

Intermediate Learning Activity 3: Continuity and Change

A **visual chronology** of events surrounding Fort Point, Trinity 1744 – 2012

Course Links: Intermediate Social Studies (In Newfoundland and Labrador, Grade 8 History and Grade 9 Social Studies.)

Outcomes addressed:

Grade 8 History

SCO 1.1 The student will be expected to demonstrate an understanding and appreciation of history:

1.1.1 Identify historical sources in their own community.

1.1.9 Examine the role of historic sites, archives, and museums in interpreting and preserving history.

SCO 1.2: The student will be expected to demonstrate an understanding of how to find out about the past:

1.2.3 Formulate a key question that is supported by a given source.

1.2.4 Identify other sources that relate to the key question.

1.2.5 Gather information that is significant for the question.

Grade 9 Social Studies

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

i.1 Use an inquiry model to explore and resolve significant questions

i.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends

i.3 Make reasoned assessments based on appropriate criteria

Learning Goal and Description

Goal: To demonstrate how a chronological sequence of important events helps to identify continuity and change. From their chronology, students will recognize turning points in the history of Fort Point and Trinity.

Brief Description: Students will use primary and secondary sources to develop a visual chronology of events surrounding Fort Point and Trinity between 1744 and 2012.

Planning and Preparation

Sources for students to examine are provided within the **Organizers** for the **Connection** section and within the **Consolidation** section.

Preparations: This Learning Activity asks students to return to primary sources already encountered in Learning Activity 2. Teachers will

- guide students back to the primary sources and to the secondary source, all of which are provided virtually at the Trinity Historical Society's website.
- ensure students have access to **Organizers 5 - 8**.

Strategies for Completion

Activation: (20 minutes of instruction and discussion.)

Teachers may engage students in a virtual review of the **chronology** provided by

the Trinity Historical Society:

http://www.trinityhistoricalsociety.com/chronology_of_selected_historica.htm

The importance of the dates cited may be discussed. Teachers may then ask the question: *If we start with the year 1746 and end with the year 1874, how might we design and develop a more visual chronology?*

Teachers may refer to photo essays found in many modern texts or used by photojournalists. They are a collection of images placed in a specific sequence to show the progression of events (or concepts or emotions). It is intended that the combination of words and images that students may create within this Learning Activity will enhance the narrative of Trinity between 1744 and 1874 (or at least their understanding of the narrative).

Teachers may then assign students to groups of three to five and introduce the cooperative learning activity that is intended to result in a visual chronology of events surrounding Fort Point, Trinity 1744 – 2012. This introduction will include a review of the **Organizers** and how they are to be completed.

Connection: *(one class period; 50 to 60 minutes.)*

Teachers may arrange students in small groups, ask them to choose a leader and recorder, and provide them with either **Organizer 5, 6, or 7**. Students will then complete their **Organizers** while the teacher circulates among the groups to assess both individual and overall group engagement and productivity. It is likely this task will span two instructional periods. Between periods, students may be asked to examine images from the Trinity Historical Society (and other sources) and bring back their findings and suggestions to their group during the next period.

At the end of this lesson, the completed **Organizers** from each group may be placed on the classroom wall or on the school or classroom website. This will give individual students opportunity to see the entire project and discuss its accuracy and appeal.

Consolidation: *(This task can be completed independently outside instructional time.)*

Students may complete the following reflection in their journal:

The major push and pull factors in the history of Trinity between 1700 and 1815 were...

Students may use **Organizer 8** to develop rough notes for their journal entry.

Students may also examine the following source:

Push and Pull Factors in 19th Century Newfoundland:

<http://www.heritage.nf.ca/society/pfactors.html>

Extension: *(This optional task may be completed independently outside of instructional time.)*

Teachers may engage students in the lesson developed by The Royal Canadian Geographical Society on the Role of the Royal Newfoundland Regiment and the War of 1812. Teacher and student resources for this lesson may be found at:

http://www.eighteentwelve.ca/?q=eng/Educational_Resource/11&tab=1

Assessment and Evaluation

For this learning activity, teachers may

- use a simple rubric to assess each student's engagement in the cooperative learning activity;
- examine the detail and level of effort students demonstrate in the completion of their group **organizer**; and
- measure the depth of thinking / reflection provided by students in the responses to the question assigned within the **Consolidation** section.

ORGANIZER # 5: Construction of Fortifications at Admiral's Point

Instructions: For each date on the left, write a one or two sentence summary, on the right, of the development during that year.

Chronology of Developments	
Dates	Development(s) & Potential Visuals
1744 (Image 5)	
1748 (Image 5)	
1756 (Image 5)	
1758 (Image 5)	
Additional Notes:	

ORGANIZER # 6: Destruction and Re-establishment of Fortifications at Trinity, 1762; 1812-1825

Instructions: *For each date on the left, write a one or two sentence summary, on the right, of the development during that year.*

Chronology of Developments	
Dates	Development(s) & Potential Visuals
1762 (Images 5 & 7)	
1812 - 1815 (Images 8 & 9)	
1817 (Image 9, Ryder's Hill)	
1820 (Gallery Image 9)	
1871-1874 (Text accompanying Image 3)	
1967 (Images 9 & 10)	
1969 (Image10)	
Additional Notes:	

ORGANIZER # 7: From Fort to Lighthouse and Heritage Site, 1871-2012

Instructions: For each date on the left, write a one or two sentence summary, on the right, of the development during that year.

Chronology of Developments	
Dates	Development(s) & Potential Visuals
1871-1874 (Text accompanying Images 98-101; Images 102-104)	
1921-1922 (Images 105-109;124)	
1967 (Images 143-150)	
1969 (Image10)	
Provide only an overall summary statement	
2003 (Images 126-128)	
2011-2012 (Images 215-242) Provide only an overall summary statement	
Additional Notes:	

Organizer 8: Push and Pull Factors influencing the development of Trinity and Fort Point, 1700 – 1815.

Push	Pull