

Elementary Learning Activity 3: The challenges of creating an accurate history from the past

Many versions of the story...

Course Links: Elementary Social Studies (In Newfoundland and Labrador, Grade 5 Social Studies.)

Outcomes addressed:

Grade 5 Social Studies

SCO icp.0 – The student will be expected to demonstrate proficiency in utilizing concepts and processes from the social sciences

- icp.1 Use an inquiry model to explore and resolve significant questions
- icp.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends
- icp.3 Make reasoned assessments based on appropriate criteria

Unit 1: Exploring the Past

1.0 - Students are expected to demonstrate an understanding of how we learn about the past.

- 1.3 describe the challenges of creating an accurate history from the past

Learning Goal and Description

Goal: To understand the challenges historians face in developing accurate history, by examining evidence from two key periods in the development of Fort Point, Trinity – 1762 and 1812.

Brief Description: Students will examine some of the challenges involved in creating an accurate history from the past. By comparing two versions of the invasion of Trinity in 1762, students will recognize the need to corroborate information when deciding what actually happened. They will then look at the information available about Fort Point in 1812 to decide the actual condition of the Fort at the outbreak of the War of 1812.

Planning and Preparation

Sources and references will include

1. Accounts of the destruction of the Fort at Admiral's Point, 1762
 - a. Excerpts from Diary of Benjamin Lester, July-August, 1762 (THS virtual Gallery, Images 39, 44, 45, and 50)
 - b. Letter from Chevalier de la Motte, Vauvert, February 22, 1775 (THS virtual Gallery, Images 59-63)
2. Accounts of the state of Fort Point in 1812
 - a. 1812 Engineer's Report on Admiral's Point (THS virtual Gallery, Image 90)
 - b. A Brief Summary of Historical References to the Fort at Admiral's Point, Trinity Harbour, Newfoundland (THS Images 8-10)

Preparations will include:

1. Access to (and preferably the ability to project enlargements of) images for from the THS virtual gallery.

2. Student access to **Organizers #8 and #9** for recording their observations and comparisons (which will be placed in their Portfolio).

Strategies for Completion

Activation: (30 to 40 minute instructional session.)

Teachers may begin with the question: *How do we know that the history we are reading is accurate?* Teachers may take ten minutes to brainstorm with students some ways in which an historian may build an accurate account of the past.

Teachers may then explain the purpose of this Activity: to examine evidence from two key periods in the development of Fort Point, Trinity – 1762 and 1812 in order to understand some of the challenges involved in creating an accurate history from the past.

Teachers will provide the documents outlining two accounts of the destruction of the Fort at Admiral's Point in 1762. Together, students and teacher will examine the two versions of the event. Students will use **Organizer #8** to compare the two versions. After students have completed their Organizer, teachers may engage them in a discussion of what seems to have happened to the Fort.

Connection: (30 to 40 minute activity followed by a sharing session.)

Teachers may begin this session by recalling what was learned about the state of Fort Point after the French left Trinity in August, 1762. Teachers may then explain that students will next examine documents written 50 years later that address the same situation (the state of Fort Point, Trinity).

Teachers will provide the documents outlining the state of the Fort at Admiral's Point in 1812. Together, students and teacher will examine the documents. Students will use **Organizer #9** to record information. After students have completed their Organizer, teachers may engage them in a discussion of what would be an accurate account of the situation at Fort Point in 1812.

Consolidation: (Students will complete this activity independently.)

Students may complete a journal entry that reflects on the following question: *If I were to write a history of my community, how would I make sure my information was accurate?*

Extension: (Optional.)

Teachers may engage students in a discussion about sustainable development (what it means and its importance for their children and their children's children).

Teachers may then show students how the history of Fort Point is now generating jobs and significant business in Trinity Bight. Following this discussion, students may be asked to write a short speech addressing the following: *Preserving our heritage can provide long term sustainable development (jobs) for our community.*

Assessment and Evaluation

For this learning activity, teachers should

- Check to ensure students completed **Organizers #8 and #9** (assess level of detail).
- Examine the degree of insight demonstrated in their journal reflection (Consolidation task).

ORGANIZER # 8: Comparison Sheet

Destruction of the Fort Point at Admiral's Point, 1762	
Excerpts from Diary of Benjamin Lester, July-August, 1762 (THS virtual Gallery, Images 39, 44, 45, and 50)	Letter from Chevalier de la Motte, Vauvert, February 22, 1775 (THS virtual Gallery, Images 59-63)
What happened to the Fort between July 17th and August 1st, 1762	

ORGANIZER # 9: Analysis Sheet

Analysis Sheet: Fort Point, 1812	
Considerations	Observations
Engineer's Report, 1812 (THS virtual Gallery, Image 90)	
A Brief Summary of Historical References to the Fort at Admiral's Point, Trinity Harbour, Newfoundland (THS Images 8-10)	