**TERM 3 PROJECT: PINWHEEL ACTIVITY** Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You will be assigned a character from the list below – you will have to research (Chapter 3 Parts 1-4 and the internet if you require more info.) what kind of perspective your character would have on the list of events at the bottom and prep notes/talking points.

You will be grouped with three other characters from the list below and you will all discuss your opinions on the events, each representing your assigned character with historical accuracy. So, you need to be aware of the events and your character’s perspective on them as well as a general understanding of how the other characters would feel about the events.

* A Canadien Seigneur (French and Catholic)
* A retired Canadien coureurs de bois from rural New France who served in the militia against the English invasion (French and Catholic)
* An Irish-born (Catholic) soldier in the British army sent to Quebec City
* An English (Protestant) merchant who moved from the Thirteen Colonies to Quebec City after the English took over New France
* An Odawa warrior who fought for Pontiac
* A Highland Scottish soldier (Protestant) in the British army sent to Quebec City
* A Canadienne nun working in the hospital in Quebec City (French and Catholic)
* A retired French (Catholic) soldier from Paris who first came to fight to defend New France against the English. He settled down in Quebec City.

**In preparing and presenting the profiles of these individuals, student should seek to answer such questions as:**

* What was this person's place of origin and social class background?
* What was his or her involvement in the event?
* How might the outcome of the events have impacted on this person's life? Ex. Did they have anything to win or lose?
* How did his or her background, experiences, and expectations differ from those of the others on the list? Ex. Difference in language, religion, culture?

**How did your character feel and what did they think of these events:**

1. British conquest of New France (1759)
2. Pontiac’s Revolt (1763-1766)
3. The Royal Proclamation (1763)
4. Instructions to Governor Murray from King George III (1763)
5. James Murray as Governor versus Guy Carleton (1768) [includes the Quebect Act (1774)
6. The American Revolution and Declaration of Independence (1774)

**BONUS MARKS – if you properly use primary source quotes in your discussion**

BRAINSTORM SHEET:

***British conquest of New France (1759)***

What happened?

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Your character’s perspective:

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***Pontiac’s Revolt (1763-1766)***

What happened?

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Your character’s perspective:

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***The Royal Proclamation (1763)***

What happened?

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Your character’s perspective:

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***Instructions to Governor Murray from King George III (1763)***

What happened?

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Your character’s perspective:

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***James Murray as Governor versus Guy Carleton (1768) [includes the Quebec Act (1774)***

What happened?

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Your character’s perspective:

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***The American Revolution and Declaration of Independence (1774)***

What happened?

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Your character’s perspective:

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RUBRIC NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CLASS: \_\_\_\_\_\_\_\_\_\_

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| Criteria | Exceeds 10 | Well Done 7.5 | Developing 5 | Unprepared 0 |
| **Historic accuracy** | Contributes to discussion with insightful comments and historically accurate information | Contributes to discussion with appropriate comments and historically correct information | Contributes to discussion with comments that are not fully accurate or not representative of the character | Little or no contribution to discussion. Comments reveal little to no historic knowledge or character accuracy |
| **Character representation** | In-depth knowledge and representation of character is done exceedingly well | Knowledge and representation of character is done well | Knowledge and representation of character is not fully done properly | Knowledge and representation of character inaccurately |
| **Presentation Notes** | Quality notes reveal proper research and preparation | Notes are done and reveal research | Notes are done poorly or are not fully complete | Notes are incomplete or reveal little to no research |
| **Brainstorm** |  |  | Accurate and complete | Inaccurate and/or incomplete |