**Multiliteracies Project**

**80-334**

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**Confederation**

**TOPIC:** Introduction to the Charlottetown Conference as a major step towards Confederation in Canada, using a multiliteracies pedagogical resource.

**CURRICICULUM EXPECTATIONS:** Describe the internal and external political factors, key personalities, significant events, and geographical realities that led to the creation of the Dominion of Canada in 1867, and to the growth of Canada as other provinces and territories joined Confederation.

**SPECIFIC OBJECTIVES:**

1. **Attitudes:**
2. Have the students appreciate the complex and difficulties of achieving Confederation in Canada.
3. **Skills:**

i. Use appropriate vocabulary to describe their inquiries and observations

ii. Analyzing the attitudes and points of view of the different provinces and political figures present at the Charlottetown Conference.

1. **Knowledge:**
2. Identify external and internal factors and events leading to Confederation.
3. Identify the roles of key individuals and provinces during the Charlottetown Conference, leading to the signing of the British North America Act.

**Resources**

* Multiliteracies Pedagogical Resource Video.
* Video-clip True or False Worksheet.
* Content Circle Graphic Organizer Sheet.
* Overhead projector.
* Chart paper/ permanent markers.
* Canada Revisited Grade 8 textbook.

**INTRODUCTORY ACTIVITY**

1. Distribute *Video-clip True or False Worksheet* (to be completed while watching the video). **(2 minutes)**.
2. Introduce a *List of Key Terms* written on the blackboard: “Fenians, conference, Charlottetown, Confederation, compromise, agenda, etc.) **(2 minutes)**
3. Show students *Mulitiliteracies Pedagogical Resource Video* - to introduce the Charlottetown Conference. **(6 minutes)**

**DEVELOPMENTAL STRATAGIES:**

1. Take-up *Video-Clip True or False Worksheet* **(5 minutes)**
2. Through a *Jigsaw Activity*, split the class into groups and assign each group a different province that was present during the Charlottetown Conference. Have them summarize on chart paper the key arguments regarding Confederation of their assigned provinces. ***(20 minutes)***
3. Have each group present their summaries to the class. ***(20 minutes)***

**CONCLUDING ACVTIVITY**

1. Fill out *Content Circle Graphic Organizer* – comprehension summary (‘exit ticket’ to be handed in at the end of class.) **(20 minutes)**

**METHODS OF EVALUATION:**

1. Teacher observation of individual behaviors during independent group work.
2. Teacher analysis of chart paper summaries made by each group.
3. Cooperation and respect throughout the lesson. (anecdotal note taking)

**FOLLOWUP IDEAS:**

1. Lessons on the Quebec and London Conferences.
2. Have students create dramatic reenactments of various conferences relating to confederation.
3. Test/quiz on Confederation.

**SELF-REFLECTION:**