**SS 9 Assignment #5**

Due Date: **Tuesday, May 12**

Hello everyone and welcome to week 5. You have two tasks to complete this week.

1. Watch a documentary on the collision of two worlds (Europe and the New World) and answer some questions.

**Learning Intension**: *Assess how the actions of individuals or groups affect events, decisions, or developments.*

1. Bring some “Good Cheer” to your household.

**Learning Intention:** *Engage in new forms of communication with teachers and classmates (office hours, email, office.com, padlet)*

Submit your assignment using ***Teams*** at **Office.com**.

**Need Help?**

* See the **office hours** posted below.
* Email your teacher

**Office Hours:**

Office hours are an **optional**, drop-in session to get help from Teachers.

Access Zoom at <https://zoom.us/join>.

**Time:** Friday, May 8, 2020 01:00 PM -2:00 PM

<https://us02web.zoom.us/j/83013667242?pwd=MXNGSVhKNGJZWFBtY040ME16TDRjZz09>

**Meeting ID:** 830 1366 7242

**Password**: 5QvCdv

**Time:** Monday May 8, 2020 11:00 AM -12:00 PM

<https://us02web.zoom.us/j/88201100430?pwd=WGp6aC9oWnU4YXFaVzh1VFFXeldsUT09>

**Meeting ID:** 882 0110 0430

**Password**: 9FJyhZ

**Teacher email contacts:**

|  |  |
| --- | --- |
| Mr. Jesse Whittington jwhittington@sd79.bc.ca | Mr. William Lee wlee@sd79.bc.ca |
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**Task 1: Canada: The Story of Us (Episode #1: Worlds Collide)**

For this task you will be required to watch and answer some questions on the first episode of The Story of Us series titled “Worlds Collide.”

 To save time we 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 Canada: Story of Us (Episode #1: Worlds Collide) Video: <https://www.youtube.com/watch?v=MWdOQE459vg&t=1721s>

**Video Questions:**

1. **How** are the Haudesaunee and Wendat tribes described in the video**?**

**Answer here:**

1. **Who** was Samuel de Champlain**? What** characteristics did he exhibit**?**

**Answer here:**

1. **What** mission did the King of France entrust to Samuel de Champlain?

**Answer here:**

1. **What** is significant about Quebec City?

**Answer here:**

1. **What** must Champlain accomplish in order to get support from France?

**Answer here:**

1. **Why** did chief Ochasteguin want greater control of the trade routes along the St. Lawrence river?

**Answer here:**

1. **Who** were the “Filles du Roi”and **why** were they sent to New France?

**Answer here:**

1. **How** did the French fur traders, Radisson and Des Groseilliers, disturb the balance of power in New France and **what** was created as a result?

**Answer here:**

1. **What** factors helped the English win the Seven Years War in North America and **what** did they need to consider moving forward?

**Answer here:**

1. **What** devastating catastrophe did indigenous peoples suffer as a result of Colonization?

**Answer here:**

**Assessment Criteria / Rubric:**

Self-evaluate by highlighting the box that best fits the answers you submitted.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Competencies**  | **Emerging**  | **Developing**  | **Proficient**  | **Extending**  |
|   **Reading Comprehension and Clarity**  | Answers reflect **minima**l 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:**

**Task 2: “Ordre de Bon Temps” or “Order of Good Cheer” Project**

Your second task is modelled from the “Order of Good Cheer” which was established over 400 years ago by Samuel de Champlain. Much like our current situation, the new settlers were forced to stay in doors for long periods of time during the long, cold North American winters.

To maintain spirits and past the time the residents would take turns providing the main meal of the day, bringing good cheer to the settlement.

Your second task for this assignment is to bring “Good Cheer” to your household.

If you are lacking motivation, watch this short video: <https://www.youtube.com/watch?v=8YuBxP4CKZc>

In times such as these it’s more important than ever to keep smiling with the people we care about.

Good luck and have fun!

Some ideas to consider:

Like Champlain’s settlers, you could focus on food:

* + Prepare a meal for everyone in the household
	+ Prepare a tasty snack or drink for the household
1. You could take on or help with a home improvement task:
	* Clean your room
	* Reorganize a space
	* Build or help fix a part of the house
	* Weed a garden bed
2. You could organize some form of entertainment:
	* Movie night
	* Board game night
	* Prepare a performance for your family
	* Play a song for the household
3. You could organize some form of physical activity
	* Hide and go seek
	* Indoor game (ping pong, darts, pool, etc.)

**Tell us about your Good Cheer Project:**

What did you do?

Answer here:

How was it received?

Answer here:

Teacher Comments:

**Extension Assignment:**

**Option 1.** Post a picture of your project on Padlet: <https://padlet.com/barker_jp/pandemic2020>

**Password:** pan2020

Teachers might not accept every contribution if it is not school appropriate, if there is no name attached, or if the amount of contributions being made by one person are deemed too many.

**Option 2.** Post a before and after picture in the table below:

See example:

|  |  |
| --- | --- |
| **Before** | **After** |
|  |  |

Your example:

|  |  |
| --- | --- |
| Before | After |
|  |  |