

Intermediate Learning Activity 5: A Shift in Protection—from Fort, to Lighthouse, to Tourist Destination

Sustainable development and heritage preservation – meeting the needs of the present without compromising the ability of future generations to meet their own needs (*World Commission on Environment and Development.*)

Course Link: 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:

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

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.3 Make reasoned assessments based on appropriate criteria

SCO 1.0 - The student will be expected to demonstrate an understanding of how various artistic expressions reflect Canadian identity

Learning Goal and Description

Goal: To understand and appreciate how places of historical significance (in this instance, Fort Point, Trinity) play a strong role in sustainable development and in the preservation of Canadian identity.

Brief Description: Students will examine the shifting role of Fort Point, Trinity, from a fortification, to a navigation site, to a significant tourist attraction that provides economic benefits to a community while preserving a part of our Canadian heritage.

Planning and Preparation

Sources vary by student option and are included within the **Connection** section.

Preparations: Teachers will need to

- Provide, or direct students to, the **Organizers** for recording their notes about the shifting role of Fort Point, Trinity – from a fortification, to a navigation site, to a significant tourist attraction;
- Manage time judiciously during the **Activation** and **Consolidation** stages;
- Encourage creative expression as students work through the **Consolidation** section.

Strategies for Completion

Activation: (10 minutes of brainstorming and discussion to launch the group activity.)

Teachers may begin by writing the word “**protection**” on the classroom whiteboard and ask students to write down ways in which the word applies to Fort Point, Trinity. After students have been given two or three minutes to make notes,

teachers may ask several students to share their thoughts. (It is hoped that the various levels of protection offered by Fort Point will emerge – physical protection of the harbour from the stormy seas of the Atlantic; protection of Trinity and ships against enemies; protection from the rocky coast as the lighthouse and fog horn has served navigators of the sea; protection of the site to preserve the history of the place.) Teachers may then engage students in small group work described in the **Connection** section.

Connection: (40 to 50 minutes of instruction and small group work.)

Students may be assigned to groups of three or five. (This small group cooperative learning activity is an efficient means for students to analyze and summarize a large amount of information.) Student groups may be assigned the following tasks: (Where class sizes permit, more than one group will be assigned the same task. Each student will use a blank Organizer for note-making but the group leader will record the final group Organizer for submission.)

Group 1: Fortification for Protection against enemies, 1756-1820 (**Organizer 11**)

Group 2: Protection of mariners against the rugged Trinity Bay coast, 1871-Present (**Organizer 12**)

Group 3: Protection of Fort Point as a part of Canada's Heritage, 1980s - Present (**Organizer 13**)

At the end of the session, teachers will collect the Organizer from each group leader to be shared during the next class period.

Consolidation: (30 minutes for group leaders to share their findings with the class. The culminating activity will then be completed independently to be shared either through a school or class website or some other avenue that reaches a broader audience. For each choice of project, ensure an emphasis on the influence of the War of 1812.)

Students may choose **one** of the following:

- Based on the knowledge and understandings acquired during the study of Fort Point and the War of 1812, return to the THS Gallery and choose three images you believe best portray/represent Fort Point as it should be presented to the world. For each image, provide a paragraph or two of explanation and justification for your selection. Alternatively, recommend different visuals with a justification for each.
- Assume you are a member of the Board of the Trinity Historical Society and chair of the planning committee overseeing Fort Point as a tourist attraction. Develop a plan to expand Fort Point to enhance the role that the War of 1812 played in the development of the Fort. (The plan should include enactments as an activity.)
- Craft the script of a mock three minute interview between an international Television news network and the Chair of the Trinity Historical Society. The objective of the interview is to profile Trinity, and especially Fort Point as a place for tourists to visit.
- Write a song (if possible with accompanying music) that highlights a lasting

message about the “Legacy of Fort Point”.

- Design either a TV or radio advertisement to draw people to Trinity Bight and a vacation destination, featuring Fort Point as a main attraction.
- Write a letter to the Trinity Historical Society in which you provide an analysis of their website. (Include: the strengths of the website, areas for improvement, and at least one suggestion for an entirely new feature.)

Extension: *(To be undertaken independently after a list of interview questions has been approved by the teacher.)*

Interview **one** of the following:

- the Mayor of Trinity
- the Chair of the Trinity Historical Society
- the Information Technologist and Coordinator with the Trinity Historical Society

The objective of the interview is to determine the economic value to the area of Fort Point Trinity, who manages and how is Fort Point managed as a Canadian Heritage Site, and what are the plans for the future. Students may end the interview with the question: What role and responsibility do we, as youth, play in preserving Fort Point (or heritage sites generally)?

Assessment and Evaluation

For this learning activity, teachers may

- 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 their individual notes; and
- measure the depth of thinking / reflection provided by students in the responses to their chosen option within the **Consolidation** lesson.

Organizer 11: Fortification for Protection against enemies, 1756-1820

| Sources | Notes |
|--|---|
| <p>Petition to the Earl of Nottingham, 1701 & Letter requesting the fortification of Trinity, May 28, 1702 (Images 19 & 20)</p> | <p>Why Fortify? Items of Fortification?</p> |
| <p>Plan of the Admiral's Point, Trinity Harbour, 1746 (Image 24)</p> | <p>What were the features?</p> |
| <p>Excerpts from "A Brief Summary of Historical References to the Fort at Admiral's Point" (Images 5 & 8)</p> | <p>What aspects of the Fort were described?</p> |
| <p>Plan of Admiral's (Fort) Point, 1762 and Legend (Images 29 & 30)</p> | <p>What aspects of the Fort were described?</p> |
| <p>Excerpt from "A Brief Summary of Historical References to the Fort at Admiral's Point" (Image 9)</p> | <p>What was added to the fortifications?</p> |

**Organizer 12: Protection of mariners against the rugged Trinity Bay coast,
1871-Present**

| Sources | Notes |
|--|-------|
| <p>Specifications for Construction of the Lighthouse, 1871-1874 (THS virtual Gallery, Images 97 to 101, including text attachments)</p> <p>First Fort Point Lighthouse, 1871-1922 (THS virtual Gallery, Images 102-105)</p> | |
| <p>Second Fort Point Lighthouse 1922-1971* (THS virtual Gallery, Images 106-109, 118-122, 124)</p> <p>*Students may note from Images 184 & 186 that between 1971 and the early 1980s there was simply a mask with a light at the top at Fort Point.</p> | |
| <p>Third Fort Point Lighthouse 1980s-2003 (THS virtual Gallery, Images 125-186)</p> | |
| <p>Fourth Fort Point Lighthouse, 2003-Present (THS virtual Gallery, Images 126-128, 209-211)</p> | |

Organizer 13: Protection of Fort Point and a Part of Canada's Heritage, 1980s - Present

| Sources | Notes |
|---|-------|
| Letter from Rupert Morris, President of the Trinity Historical Society, January 20, 1987 (THS virtual Gallery, Images 187-188) | |
| Visitor Information Centre, 2011 (THS virtual Gallery, Images 215-221) | |
| Cannon on Main Battery restored, 2011 (THS virtual Gallery, Images 222-237) | |
| Walking Trails at the Fort, 2011-2012 (THS virtual Gallery, Images 238-240) | |
| Palisade constructed, 2011-2012 (THS virtual Gallery, Images 241-242) | |