

Grade 9 Social Studies: Assignment #2 (Week of April 15 - 21)

Introduction:

We really enjoyed seeing and hearing from you over the past week. Thank you for sending us your excellent questions, for showing up to the Socials 9 office hours, and for submitting your assignments.

A reminder that each week you will receive a general assignment, as well as an extension assignment. The general assignment is for all students to complete. The extension assignment is optional and is in a separate section of this document called “Extension/Enrichment Assignments.”

This week, your assignment includes one more *Crash Course History* video as well as an assignment about something called primary and secondary sources. One of the things we want to learn to do as Social Studies students is to think like a historian and one of the most important concepts of historical thinking is to use primary source evidence, first-hand accounts from when the event actually took place. If we’re going to say that World War I required soldiers to survive horrendous living conditions in trenches, we’d better have some primary sources from that time that show that (pictures, journals, military documents, etc.). Without primary sources, we’re not being good historians.

Your assignment is due Tuesday, April 21st and should be sent to your Socials 9 teacher using Office.com. Once again, we’re offering two office hours sessions (details below). To get help with your assignment you can show up to the office hours to ask a question or you can simply email your teacher. Good luck and remember, we’re trying to make the best of a crazy situation here so go easy on yourself and reach out for help if anything at all is causing you difficulty.

Teacher email contacts:

Mr. Jesse Whittington jwhittington@sd79.bc.ca

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Mrs. Soleil Switzer sswitzer@sd79.bc.ca

Office Hours: April 15 - 21 (via ZOOM):

Office hours are an optional, drop-in session to get help from any one of the above Socials teachers as well as other Humanities teachers who are familiar with the assignments (like Mr. Candelaria, Mr. Carter, or Mr. Prest).

Zoom is a free, easily accessible platform for conference calling. Access Zoom at <https://zoom.us/join>.

- Friday, April 17 : 1:00pm – 2:00pm with Mr. Whittington
<https://zoom.us/j/91760861521?pwd=VXZOM1MvZDZIMUdGL1FieE96NIV5dz09>
Meeting ID: 917 6086 1521
Password: 6KQ0AR
- Monday, April 20: 11:00am – 12:00pm with Mrs. Switzer
<https://zoom.us/j/621584444?pwd=WmpGa3pyRIU1Ums3a2wyZWpnM1FyQT09>
Meeting ID: 621 584 444
Password: 9k73Z5

Please note Zoom etiquette:

- You are not required to turn on your video (although it will be nice to see everyone's face again!) and may go audio only. If you are having connection issues turn your own video off.
- Please mute if you are not speaking. If there are a lot of users there can be quite a bit of background noise.
- If you click "participants" under the videos you will get a popup on the right. There is a button there where you can raise your hand if you have a question. A remember to "lower" your hand once you've asked your question.

How to Submit Your Work to your Classroom Teacher:

Here is the preferred method for handing in your finished work:

1. Work in office.com, you may need to copy and paste the questions from the pdf.
2. Complete the assignment in Word and save it as "Name_Socials 9 #1" (ex: Peter Rabbit Socials 9 #1.docx).
3. In the top-right corner, click on "share".
4. Enter your teacher's name and select them when they pop up. Make sure it's set so that they're allowed to edit (so they can comment on your work).
5. Then click "send". You're done! We'll send it back to you when it's marked.
6. **If you are having trouble with office.com, send us an email from your email or your parents' email with the Word document as an attachment. If that isn't working, take a picture of it and put that in an email to your teacher. Don't panic if you can't get Office.com to cooperate!**

Good luck and have fun. We look forward to seeing many of you at our office hours this week and to answering your questions by email.

Sincerely,

Your Socials 9 Team

Learning Intentions:

- Focus on the core competencies of communication, thinking (creative and critical), and of positive personal and cultural identity (by sharing artifacts about oneself).
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (Learn about primary and secondary sources)
- Engage in new forms of communication with teachers and classmates (office hours, email, office.com)
- Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (Seven Years' War video)
- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (throughout)

Assignment Instructions:

Task 1: Crash Course World History (Episode #26)

For this task you will be required to watch and answer some questions on one short episode on the "The Seven Years War" hosted by the very witty and articulate John Green.

Warning, he talks quickly. To save time I highly recommend that you:

- **Pre-Read** the questions for each video.
- **Pause** and **Answer** each question as you watch the video.
- Please answer in **complete sentences**.

Link to "Seven Years' War" Video:

<https://www.youtube.com/watch?v=j0qbzNHmFW0&list=PLBDA2E52FB1EF80C9&index=27&t=0s>

We recommend that you copy and paste the following questions into a Word document in Office.com. Save that document as "your name Socials 9 #2".

Video Questions:

1. **When** and **where** did the Seven Years War take place? Explain.
2. **Who** were the main participants in the War?
4. **Why** did the War begin and continue?
6. **What** happened at the battle of the Plains of Abraham?
7. **Which** famous painting depicted the death of British General James Wolfe after this battle? **Who** painted it?
7. **Who** were Indigenous North Americans most likely to support and why was that?
8. **Why** did European women taken captive by Indigenous peoples prefer to stay with the tribe?
9. **Why** were Indigenous peoples the "biggest losers" of the 7 Years' War?
10. **How** did the Seven Years' War affect Acadians living in Maine and New Brunswick?
11. **What** did the British do to pay for the Seven Years' War that would contribute to causing the American Revolution?

Task 2: Become a Historian – Learn about Primary and Secondary Sources

What are primary and secondary sources? Watch this quick video for an explanation:

<https://www.youtube.com/watch?v=cqXHO7bTPnw>

Primary documents or sources are first-hand accounts made at the time of an event or shortly after. Secondary sources are created by someone who wasn't actually there, often long after the event took place. The following table compares primary and secondary sources:

PRIMARY SOURCES	SECONDARY SOURCES
First-hand account of an event (created by someone who was actually there)	Second-hand account (by someone who wasn't actually there)
Created at the time of the event or created just shortly afterward	Created fairly long after the actual event; Usually tells us about primary sources used
Can be totally biased or really accurate and fair	Can be totally biased or really accurate and fair
Example: the diary of a person who witnessed an event or lived through a period of history (General Wolfe's account of the lead-up to the Battle of the Plains of Abraham in Quebec)	Example: A textbook or a painting about a famous battle created long after the actual event.



- *Figure 1: The Death of General Wolfe (1770) by Benjamin West (image credit: <https://www.khanacademy.org/humanities/art-americas/british-colonies/colonial-period/a/benjamin-wests-the-death-of-general-wolfe>)*

Part 1: Analyze the Photograph

Questions:

Look at the painting above and answer these questions:

- 1) What is the source's title?
- 2) Who created this source and when?
- 3) Is it a primary source or a secondary source? Why (use the table above describing the difference between primary and secondary sources to help you answer this question)?
- 4) Look at the skies parting, the light shining down on Wolfe, and how everyone is standing around looking sad that he's died or is dying. Do you think that the artist is trying to portray Wolfe in a positive light or a negative one?
- 5) Below is a quote from James Wolfe's diary from the day before the Battle of the Plains of Abraham. Do you think this is a primary source or a secondary source? Why?

...a Vigorous Blow struck by the Army at this Juncture may determine the Fate of Canada, our Troops below are in Readiness to join us, all the Light Artillery & Tools are embarked at the Point of Levi, & the Troops will Land, where the French seem least to expect it —...

(Wolfe on board the Sutherland, 12th of September 1759, issues his plans for the attack on the following day).

Part 2: Sort the Sources

Questions:

Make a table with two columns. Give one column the title "Primary Sources" and the other column the title "Secondary Sources." Take the items from the list below and choose whether they belong in the "primary sources" or "secondary sources" columns of your table.

- A copy of Time magazine from the 1960s about JFK's assassination
- Video footage of the assassination of JFK
- A Socials 9 textbook which includes explanation of the Seven Years' War and the Battle of the Plains of Abraham
- A letter from General Montcalm to the King of France written in 1759
- A photograph from the trenches of World War I
- A soldier's enlistment papers for WWI
- The movie "1917", released in 2019, about WWI
- Anne Frank's diary, written during WWII
- A Wikipedia page about Anne Frank's diary
- Your Socials teacher's Powerpoint slideshow about Canadian History

Part 3: Find a Source

We use many other words to describe potential primary sources, such as artifact, trace, antique, or heirloom. What a source reveals depends on the questions that historians ask. There are millions of potentially usable primary documents, and many of them are accessible online. Below are some examples of primary sources:

TYPE OF RECORD	DESCRIPTION	WHERE CAN IT BE FOUND
Family Records	Personal letters, diaries, photographs, newspaper cuttings, clothing	Attics, basements, shoe boxes, archives, museums
Birth and Death Records	Tracked by government as vital statistics	National registrars are available online www.archives.ca
Old Maps	Useful for understanding continuity and change (what is the same and what has changed)	Local, provincial and national archives; museums; many online sources
Photographs and Images	Impressions of people, places, and events	Personal papers; archives
Household Artifacts	Everyday items can provide insight into how people have lived over time	Basements, second-hand stores, museums
Newspapers	Provide an up-close view of particular events as seen at the time	Online or microfilm through university libraries

For this task choose a primary source to share with your teacher. Include a picture, drawing or very detailed description of the source, along with a discussion of the significance of the piece to you. Through your discussion we should learn something about the historical context of the source, but also perhaps something interesting about you as a person. While some of you may share an artifact or trace that relates to your family history, others of you may bring something that has no personal connection but reflects a time and place in history that genuinely interests you.

Assessment:

At the end of your completed assignment, please complete the following self-assessment by answering the following questions:

1. What do you think you did well in this assignment? Was it answering the questions from the video correctly and thoroughly, was it figuring out how to send it using Office.com, was it sharing your own primary or secondary source?
2. What do you think you could do next time or to make this assignment even better?
3. Indicate how long this assignment took you to complete.

4. Add your own comments. For example, what did you find interesting, easy, difficult, surprising about the assignment? What did you learn?
5. Below is the rubric your teachers are going to use to assess your work, review the rubric and indicate where you feel your work should be.

Competencies	Emerging	Developing	Proficient	Extending
Reading Comprehension and Clarity	Answers reflect minimal understanding of material. Work is very difficult to follow and incomplete.	Answers reflect some understanding of the material. Work is unclear and partially complete.	Answers reflect a strong understanding of the material. Work is clear and fully complete.	Answers reflect a sophisticated interpretation of the material. Work is robust, detailed and thorough.
Creative and /or Critical Thinking	Answers reflect zero creative or critical thinking	Answers reflect some creative or critical thinking	Answers reflect quality creative or critical thinking	Answers reflect exceptional creative or critical thinking.

Teacher Comments:

Extension Assignment:

These assignments will be provided each week for those students that would like to practice using their inquiry skills (gather, interpret and analyze ideas; and communicate findings and decisions) in relation to the historical thinking concepts. By practicing and refining these skills students will greatly help themselves prepare for Humanities 10. Completion of the extension assignment will give students a greater opportunity to receive an extending assessment.

For this week’s assignment find three primary sources from the last three weeks that might be used by future historians or Social Studies teachers to describe the 2020 Covid-19 Pandemic. Provide a copy of your sources or the links to where they can be found; a short description/caption of what the artifact is (see the James Wolfe image from Task 2 as an example); and why you think your source should be shared.