear. | Frequent control of basics of correct sentence construction, grammar and spelling. Occasional lapses; however, communication remains clear. | Faltering control of correct sentence construction, grammar and spelling. The range of errors blurs the clarity of communication. |  X 1 =  |
| Diction and Voice | Diction is precise. Style of writing contributes to the creation of a skillful composition with a convincing voice (ie., you **really** sound like someone living in Upper Canada in the 19th century). | Diction is specific. Style of writing contributes to the creation of a considered composition with a capable voice. | Diction is adequate. Style of writing contributes to the creation of a conventional composition with an appropriate voice. | Diction is imprecise and/ or inappropriate. Style of writing contributes to the creation of a vague composition with an undiscerning voice (you **do not** sound at all convincing). | X 2 = |
| Presentation (Bonus marks) | Work shows a high level of creativity and originality. | Work demonstrates creativity. | Work shows some creativity but is mostly predictable. | Work shows little evidence of creativity. | X 1 = |
|  |
|  |

 **Assignment must be legible and professional-looking** (You may either type or handwrite, but it must be neat and organized). If it lacks in either of these areas, it will be returned to you and you will have to hand it in again re-done.