

# The first half of the nineteenth century was a time of major conflict and change in Canada

## Science connections:

- Life systems: Interactions in the environment
- Structures and mechanisms: Form and function
- Matter and energy: Pure substances and mixtures
- Earth and space systems: Heat in the environment

## Geography connections:

- Analyze and construct maps to show political alliances, demographics, settlement patterns, territorial expansion, and the movement and displacement of groups of people



## Arts connections:

- Identify ways that music, art, and dance contribute to a person's sense of cultural identity and reflect important cultural traditions
- Compare and contrast how social values are communicated in several different drama forms

How did displacement affect different groups of people, including Indigenous people and European immigrants?

What can we learn from the ways in which people met challenges in the past?

What impacts did war, industrialization, epidemics, and religious conflict have on different groups?

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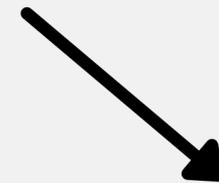
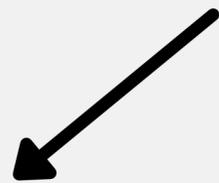
How did Indigenous groups face the challenges presented to them between 1800 and 1850?



What aspects of life were different between Indigenous groups and European colonizers?

In what ways did Indigenous groups use the natural environment to their advantage?

# Skills-based lessons



## Skimming & scanning

- Students learn the difference between skimming and scanning, then practise using both techniques on their research
- Students identify the main idea and supporting details using skimming and scanning techniques

## Reading & analyzing maps

- Students learn map terminology, such as latitude, longitude, key, compass, landform, settlement, and others
- Students practise taking notes and collecting information from different maps



## Using primary sources

- Students learn what the difference is between primary and secondary-source documents and when/how they are utilized
- Students make inferences, and ask questions about the source, creator, and its historical context

# Sample Lesson

- Begin by asking students: Why might the first half of the nineteenth century have been a time of conflict and change in Canada?



- Collect answers using think-pair-share or by having students write their answers on sticky notes and categorize them based by type of change (social, political, environmental, health)



- Students use the jigsaw strategy to share their findings with classmates, then bring students together to discuss key ideas and new learning



- Groups work together to find information for 30-40 minutes; create a flip chart sheet or Padlet to display their findings

- Split students up into small groups to investigate different changes that occurred in the first half of the nineteenth century

