

Intermediate Learning Activity 4: Cause and Consequence

A change in a single action or condition and an important event might have turned out differently.

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

Outcome 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.

1.1.7 Infer an historical condition (e.g., economic role, social more, lifestyle, living conditions) from an historical source.

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 examine the potential consequences of a single change or condition on the larger course of history. Students will be asked to question, to ask: “*What if...?*”

Brief Description: Students will be provided two scenarios and asked to speculate about the longer term consequences, based on their study of actual events of the historical period.

Planning and Preparation

Sources vary by student option and are included within the ***Connection, Consolidation, and Extension*** sections.

Preparations:

- a) Teachers may briefly review the scenarios highlighted in the ***Activation*** section before they begin this Learning Activity.
- b) Teachers will ensure students have access to the ***Organizers and Inquiry Sheet*** for the tasks that will be assigned.

Strategies for Completion

Activation: (one class period; 50 to 60 minutes)

Teachers may engage students in a brainstorming session using the following quote: “*Change one thing and you change everything.*” Teachers may start the brainstorming with two or three examples of actions and/or conditions that have changed the course of history. Examples may include:

- During the Battle of Quebec, the General James Wolfe and the British Forces defeated General Louis Montcalm and the French forces on the Plains of Abraham in 1763. What if Montcalm's forces had defeated the British?
- The Newfoundland Regiment in 1916: Many argue that one half hour of battle in Beaumont Hamel, France, on the morning of July 1, 1916 changed the course of Newfoundland history forever. Within that half hour almost 700 (80 percent) of the Regiment (young Newfoundlanders) were killed, wounded or went missing – 310 died on the spot. The entire population of Newfoundland at that time was approximately 240,000. What if the battle had never taken place?
- Sir William Ford Coaker is credited with changing the economic, political, and social landscape of Newfoundland. What if Coaker had never existed?

This brief session should stimulate students' thinking about the fact that **historical events are not givens**. Causes and consequences could have been influenced.

Teachers may ask students to take five minutes to think back over the events that unfolded around Trinity and Fort Point between 1700 and 1815 with the following question in mind: *What consequences would a change in one single action or condition have had on the larger course of events?* Students may be asked to write down one of two instances where a single change in the actions or conditions might have had a significant impact on the subsequent history of the period. Students may place their notes in their portfolio.

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

Students may be asked to work in pairs to complete **one** of the following:

Organizer #9: Americans Take Control of Trinity and Newfoundland

Organizer #10: The French Defeat the British in the Napoleonic Wars and take control of Newfoundland (while the Americans take control of Canada)

Consolidation: *(20 minutes of presentations; students will then complete this task independently – their responses may be featured on a school or class website.)*

Teachers may select several pairs and ask them to present their speculations as provided on their **Organizers #9 or #10**.

Students may provide a diary entry (as Benjamin Lester kept) in which they describe a day in their life living in Trinity under either American or French rule.

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

Students may work in pairs to respond to the following inquiry question:

What role did women play in Trinity between 1700 and 1815?

The greatest challenge in addressing this question will be the identification of sources. Students may use **Inquiry E** to record information.

Assessment and Evaluation

For this learning activity, teachers may

- examine the levels of detail and effort students demonstrate in the completion of their **organizers**;

- assess each student's engagement in pair group work; and
- measure the depth of thinking / reflection provided by students in their responses to the task assigned under ***Consolidation***.

ORGANIZER # 9: *What if*, Cause and Consequence

Instructions: Carefully read the scenario in the left column and the assumptions following the scenario. On the right column, speculate on the long-term consequence of the change in action / condition.

If	Then
<p>Action / Condition American privateers had a huge impact on British merchant shipping during the War of 1812, often seizing and sinking ships in traditional English trade routes. This disrupted the Newfoundland fishery and severely reduced the profits of merchants in places such as Trinity. There were fears that American Privateers would seize Trinity – fears that grew out of experiences during the American Revolution (1775-1783) and led to the re-fortification of Fort Point in 1812.</p> <p>(To briefly recall what happened in the past, students may re-examine their notes from Learning Activity 2 and read the following sources: The Canadian Encyclopedia: http://www.thecanadianencyclopedia.com/articles/privateering-during-the-war-of-1812 Newfoundland and Labrador Heritage Website: http://www.heritage.nf.ca/exploration/rev_long_impact.html</p> <p>Assume the following:</p> <ul style="list-style-type: none"> • American Privateers captured Trinity in 1813 • American forces defeated the Canadians and the British in 1814 and took complete control of Canada • Britain gave up all interest in Newfoundland, including Trinity, in 1815 	<p>What would we have lost?</p>
	<p>What would we have gained?</p>
	<p>What would have been the impact on our sense of identity?</p>

ORGANIZER # 10: *What if*, Cause and Consequence

Instructions: *Carefully read the scenario in the left column and the assumptions following the scenario. On the right column, speculate on the long-term consequence of the change in action / condition.*

If	Then
<p>Action / Condition The French captured Trinity on three occasions between 1690 and 1762 and either destroyed English possessions or the Fort (at Admiral's Point).</p> <p>To briefly recall what happened in the past, students may re-examine their notes from Learning Activity 2 – information provided in excerpts from Lester's diary, July-August, 1762 (Images 39-50), the Chevalier de la Motte's letter, February 22, 1775 (Images 59-63), and text attachment for Image 12.</p> <p>Assume the following:</p> <ul style="list-style-type: none"> • The French captured Trinity again in 1813 • France defeated Britain in 1814 and took complete control of the island of Newfoundland • American forces defeated the Canadians in 1815 and took complete control of Canada 	<p>What would we have lost?</p>
	<p>What would we have gained?</p>
	<p>What would have been the impact on our sense of identity?</p>

Inquiry E: Role of Women in Trinity, 1700-1815

What role did women play in Trinity between 1700 and 1815?	
Historical Source	My Notes / Observations
Source #1	
Source #2	
Source #3	