

LES 4 - Demands and struggles: Liberalism and democratic ideas in colony of Quebec

Note: This is an archived learning situation for History and Citizenship – Cycle 2 Year 1, a program which is being phased out in Quebec. It is mostly complete, but may be missing some tools or sections.

Google doc version at <https://goo.gl/dmJdRg>

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Guiding Question(s):

How did liberal and democratic ideas contribute to our national identity?

Description of Learning Situation and Learning Goals:

Students will examine present-day notions of nationhood. Then, after reviewing liberal philosophies and revolutionary events such as the American Revolution, students will consider the way liberalism contributed to Canadian struggles for democracy and in turn towards our evolving national identity.

Student products and processes:

Students will create a documentary-style portrait of 3 key individuals somehow involved in the struggle and the evolution of democracy in Canada. They will show how they and the events they were involved in contributed to our identity as a Nation. Students will also consider how their changing identity, their philosophical position against injustice, and their actions constitute an exercise in citizenship (Competency 3)

The final culminating task could take the form of a series of mock interviews or a third-person biographical report.

LES Overview:

Phase 1 - Engage

- What is a Nation? Brainstorm and response
- Nations vs. regions. What is and is not a Nation?
- Make a master checklist: What is a Nation and what it is not.
- Quebec's status as a Nation just after conquest

Phase 2 - Become aware of problem

- An ideological context for change: liberalism and tendencies towards representation
- An international context for change: Neighbours fight for nationhood
- Loyalists...New ideas on our doorstep

Phase 3 - Formulating an hypothesis and questions

Phase 4 - Gathering, organizing and processing information

- The changing legislative context
- Partisan contexts
- Struggle for change

Phase 5 - Planning research

Phase 6 - Integration by organizing and processing information for project

Phase 7 - Communicate and share

Note: A supporting links collection was under construction in the public "History Resources" section of the LEARN site here:

http://www.learnquebec.ca/en/content/curriculum/social_sciences/sec_history/resources/cycle2/struggles/

QEP Alignment

Broad Areas of Learning:

Citizenship and Community Life



The following Learning Situation is rooted in the B.A.L. Citizenship and Community Life. Students will start by examining different notions of a what it means to be part of a Nation, developing their “critical thinking regarding various ideologies and forms of political Organization.”

They will also examine different ideological arguments for change (and for forming a true National identity), and understand the way liberal thinking encouraged an evolution away from colonial control and towards more “responsible” democratic institutions we generally associate with nationhood.

While considering the struggles of these times and the resulting democratic institutions, students will gain “knowledge of the rights and responsibilities associated with [those] institutions” and “the knowledge of the principles of democracy.”

And finally, by considering the roles and position of different individuals involved in the struggle for democracy in the two Canadas, students will “gain an awareness of the interdependence of individuals” thereby contributing to an “adoption of a culture of peace.”

Cross-Curricular Competencies:



Effective Work Methods

Students will consider available resources and organize group tasks according to complexity, the project itself, time available, etc.

Use Focus organizers CCC5_8 ([Download the pdf](#)) and/or CCC8_10 (Download PDF of [To Do List](#)).

Subject-Specific Competencies:

Competency 1: Examine social phenomena from an historical perspective	Competency 2: Interprets social phenomena using the historical method	Competency 3: Strengthens his her exercise of citizenship through the study of history
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Phase 1: Engage/Become aware of problem

Activity 1.1 - What is a Nation? Brainstorm and response

Timeframe (15 minutes)

Role of Teacher (

Hook suggestion:

Teacher could try to spark interest in the unclear nature of word Nation by juxtaposing several images of flags associated with Nations and Nationalism

Show image of [US flag](#).

Ask: What kinds of things do we associate with this flag? Patriotism? Pride? What about culture? Politics?

Show image of [Quebec flag](#).

Ask: Who is likely to think of this as a national flag? Would people from Europe think so? Who and why?

What about [Native nations and their symbols](#)?

Ask: Are these symbols of Nations? In what sense yes, in what sense no?

What about this regional [flag for Saguenay](#)? Show [map](#).

Ask: Is Saguenay a nation? Why not?

Give class opportunity to brainstorm ideas about nations that each flag brings to mind.

Give them a chance to develop their own definition of Nation in response to US flag and/or other images.

Use tool [Hist_1_4_comp3engage_1a.doc](#) to allow students to jot down their ideas

Exploring definitions and controversial decisions about the word nation:

Refer students to [Wikipedia definition of Nation](#) (especially section called Defining a Nation).

For more news item about Harper's controversial motion to recognize Quebec as a "nation" [click here](#)

Ask them to jot down key points they didn't know before.

(Use [Hist_1_4_comp3engage_1b.doc](#))

Ask students to share their ideas.

Again use [Hist_1_4_comp3engage_1b.doc](#) and guide class discussion around specific quotes (indicated in same document) dealing with motion to recognize Quebec as a nation. Consider the 5 W's and also what ideas about nation were discussed when looking at flags.

Role of Students

We discuss our preconceived notions of the word Nation, in response to US flag photo and response to others. We read a broader definition for the word Nation, then list key points we hadn't consider.

We discuss a present-day decision to recognize Quebec's status as a nation.

QEP Connections:

Competency 3 development begins as students "Seeks the foundations of [their] social identity"

(Thinking about the various ways we use the word Nation in Quebec helps to identify some aspects of our social identity. It also helps to recognize the diversity of the various social identities in our society.)

Activity 1.2 - Nations vs. regions. What is and is not a Nation?

Timeframe (15 to 30 minutes)

Role of Teacher

Hook: Show [map](#) of Saguenay.

Challenge students in small groups to make a list of reasons why certain "regions" are NOT nations.

Provide maps and internet for encyclopedia reference if needed. Search "[region of](#)" for ideas on Google.

Students could use organizer ([Hist_1_4_comp3engage_2.doc](#)) to list reasons according to aspects such as government control, population, economic independence, society/cultural characteristics and differences.

Role of Students

In groups we try to find a region we can all agree on which is NOT a Nation.

We jot down reasons why we don't perceive these regions as nations.

We share our lists with other students,.

Then we consider which skills we are developing by engaging in this kind of process.

QEP connections:

Teacher could use [Hist_1_4_comp3engage_2b.doc](#) to make students "aware" of Competency 3 skills developed through these exercises and discussions.

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Activity 1.3 - Make a master checklist: What is a Nation and what it is not.

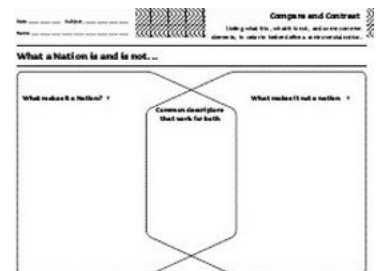
(half class)

Teacher Role:

Teacher could now ask the class to collect all their notes together in order to help to make a master list of 1) What a nation is, and 2) What a nation is not. and 3) some common elements, in order to better define a controversial notion. Use a modified compare and contrast tool, but call it "What a Nation is and is not"

Optionally teacher could have class work on their own ideas and then share, or in this case maybe students could refer to notes while teacher or lead student displays tool on the screen or equivalent online workspace that would allow the teacher to write on top of it.

Later the teacher may want to transcribe these ideas into a table or checklist format that could be used later on when certain changes occur (i.e. in terms of new rights and control for local parliaments, more economic and cultural independence, etc.)



Activity 1.4 - Quebec's status as a Nation just after conquest

Timeframe (1 Classe)

Role of Teacher

Set up a Mini debate:

Teacher could divide the class and conduct a short debate as to whether Canada (then called Quebec) was a Nation just after the conquest by the British: Obviously certain aspects of what we said is NOT a nation apply. But certain aspects of what we found in the definitions of a Nation do.

After short debate, teacher could ask students, "What was required to change to eventually make Quebec a Nation by most definitions?"

QEP connections:

Teacher takes time to make students "aware" that they are practicing some Competency 3 skills:

- "Seeks the foundations of his/her identity"
- "Establish the contribution of social phenomena to democratic life"
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Considering how the Quebecois "nation" was/is evolving

The teacher could now organize the class into small groups to review specific events from previous classes (1763 Proclamation, 1774 Quebec Act. Etc.). These events will serve to emphasize the still dependent and non-democratic features of the colony after the conquest and in the early years of the British Regime. (i.e. In some respects Quebec and Canada's status as a full nation was still forming and not yet complete)

Students could use [Hist 1 4 comp3engage 3.doc](#), which contains 1) mini-review texts for a few of these events, 2) a space to record what was still lacking for Quebec/Canada to become more of what we see as a nation today, and 3) a place to identify which principle or values are involved. (i.e. often this means what principles needed to change or develop anew)

Examples of types of points students might note:

Limited territorial change due to these proclamations, Government structures changing but still controlled by London, Economic ties still to Britain, Merchant rights and advantages over more control for locals, Social status of Canadiens and Natives, Religious tolerance and powers, etc.

Role of Students

Using organizer students in small groups note things that needed to change for the colony of Quebec to become a Nation.

Phase 2: Become Aware of Problem

Activity 2.1 - Ideological context for change: liberalism and tendencies towards representation

Timeframe (1 to 2 Classes)

Role of Teacher

Teacher presents [photos/paintings](#) of influential liberal, enlightenment and bourgeois thinkers (Lock, etc.) whose thoughts contributed to notions of freedom and fair representation. Read a few representative quotes from each.

Teacher distributes biographical fact sheets for a few key thinkers.

(Use the summary paragraphs or embedded links, [in this section of our developing resource collection.](#))

Allow groups time to analyze and paraphrase the different philosophies and then report back to class.

Discuss as a class how these liberals might have viewed Quebec's society and political position around 1800. (For example, imagine a follower of those philosophies living in Quebec. What would they think?)

Culminating task could be revealed here:

To produce a report on several key historical figures who lived and possibly contributed to key events during the periods following 1800, the period of Struggles.

Suggest a real-world use for the final biographical reports, such as creating a website around them, or sending the information to a modern political party involved in arguments about nationhood to get their assessment of what you have found or to see if they could use it today.

Re-introduce guiding question that needs to be answer by the end of this Learning unit:

How did liberal and democratic ideas contribute to our national identity?

Teacher suggests the above discussion illustrates one possible answer i.e. that ideas traveling through books and word of mouth influenced local thinkers to reflect on their own rights, power and independence.

Role of Students

In small groups we read summary texts and follow links to gather information about key liberal ideas and about certain key individuals. We report back to the class.

As a class we discuss the position philosophers (and followers of those philosophies) might have taken regarding Quebec's position, government structure, etc. around 1800.

We reconsider the guiding question in light of this "intellectual" contribution.

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Activity 2.2 - An international context for change: Neighbours fight for nationhood

Timeframe (1 Class)

Role of Teacher

Hook idea:

Teacher uses shows cartoons or caricatures representing grievances by Americans during the American Revolution. (Links to image sites in the middle of this [American Beginnings lesson plan at Discovery Education.com](#))

Use these images to begin discussion about:

The nature of the American grievances.

What audience in Canada would be receptive to these objections?

Who would be concerned about a successful new nation being established through war?

More in-depth American Revolution review

Using “Causes of American Revolution Documents” ([Ex 1](#) or could use a film for this if available.) There is a also a MELS training Powerpoint on the American Revolution that might be available from your board's consultant. Sections on “Documents of the Revolution” could be useful here.)

Canadian perceptions:

Also offer students a few news articles or other primary source documents indicating public opinions or concerns in Canada at the time vis-a-vis the American changes.

Comparing and contrasting:

The following list titles could be used in an appropriate compare and contrast organizer, or a simple T-chart.

American complaints | Suggested solutions

vs.

Canadian similar problems | Possible solutions

Role of Students

We review elements of the American revolution that indicate a struggle for justice and liberty.

We note elements of Canadian political structures, and then consider them in comparison to intolerable American structures which caused the American Revolution.

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Activity 2.3 - Loyalists... New ideas on our doorstep

Timeframe (1-2 Classes)

Role of Teacher

Hook ideas:

Show web sites and with maps of Loyalist settlements in Quebec and elsewhere.

Example: Fort George Parks Canada Page on "[Arrival of the Loyalists](#)"

View Stormont roadside memorial tour <http://ns1763.ca/guysbco/loyalistchw.html>

Discussion:

Teacher could provide brief review of Loyalist phenomena.

Example information in Canadian Encyclopedia [Student Edition entry on Loyalists here](#).

Teacher could conduct class discussion:

Implications of Loyalist settlement?

Economic, political, cultural?

Two opposing reactions found in Newspaper articles of the time first.

Letter writing task:

Assign short letter assignment to an editor of the times:

- Put yourself in the position of someone involved in any of the above changes in Canada after change of Empire. (Either Loyalist, British aristocrats, French Canadians, or even Native)
- Write a letter to the editor of a newspaper.
- Start the letter with, "Canada needs to change....".
- Share and store letter ideas for later project use. (Common workspace like a Blog or mock News Portal might work well here for storage purposes.)

Responding to an original document:

Distribute sections of document entitled "Humble Petition of Your Majesty's Ancient and New Subjects Inhabitants of the Province of Quebec" (Refer to full [English here](#).)

Guide discussion around the implications for a new national identity implied by push for increased democracy and rights. What elements of the definition of a nation would these demands fulfill?

Role of Students

We discuss possible reasons for loyalist settlements in Canada after viewing maps and web sites.

We discuss possible implications.

We write a letter to the editor from the point of view of someone involved in Loyalist migration.

We read letter ideas then final letters to class and consider keeping these letters for use in project on key individuals.

After reading sections from the document "humble petition..." document, we discuss implications of these demands in forming a national identity as per previous definitions.

Phase 3: Formulating an hypothesis and questions

Activity 3.1 - Formulating an hypothesis and questions

Timeframe (1 Class)

Role of Teacher

- 1) Provide students with form hypothesis could take in response to a guiding question

"How did liberal and democratic ideas contribute to our national identity?"

Students maybe be able to refer to specific changes (Currents of Thought and some legislative changes covered so far) and they may be able to predict what needs to continue to change for Quebec (or Canada if you prefer) to become a nation in more senses of the word.

Organizer for the hypothesis could be structured as follows:

- **My hypothesis in general terms.**
- *How did democratic ideas influence flourish? What can we say about these times in general?*
- **Listing what I now know**
- *..about sources for liberal ideas.*
- **Who, What, Where, When and How.**
- *about what is changing or is likely to change.*

- 2) Have some students begin sharing their ideas

- 3) Help class formulate some specific inquiry questions that use Competency 1, 2, and 3 key features, in order to prepare for research into the time period.

Example:

Comp. 2 K.F. on Factual Basis suggests question "What circumstances and actions led to more representative government?"

Role of Students

Individually we write then share general hypothesis, what we know now, what we anticipate will happen.

We share our ideas.

As a class we formulate questions based on certain Competency Key Features.

Phase 4: Gathering and organizing: Events that developed Nationhood

Activity 4.1 - The changing legislative context

Timeframe (30 Minutes)

Role of Teacher

Hook: Teacher shows maps, photos of original documents and diagrams related to the first assembly structure(s) set up in 1791 to repeal Quebec Act and which divided the Canadas.

- Constitutional Act of 1791 divided area into "Lower Canada (majority Francophone) and Upper Canada (Anglophone), which had their own elected legislative assemblies that enabled them to make certain respective domestic political choices." (Source: [Privy Council Office page here](#))
- "The act is often seen as a watershed in the development of French Canadian nationalism as it provided for a province (Lower Canada) that was seen by les Canadiens to be their own, separate from the Anglo Upper Canada. The disconnect between this French Canadian ideal of Lower Canada as a distinct, national homeland and the reality of the continued Anglo political and economic dominance of the province after 1791 led to discontent and a desire for reform among various segments of the Canadian populace. The French Canadian frustration at the nature of Lower Canadian political and economic life in "their" province eventually helped fuel the Lower Canada Rebellion of 1837-38." Source and [more summary info here.](#))
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- Summary of reasons for Constitutional Act from [Collections Canada here](#).
- [Map in 1791 showing Upper and Lower Canada here](#)
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- [Second map here](#)
- [Hierarchy of power under the Constitutional Act of 1791](#) (svg file)
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After each item displayed, teacher asks the class to list democratic and non-democratic aspects of the 1791 changes.

List ways this might allow Liberal ideas to flourish.

What frustrations may develop?

Note, events mentioned above are likely to be included and expanded upon in Timeline activity below

Role of Students

We consider democratic and non-democratic aspects of the legislative system in 1791.

(i.e. who had right to vote, to be elected, powers and potential countervailing powers.)

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Activity 4.2 - Partisan contexts

Timeframe (1 to 2 Classes)

Role of Teacher

Elections and a growing partisan consciousness.

Teacher displays 1792 election results for Lower Canada and asks class to consider possible tensions.

Ask students to consider changes to parliamentary structure that fostered a more democratic and liberal consciousness, but also caused tensions to grow.

"The first election campaign, with 50 seats at stake, was held in 1792. There were no structured political parties or party leaders. The campaign resulted in the election of 34 French-speaking and 16 English-speaking members. The House of Assembly of Lower Canada officially opened in December of 1793 at the Bishop's residence in Québec City." (Source and more info at [Collections Canada here](#)) Wikipedia entry here compiles the [names of actual members elected from 1792 to 1838 here!](#)

More detailed descriptions of different [cliques](#) could be also be provided to students, along with general platform or philosophy.

The "Early Stage of Parliamentary Government" History 414 module from our LEARN's older [Course Materials section here](#) might serve to introduce students to the political changes as well.

Different Issues, Different Opinions

Teacher and class read following text. Then teacher could highlight

- 1) the venue for the struggles (alluding to other venues outside of parliament)
- 2) divisions according to culture (alluding to other possible reasons for divisions)
- 3) that these partisan groups are counter to the official power in London
- 4) that part of experience has to do with liberal ideas and a recognition of belonging (i.e to nationhood)

"The first elections in 1792, will elect a majority of French-Canadian MPs. Especially from the middle class professional (lawyers, notaries and doctors), these *Canadiens* form the *Parti canadien* of Canada, while the majority of bourgeois English MPs, form the British party. One of the most popular members of the time, and the leader of the *Parti canadien* in 1815, is Louis-Joseph Papineau. Gradually, the *Parti canadien* will change its name to the *Parti patriote* more inclusive, since there are not only *Canadiens* in the party, but a minority of English Quebecois who also want greater democracy in Lower Canada. The House of Assembly will witness the struggles between the people's representatives and those who make up the British authority. The first debate will focus on language. To resolve the conflict, they opt for bilingualism."

(Source: RECITUS Timeline Scenario on Responsible Government http://www.lignedutemps.qc.ca/home/ligne_gouv_responsable)

Teacher could now present survey of Key issues. (i.e. events that reflect different Economic, Social, Political, and Cultural change.) The events could be stored as event cards on a thematic layer on the Timeline interface.

Parallel to the Key Issues thematic timeline layer, two other timeline layers could be created: Biographies of key figures, and one describing Group positions (Partisan positions that act as either as Official power or as Countervailing Power)

Timeline "Scenario" of Tasks

Task 1: Student groups read through partisan position entries and then summarize for class. Explain the interests of such a group, and its potential means for gaining or influencing control.

Task 2: Individually students must read about each issue or events. For each event note whether it is a political, economic, social or cultural event or issue, or a combination of the above. Use organizer to classify events and to explain if the event might be a combination of the above.

As a class go through the issues and make sure students have grasped essential knowledge. Probe students for ideas as to how these events may have impacted on a sense of regional belonging or a growing Nationalism.

Task 3 suggestion. A campaign poster:

Have students create and share (for final project reference) a campaign poster or an information pamphlet that responds to one or more key issues and emphasizes a partisan response to those issues, a suggestion for a solution, a rallying cry, etc.

Role of Students

As a class we survey information on the parties involved in early elections. We discuss party politics in more depth. We then review several key issues in these early elections, and where parties and individuals stood.

Competency 3 key features to "establish the basis of social participation" indicates several things we should "recognize" in revolutions, liberal thought, and now in these new partisan politic stances. We discuss and list examples of social participation.

In small groups we

- read through partisan position entries and then summarize for class.
- note whether issues and events are political, economic, social or cultural event or issue
- create a campaign poster that responds to key issues and emphasizes a partisan position.

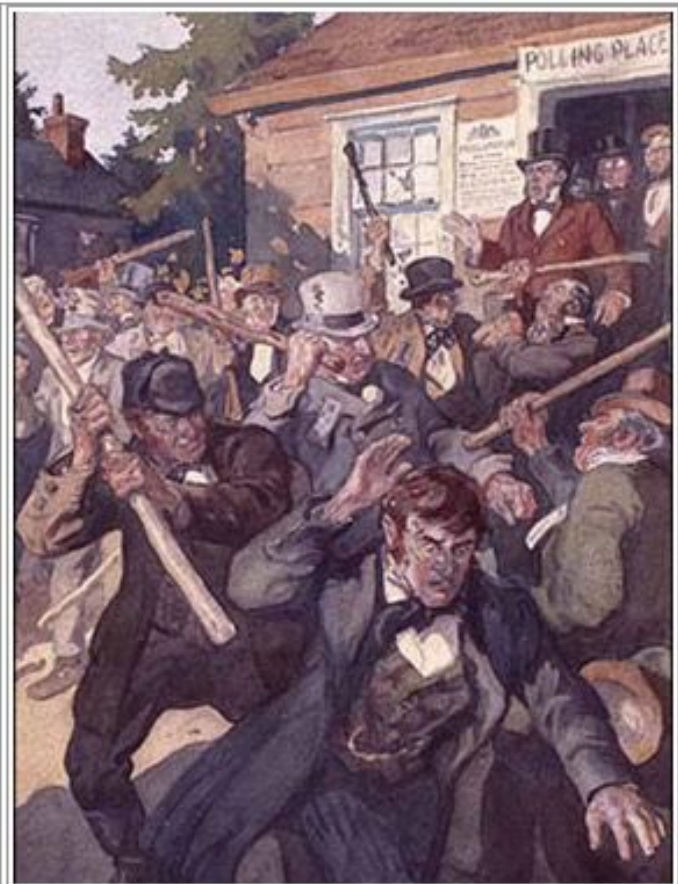
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Activity 4.3 - Struggle for change

Timeframe (1 to 2 Classes)

Role of Teacher

Hook: Present picture "[An election in Upper Canada](http://www.counterweights.ca/2009/12/remembrance-of-coalitions-passed-and-the-rebellion-tradition-in-canada/)" (original source Atwater Library and found again at <http://www.counterweights.ca/2009/12/remembrance-of-coalitions-passed-and-the-rebellion-tradition-in-canada/>)



A mid 19th century election in Upper Canada. C.W.Jefferys.
There was no secret ballot until 1874. So voting could sometimes be a little dangerous, or as some would say, manly.
And of course only men could vote.

Suggest that because of limited "representation" in the system different factions were frustrated by the democratic process itself.

Teacher could now emphasize that there were also popular movements and "struggles" in both Upper and Lower Canada that occurred outside of political arena as a result of frustrations within. Provide context for Lower Canada popular struggle:

"The Patriotes were a more extreme group of French-Canadian politicians. They emerged in the late 1820s. When the governor refused to grant them the reforms that they demanded, in 1834, they brought the business of the Assembly to a halt to force the British authorities to change....Under their leader, Louis-Joseph Papineau, the Patriotes gained support among the people. Papineau found particular support among many habitant farmers who had recently lost their crops to disease." (Source and more information about causes of the Rebellions see The Canadian Encyclopedia. (See <http://www.thecanadianencyclopedia.com/en/article/rebellions-of-1837/>)



Question to consider:

How can political changes and popular struggles contribute to any group's nationhood? Discussion around the process of assembling, fighting, succeeding or not succeeding in making political changes, etc.

Images of [Papineau speaking to angry crowds](#), of [dispersion of the insurgents](#) and of [traces of cannon fire on St. Eustache church](#) (copyright free ones I took) might also serve to spark discussion.

Reading task on the effects of the actual events on *Canadien* nationalist psyche:

Students could read short summary text that focuses on the battles themselves.

Example texts:

Read one of the following texts:

[The Patriotes Rebellion by Marxist writer By Mitch Abidor](#)

[Battle of St. Eustache](#) on Historica

[Battle of St. Eustache and its Aftermath](#). Canada People's History summary of episode.

[Lower Canada, 1837-1838](#) summary at Collections Canada Colony to Country pages

- a) circle names of key figures
- b) note events that were "memorable" and probably echoed in French Canadian minds for a long time.
- c) respond to question: How can political changes and popular struggles contribute to any group's nationhood?

Students can share their responses with the class.

Teacher could now go over the complex task:

To write portray key individuals involved in these changes, in such a way as to explain "how liberal ideas contributed to a national identity."

Review key features of competency 1, 2 and 3 that come into play here. Add requirement that students consider how their changing identity, their philosophical position against injustice, and their actions constitute an exercise in citizenship (Competency 3 Key Feature project tracking guide)

Have students meet in project groups to read through provided timelines and texts from above and to target key individuals and events to cover in their portrait projects. Project groups can share their understandings of the timelines and important events with the class, and preview their project goals for other groups. Teacher may want to assure that each group target different individuals.

Role of Students

We discuss how political change and popular struggles can contribute to different groups' notions of nationhood.

We review competency key features that come into play when researching individuals and their involvement in struggles (1,2), the implications for nationhood, (3) etc.

In project groups we read through available timelines with summaries of key events of the Rebellions. We target key individuals for our projects before beginning to research. We share our intentions with the class.

Phase 5: Planning research

Activity 5.1 - Effective Work Methods. Resources and planning

Timeframe (1 Class)

Role of Teacher

Teacher introduces focus on Cross Curricular Competency “Adopt Effective Word Methods”, and instills an awareness of key feature “Considers all aspects of a task”.

Teacher reads through the following and explains:

- Adopts the objective and evaluates its complexity
- Identifies the available resources
- Imagines various ways to carry out the task
- Reflects on the best way

Teacher and class survey available resources from last class, including Tour of LEARN resources.

Groups evaluate complexity of task and BEST ways to carry it out by using Organizer for planning research (CCC 5) and dividing up tasks. (CCC8).

Suggest use of Focus organizers CCC5_8 for planning research ([Download the pdf](#)) and/or CCC8_10 to do list ([Download PDF](#)).

Other online [Focus tools](#) may also be appropriate.

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Phase 6: Integration by organizing and processing information for project

Activity 6.1 - Project work time

Timeframe (1 to 3 Classes)

Role of Teacher

Teacher gives class time to research information about individuals and events.

Students are to create a documentary-style portrait of key individuals (suggest 3 individuals) who were somehow involved in the struggle and the evolution of early democracy in Quebec and Canada. They will show how they and the events they were involved in contributed to our identity as a Nation.

Students will also consider how their changing identity, their philosophical position against injustice, and their actions constitute an exercise in citizenship"

Teacher sets up a common shared workspace for organizing and processing relevant and more interpretative information about the key players. This common space could be arranged in a Wiki, a Google Document or Folder area, or students could use the [Recitus Lignedutemps](#) environment.

Teacher may also want to demonstrate example biography presentation options. (Search "[biographies](#)" on google to find sites that present biographies in a variety of ways.)

Role of the Student

We work in class to research information on events and individuals.

We also share our information, look over other groups' research, and organize our research into a sequence or rough draft.

We work on writing up our biographical portrait assignments, or creating web page equivalents.

Phase 7: Communicate and share

Activity 7.1 - Project work time

Timeframe (1 Class)

Role of Teacher

Teacher organizes a forum for sharing biographical portrait assignments created by each group.

Depending on format chosen, the class could present their biographies in a newspaper format, or as a website or blog site.

To involve the world outside the classroom, projects could be submitted to local political party representatives for their feedback on the significance of these key figures in the formation of our Nation.

Role of the Student

We present our biographical portraits and arguments as to the influence of liberal ideas on Nationhood to the class through a shared presentation forum or website, and to others, including possibly local political parties, for comment and feedback