Grade 9 Journal Assignment

**Overview:**

Students will view the Royal Proclamation and Quebec Act through the lens of English Colonists, French Colonists, and First Nation people. The English government was tasked with the challenge of creating laws which met the needs of these very different people groups without alienating them. To a certain extent this same challenge still exists in Canada today.

**Scope and Options:**

Students have a choice of doing a journal from a single perspective that is 8 entries long or writing two journal entries from each perspective. Students have the choice of creating a written journal, typed journal or audio (recorded) journal.

**Required elements or things to consider:**

* All journals are to be written in first person.
* Journals must have the appropriate tone it should not sound like a story or have information that nobody would put in their journal. Ex. “I am a 43 year old female”
* Journals should be descriptive and describe things. Consider describing how things: look, feel (physically) sound, taste, feel (emotionally).
* Please include things that may seem pedestrian. Example, talk about how the barley is doing in the field and how the leaders are considering connecting a road to Fort Niagara.
* Journals must make reference to factual information either given in class or studied on your own. The composition must be rooted in history.
* There is no set length. An average journal entry should be about two paragraphs long. Some being longer some being shorter this is an average not a rule.
* Journals must reveal something about the author. Consider: gender, age, occupation, social status, personal feelings, religion, and relationships.
* All journals should be dated.
* A journal from a single perspective should tell a story.
* Journals must somehow relate to the consequences of the Quebec Act and Royal Proclamation.
* Journals should try to focus on typical or logical reactions as opposed to unique or original perspectives.
* Journals must be completed in one week. (Due next \_\_\_\_\_\_\_\_\_\_\_\_)

**The Journal Assignment will be Graded on the Following Rubric**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
|  | Great | Good | Acceptable | Low |
| Creativity & Writing | The writing is poetic. Characters and setting is described in vivid detail. The writing is believable | An attempt was made at colorful description which enhanced the work. The writing might have lapses in believability | Although an honest attempt at describing the historic setting it does not seem believable. | There is a lack of creativity or little emphasis on the description of events. |
| CharacterConnection to person. (lens) | The character is easy to understand and empathize with. Appears real and is given strong motivation for his feelings | The character can be identified with and the lens is fair, but his/her reactions and motivations lack a sense of personal connection or the character may feel hollow. | The character feels phony or false but the students writing clearly indicates they understand the feelings felt in history but they cannot represent those feelings. | The character does not seem to feel anything about the historic time they are represented in. As a result the reader has no connection to this person. |
| Historic Content | Dates are accurate and references are frequently made to specific events in history. The general feeling towards the RP and QA are accurate. | Dates are accurate. References are made to general feelings and attitudes toward the RP and QA. | Dates are general but accurate. References to any events, people or places are not made. AS a result the project lacks understanding  | The student included a lot of inaccurate or misinformation in their project without including much accurate information. |