

## Learning Activity 3: Continuity and Change

A **chronology** of events surrounding Fort Point and Trinity, 1701 – 1815

**Course Link:** Newfoundland and Labrador studies 2205

### Outcomes addressed:

SCO 2.0 - The student will be expected to demonstrate an understanding of economic, political and social issues related to Newfoundland and Labrador, both past and present.

SCO 4.0 - The student will be expected to demonstrate an understanding of the peopling of Newfoundland and Labrador to the mid-1700s.

SCO 5.0 - The student will be expected to demonstrate an understanding of how the fishery influenced Newfoundland and Labrador from the mid-1700s to the late 1800s.

### 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 two turning points in the history of Fort Point and Trinity.

*Brief Description:* Students will use primary and secondary sources to develop a chronology of key events surrounding Fort Point between 1701 and 1815. In particular, students will piece together the interwoven parts of two important periods, 1701 – 1762 and 1812 – 1815.

### Planning and Preparation

*Sources* and references will include

1. Secondary source: “A Brief Summary of Historical References to the Fort at Admiral’s Point, Trinity Harbour, Newfoundland”, March 20, 1987 (THS virtual Gallery, Images 5 – 10)
2. The following primary sources:
  - a. Petition to Right Honourable the Earl of Nottingham, June 1, 1701(THS virtual Gallery, Image 19)
  - b. Letter requesting the fortification of Trinity, May 28, 1702 (THS virtual Gallery, Image 20)
  - c. Plan of the Admiral's Point, Trinity Harbour, 1746 (THS virtual Gallery, Image 24)
  - d. Plan of Admiral's Point, 1748 (THS virtual Gallery, Image 25)
  - e. State and Condition of Admiral's (Fort) Point, 1748 (THS virtual Gallery, Image 27)
  - f. Report from Fort Point in 1749 (THS virtual Gallery, Image 26)
  - g. Plan of Admiral's (Fort) Point, 1762 (THS virtual Gallery, Image 29)
  - h. Legend for the Plan of Admiral's (Fort) Point, 1762 (THS virtual Gallery, Image 30)
  - i. Cartographic Map of Trinity Harbour, 1762 (THS virtual Gallery,

- Image 31)
- j. Letter from Chevalier de la Motte, Vauvert, February 22, 1775 (THS virtual Gallery, Images 59-63)
  - k. 1812 Engineer's Report on Admiral's Point (THS virtual Gallery, Image 90)
  - l. Copy of a Letter from Surrogate Judge David Buchan on the Subject of Establishing a Code of Signals, 1813 (THS virtual Gallery, Image 91)
  - m. Letter from Surrogate Judge David Buchan to the Magistrate of Trinity District, 1813 (THS virtual Gallery, Image 92)
  - n. Entry from the Trinity District Court Records, 1813 (THS virtual Gallery, Image 93)
  - o. Letter from John Clinch, J.P. to the two Commandants of the Loyal Trinity Volunteer Rangers, 1813 (THS virtual Gallery, Images 94-95)
3. It is intended that the overlap of information from the secondary and the primary sources will help students consolidate their understanding of the sequence of events.

*Preparations* will include:

- This Learning Activity asks students to return to primary sources already encountered in Learning Activity 2. Teachers will guide students back to these primary sources and to the secondary source, all of which are provided.
- In preparation for the **Connection** and **Consolidation** lessons, teachers may read Strand 7: Act cooperatively with others to promote mutual interests, page 87, Newfoundland and Labrador Studies 2205, see [http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/socialstudies/NL%20Studies%202205%20CG%20\(August%202010\).pdf](http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/socialstudies/NL%20Studies%202205%20CG%20(August%202010).pdf)
- Teachers will ensure students have access to **Organizer #8** and **Organizer #9**.

### **Strategies for Completion**

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

Teachers may introduce students to the six page overview titled “A Brief Summary of Historical References to the Fort at Admiral’s Point, Trinity Harbour Newfoundland”, which was written in March, 1987. This brief document can give students a good start in developing their chronology.

Students may then be asked to independently read the six page document, using **Organizer #8** to record developments. Teachers will ask students to place their completed Organize #8 in their portfolios. It will be used later to corroborate the findings of their next layer of investigation.

Before the end of the class period, teachers should take 10 to 15 minutes to assign students to groups of three to five students and introduce the cooperative learning activity for the next class – explaining how **Organizer #9** will be completed and where the sources are located. (Note: Students who completed Learning Activity 2 will already have exposure to many of the primary sources, which should allow group chronologies to emerge more quickly and efficiently. Teachers should stress

the importance pacing the reading and recording so that there is time for discussion and clarification within each group.

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

Teachers should first inform students that the last twenty minutes of class time will be given to group leaders to briefly present their group's chronology. Students may then arrange themselves in the small groups established during the previous class period, choose a leader, decide how to equitably share the work of completing **Organizer #9**, and undertake the reading and recording. Teachers will circulate among the groups to assess both individual and overall group engagement and productivity.

After 30 to 40 minutes, teachers should give a five minute warning for completion of Organizer #9. After the five minutes is up, group leaders may begin presenting. After the first report, the remaining group leaders should simply add information that may have been missed.

At the end of this lesson, the completed Organizer #9 from each group may be placed on the classroom. This will give individual students opportunity to verify the accuracy of their chronologies.

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

Students may choose their own design and format to produce their individual chronology, which will be placed in their portfolio. Students will combine the information they have acquired from completing **Organizers #8** and **Organizer #9** as they build their own product. Students may review the chronology provided by the Trinity Historical Society as a sample:

[http://www.trinityhistoricalsociety.com/chronology\\_of\\_selected\\_historica.htm](http://www.trinityhistoricalsociety.com/chronology_of_selected_historica.htm)

Students may complete the following questions based on the information they have acquired from their study of available evidence:

- What does the ongoing effort to construct, re-construct and maintain a Fort at Trinity reveal about larger economic and political conflicts in North America during the 1700s and early 1800s?
- What does the evidence reveal about the way in which settlement was occurring in Newfoundland (the peopling of Newfoundland) and Labrador to the mid-1700s?
- How did the fishery influence events in Newfoundland and Labrador during the War of 1812?

**Extension:** *(may be completed independently outside class time)*

As a small research assignment, students may be asked to write a journal entry in response to the following:

- Why would Fort Point have been called Admiral's Point before 1812?
- Speculate as to why the name change continued from 1812 onward.

For background on the role of Fishing Admirals in Newfoundland, students may go to one or more of the following Internet sites:

<http://www.heritage.nf.ca/law/admirals.html>

<http://www.heritage.nf.ca/lawfoundation/articles/admirals.html>

<http://faculty.marianopolis.edu/c.belanger/nfldhistory/RuleoftheFishingAdmiralsinNewfoundland.htm>

<http://www.synergiescanada.org/journals/etc/nflds/123/856>

<http://www.cbncompass.ca/Columnists/Ed-Roberts/2011-05-10/article-2494346/Fishing-admirals-were-not-ogres-and-tyrants/1>

### **Assessment and Evaluation**

For this learning activity, teachers may

- use a simple rubric to assess each student's engagement in the cooperative learning activities;
- examine the detail and level of effort students demonstrate in the completion of their group **organizers (8 & 9)** and their individual chronologies; and
- measure the depth of thinking / reflection provided by students in the responses to the three question assigned within the **Consolidation** lesson.

**ORGANIZER # 8: A Brief Summary of Historical References to the Fort at Admiral's Point, Trinity Harbour, Newfoundland**

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

<b>Time Line Summary of Developments</b>	
<b>Dates</b>	<b>Development(s)</b>
<b>1744</b> (Image 5)	
<b>1748</b> (Image 5)	
<b>1756</b> (Image 5)	
<b>1758</b> (Image 5)	
<b>1762</b> (Images 5 & 7)	
<b>1812 - 1815</b> (Images 8 & 9)	
<b>1817</b> (Image 9, Ryder's Hill)	
<b>1820</b> (Gallery Image 9)	

<b>1871-1874</b> (Text accompanying Image 3)	
<b>1967</b> (Images 9 & 10)	
<b>1969</b> (Image10)	
<b>Additional Notes:</b>	

## ORGANIZER # 9: Developing a Chronology from Primary Sources

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

Artifact	Development(s)
<b>1701:</b> Petition to Earl of Nottingham (THS, Image 19)	
<b>1702:</b> Letter requesting fortifications for Trinity (THS, Image 20)	
<b>1746:</b> Plan of the Admiral's Point, Trinity Harbour (THS, Image 24)	
<b>1748:</b> <ul style="list-style-type: none"> <li>• Plan of Admiral's Point, (THS, Image 25)</li> <li>• State and Condition of Admiral's (Fort) Point (THS, Image 27)</li> </ul>	
<b>1749:</b> Report from Fort Point (THS, Image 26)	
<b>1762:</b> Plan of Admiral's (Fort) Point, Legend & Cartographic Map (THS, Images 29, 30 & 31)	
<b>1775:</b> Letter from Chevalier de la Motte (THS virtual Gallery, Images 59-63)	
<b>1812:</b> Engineer's Report on Admiral's Point (THS virtual Gallery, Image 90)	
<b>1813:</b> <ul style="list-style-type: none"> <li>• Letters from Surrogate Judge David Buchan to the Magistrate of Trinity</li> </ul>	

<p>District (THS, Images 91 &amp; 92)</p> <ul style="list-style-type: none"><li>• Entry from the Trinity District Court Records (THS, Image 93)</li><li>• Letter from John Clinch, J.P. to Commandants of Loyal Trinity Volunteer Rangers, 1813 (THS, Images 94-95)</li></ul>	
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