Eight History Lessons

Grade 8

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CURR 355
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# INTRODUCTORY ACTIVITY

## OVERVIEW
This is an introductory assignment for students in a grade 8 history class dealing with the Red River Settlement.

## LEARNING GOAL AND FOCUSING QUESTION
- During this lesson students activate their prior knowledge and connections to gain a deeper understanding of the word Rebellion and what requires to set up a new settlement.

## CURRICULUM EXPECTATIONS
- Interpret and analyse information and evidence relevant to their investigations, using a variety of tools.

## MATERIALS
- There are certain terms students will need to understand within this lesson. They are:
  1. **Emigrate** – to leave one place or country in order to settle in another
  2. **Lord Selkirk** – Scottish born 5th Earl of Selkirk, used his money to buy the Hudson’s Bay Company in order to get land to establish a settlement on the Red River in Rupert’s Land in 1812
  3. **Red River** – a river that flows North Dakota north into Lake Winnipeg
  4. **Exonerate** – to clear or absolve from blame or a criminal charge
  5. **Hudson’s Bay Company** – an English company chartered in 1670 to trade in all parts of North America drained by rivers flowing into Hudson’s Bay
  6. **North West Company** – a fur trading business headquartered in Montréal from 1779 to 1821 which competed, often violently, with the Hudson’s Bay Company until it merged with the Hudson’s Bay Company in 1821
  7. **Rupert’s Land** – the territories granted by Charles II of England to the Hudson’s Bay Company in 1670 and ceded to the Canadian government in 1870

- For research: textbook, computer, dictionaries or whatever you have available to you.
- Chart paper/white board/chalk board and appropriate writing materials
- Students in predetermined pairs or groups of three
- A copy of each 1.1 and 1.2 for each student and a copy of 1.2 on a transparency or ready to use with the SmartBoard.

## PLAN OF INSTRUCTION

### 1) WARM UP
- What does the word rebellion make you think of? Ask students to fill out this sheet (Appendix 1.1) by themselves, discuss with a partner and share with the class. Each pair should share one point with the class. Accommodation: If there is a student comfortable in writing down the ideas of the groups they can be the recorder on chart paper.

### 2) DISCUSSION
- A discussion can be had over the importance of taking the time to activate your prior knowledge about a topic. Although no one has been part of a rebellion we have a lot of knowledge on the topic already.
3) MODELLING
   - Demonstrate what sources you might use to find a definition, the textbook, dictionary, internet, etc. use sources that are readily available within your classroom, for one of the definitions. This will show students not to rely on one source to gather all of the information from. Students should then put details into a TKWL chart (Appendix 1.2). When creating a definition a student should explain the term and then explain its historical significance. There term should be at least two sentences in length.

4) GUIDED PRACTICE
   - Each student is responsible for filling out the first two columns of each term on their own. They will then research two of the terms themselves. Once they have compiled notes on their terms they will meet with a partner or in a group of three to create definitions for their terms. The easiest way to do this is to assign students to groups. If multiple groups have the same term they should combine their points to make a more thorough definition of their term. As a class we will share definitions so everyone in the class has a definition for every term. If time runs out then students will then hand their terms in so you can monitor their comprehension of their terms. They will then be handed out in the next class, and discussed as a class so each student will have a definition of each term.

This is modified from History on Trial: Bringing History to Life in the Classroom. “Louis Riel: A Teacher’s Guide”.

http://www.learnalberta.ca/content/aeChapter/pdf/Alberta_Louis_Riel%20Teacher_Guide.pdf
OVERVIEW
Students will then look at evidence as a historical thinking concept in relation to Louis Riel. This can be used in a grade 8 History class. The first activity introduces students to the idea of evidence on a personal level. The second activity will ask students to interpret and analysis evidence from primary sources.

LEARNING GOAL
I will use a graphic organizer to help me develop more a complex interpretation and analysis of a primary image from the War of 1812.

CURRICULUM EXPECTATIONS
- Interpret and analyse information and evidence relevant to their investigations, using a variety of tools.

MATERIALS
- Blanks piece of paper, pencil, 2.2 for each student
- 2.1 and 2.2 in some format for all students to see (smart board, transparency, on chalk board, on chart paper, etc.) **2.1 could also be given to each student if desired.
- Enough images for students (they can all look at the same image, different images, in groups or independently)
- If you wish students to work in small group, you may want to make them beforehand

PLAN OF INSTRUCTION
WARM UP ACTIVITY- Students will be asked what they did within the last 24 hours and write it down on a sheet of paper and try to be as accurate as possible. After a few minutes students will be asked what things they did that left evidence behind to support that their action did in fact occur. After a few minutes students will be asked to cross things off their list where evidence will not survive for at least ten years.

CLASS DISCUSSION - As a class, students will share what they have discovered about evidence. Some guiding questions could include: What does evidence mean? How long does it last? Does it change? Is evidence truthful? Even their memories from the past 24 hours had gaps in them. How did they accommodate for that? How can we preserve evidence? Does all evidence on the same subject share the same story?

THINK, PAIR, SHARE - Students should then discuss all the types of evidence that exist. First they should think of a few themselves, then share with a partner and finally as a group we will make a list together. We can make the list according to primary and secondary sources.

MODELLING – GUIDED PRACTICE: Do a think a loud on Appendix 2.1 (an engraving of the British capturing Washington during the War of 1812). Here are some questions to consider: What is the first thing you see? What is the whole picture telling us? What’s the message? What is the author’s perspective? Is there bias? Who is included in the picture? Who is missing? What is historically accurate inaccurate? While doing your think aloud you should fill out 2.2. for all students to see. You could begin with - It shows... a number of British soldiers and a number of large buildings that are on fire; I know...that the location must be a city and that the British soldiers intentionally set the homes of American civilians on fire; And so... during this war extreme violence was shown towards civilians, without the fear of being punished by their superior officers because the men and others seem pleased with themselves.

During modelling shift from what you notice and allow students to begin sharing their ideas. Example: I notice there are numerous buildings being burned. I wonder why might the author include more than one burning building? OR Have students share what they see while you explain what that might mean and then have students share what they think. Have students build off of
INDEPENDENT OR SMALL GROUP ACTIVITY: Students will then be given an image from the appendix and will be asked to consider some of the questions from our discussions when examining their image. Students will be asked to fill out the “It shows, I know, Therefore,” chart to demonstrate the complexity of their thinking process.

Students can then share their ideas with others in their class if they finish early. Students can help each other by sharing ideas about each other’s image (it should be in another colour though so they are not seen as their work).

Alternative – This can be done as a think, pair, share as well so students can see how their classmates vary in perspectives based off of one piece of evidence.

Term that might be useful:** ‘The Press’ or ‘Press Gang’ refers to men being forcefully taken from their homes and enrolled in the navy.

ASSESSMENT
The “It shows, I know, Therefore,” chart will be collected and used to assess the student's understanding and interpretation of the primary source. This task is not about figure out what is happening in the picture but understanding the difficulties of analyzing primary sources because they only share one perspective.
**HISTORICAL THINKING CONCEPT – Ethical Perspectives**

### OVERVIEW
It is important for students to recognize we have responsibility to remember and respond to the past and this is why the focus of this lesson is ethical perspective. This class you ask students to observe the War of 1812 from the perspective of a group other than their own, and express their contribution to this historical event via a memorial.

### LEARNING GOAL
I will recognize that I have a responsibility to remember and respond to the past. To do this I will analysis war memorials and then create my own for unsung heroes.

### CURRICULUM EXPECTATIONS
- Interpret and analyse information and evidence relevant to their investigations, using a variety of tools.

### MATERIALS
- Something to write on that all the students can see, and corresponding writing utensils
- Paper and writing utensil for each student to use
- Appendix 3.1 blown up for all students to see or one copy per student
- Do a think aloud with Appendix 3.1 using the questions from 3.2
- Appendix 7.2 for each student
- Pairs (optional)

### PLAN OF INSTRUCTION
**INTRODUCTORY ACTIVITY:** It is important for students to recognize we have responsibility to remember and respond to the past. What are some ways that we remember or commemorate historical events? As a class we will come up with a list. Students will then on a piece of paper rank their top three choices for the best way to commemorate historical events. With an elbow partner students will discuss their choices.

**DISCUSSION:** What actions/ contributions / sacrifices / tragedies deserved to be remembered? How should we judge the each other’s past actions? What obligations does my group owe to others or do other groups owe to mine? How can we for fill these obligations? Questions are taken from: Tom Morton and Peter Seixas. *The Big Six Historical Thinking Concepts.* Toronto: Nelsson Canada; (2012) pg. 191.

**MODELLING:** Students should look at Appendix 3.1 (Isaac Brock’s Memorial). It is a memorial to a Sir Isaac Brock for his contribution to his country during the War of 1812. He was shot by enemy fire while he led his men in a mission to regain territory from the Americans. Construction on this memorial began in 1823, and the monument was inaugurated October 13, 1824 (Remembering Brock by W. R. Wilson, 2003). In this image you can see it underwent damage from an explosion. It was later replaced by a new monument in 1859.

**ACTIVITY:** Students should then look at their task (Appendix 3.2). Their task will be to create
a monument for a group or an individual whose contribution during the War of 1812 was overlooked. For this assignment students should work in pairs. Students should think about what types of memorials exist, what they look like and where they are placed. If students need more support in this area they can use the internet to learn more about memorials and the group they chose.

**Extension students can display them for the school to see, or include them in a Remembrance Day ceremony if time allows it.**

**ASSESSMENT**
This assessment will allow students to reflect on their own learning and extend their thinking to include perspectives of groups other than their own.
# HISTORICAL CONCEPT – Historical Perspective

## OVERVIEW
This lesson focuses on the historical concept of historical perspective. It is to be used in a grade 8 History class while examining a Louis Riel. This lesson includes the high yield strategies: find the main idea, making connections, and making inferences.

## LEARNING GOAL
I will use graphic organizers to help me formulate a main idea from multiple primary sources using a single perspective.

## CURRICULUM EXPECTATIONS
- Interpret and analyse information and evidence relevant to their investigations, using a variety of tools.

## MATERIALS
- Appendix 4.1-4.4 projected for all to see or one paper copy for each student
- Some way to brainstorm ideas with kids (chalk board, chart paper, etc.)
- Predetermined groups (optional)
- 4.5 and 4.6 blown up for the class to see.
- 4.6 for each member of your class
- 4.7 for half of your class
- 4.8 for half of your class
- 4.9 for each student

## PLAN OF INSTRUCTION

### INTRODUCTORY ACTIVITY
Use Appendix 4.1-4.4 (optical illusions). Ask students what they see. What didn’t they see? Why do you think people see different things, even though we are looking at the same image?

### DISCUSSION
As a class brainstorm ideas for - What does the word perspective remind you of? When do you use it? Can you say someone is wrong because their perspective is different than yours? What could historical perspective mean/refer to?

### MODEL
Use the “Triangle Idea” organizer (Appendix 4.5) to model to students one strategy for finding the main idea within a text. Use Appendix 4.6, Food From Bugs, as the text to model the organizer with.

### SMALL GROUP ACTIVITY:
The class should be broken into groups of four. Within each group two pairs should form. One pair will receive Appendix 4.7 and argue that Louis Riel was a great man while the other pair should receive Appendix 4.8 and argue the opposite. Every pair should find a quite area within the class to work. Students should read each section independently. After each section students should share the main idea of each point with their partner. There partner will then add any points or if details if necessary. Students will then fill out their “Triangle Idea” thought organizer. What is the main idea of what they read based off of their perspective?

Student will then fill in their side of their Appendix 4.9 (For Louis Riel, Against Louis Riel T-chart) based off of their three details. Students will then reunite with their
group of four. Each pair will share their points with the opposing perspective pair. The opposing perspective will listen attentively and add the points to their T-chart under the proper column. Then the pairs will change tasks. This information will come in handy to students later on in the unit.

**ASSESSMENT**
Assessment of/for Learning: Checking for understanding by sharing the main idea with your partner in each paragraph, and write it on a graphic organizer.
**HISTORICAL THINKING CONCEPT- Continuity and Change**

**OVERVIEW**
This lesson is to be used within a grade 8 History class looking at the Durham Report. This lesson focuses on the historical thinking concept of continuity and change. It will use the high yield strategies: making predictions, finding the main idea and visualizing within this lesson.

**LEARNING GOAL**
- I will analysis and interpret the Durham Report, by doing this I will be able to make informed about the influence it had on society at the time it was written.

**CURRICULUM EXPECTATIONS**
- Interpret and analyse information and evidence relevant to their investigations, using a variety of tools.

**MATERIALS**
- Appendix 5.1, 5.2, 5.3, and 5.4 for ¼ of your class
- Paper/notebook for students to make notes on
- Appendix 5.5 for each person in your class (optional)
- Predetermined groups (optional)
- Appendix 5.6 for each person in your class
- Scrap paper for rough copy
- Computer paper for each student
- Colouring utensils

**PLAN OF INSTRUCTION**
This lesson will use a jigsaw activity. Students will be broken into four evenly numbered groups; these are their Expert Groups. Each Expert Group will receive one section or exert from the Durham Report that focuses on a different area of interest. The first group will receive Appendix 5.1 (Background the on Durham Report and introduction to the Queen), the second group will get Appendix 5.2 (focusing on Upper Canada), the third group will get Appendix 5.3 (focusing on Lower Canada) and the fourth group will get Appendix 5.4 (which looks at recommendations he makes).

In the Expert groups students will discuss the main idea of each section and supporting details. You may wish to use a “Triangle Ideas” graphic organizer to help students formulate and organize their thoughts (Appendix 5.5). Each member should take notes and highlight important points that their classmates should know in order to understand the whole Durham Report. They will share this information in their Learning Groups.

After the Expert Groups are finished with their discussion, each student should count off one number. All the numbers 1s will form a Learning Group, all the 2s another and so on. **If there is a student who is extremely uncomfortable speaking in front of others (LD or anxiety) they can be paired with another student and they can go to a group as one person. Each Learning Group will take turns educating their group members on the section they become an expert in. It is logical to have expert 1s go first, followed by 2s and so on, as this is how the Durham Report is written.**

After each person has shared their information students will be asked to return to their seats for and independent activity.

**INDEPENDENT ACTIVITY:** Students will be given Appendix 5.6. This is instructions that provide the following information:
- During the Jigsaw Activity we have learned with and from our peers about the Durham Report. Our next task will be an individual task that asks you to predict or activate your prior knowledge about what changes this report influenced or what aspects of life this report did not change (what remained the same).
- There is no right or wrong answers in this task because you will be making predictions based off of the information you learned in the Durham Report. To make sure this happens students should refer directly to something they learned or something that was absent from the Durham Report. It
is important to explain why you think the Durham Report supported continuity or change within your prediction. You will then draw a picture of their prediction. It can be in the form of a poster, a single image, a comic, etc. It is important to include your prediction and why on the back of your image (one 8 ½ by 11 piece of computer paper for the good copy, scrap paper for first draft).

**Some students may require lines to write on the back of their plain paper**

Once students finish their activity they should be displayed around the room. As the unit continues you can refer to their predictions, or they may do it on their own. Some may change or add to their predictions.
# HISTORICAL THINKING CONCEPT - Historical Significance

## OVERVIEW
This is a lesson on significance that is to be used at a local historical building. This will provide students to see local history and experience it outside of the classroom. If no historical building can be reached any historical building can be researched on the internet.

## LEARNING GOAL
I will visit Bellevue House and interpret primary sources to help me gain a better understanding of what daily life was like in the mid-1800s.

## CURRICULUM EXPECTATIONS
- Interpret and analyse information and evidence relevant to their investigations, using a variety of tools.

## MATERIALS
- One sheet of paper for each student
- Something to write ideas on as a class (blackboard, SmartBoard, white board, etc.)
- Bellevue House or computers for each student
- Appendix 6.1 for each student
- T-chart that everyone in the class can see (chalk board, white board, etc.)
- Appendix 6.2 for each student

## PLAN OF INSTRUCTION

### WARM UP:
Have each student brainstorm independently a list of events or days in their life that were significant on a piece of paper or in their notebook. This should only take a few minutes. Make a list of significant events and take a tally of how many students included this in their list. Some will have more and some will have less. **Some students might not feel comfortable sharing all of their events (parent’s divorce, a death, etc.)** I include the event on my paper ‘The day the Spice Girls broke up’. I then explain that, this was an important day in my youth. My friends and I sang their song, made dances, dressed like them and pretended to be them. When they broke up all of this changed. Was it significant for you?

### DISCUSSION:  
Who decides if something is significant? Who controls what is historically significant? Why should we care? Is the same event significant for everyone? What have we learned about significance? (Its subjective!!)

### ACTIVITY:  
Students will be given Appendix 6.1. This is a Significance chart that students will fill out about Bellevue House. This best situation for this assignment would be if the first two parts of the lesson were done the day before and on the following day students would be able to visit this historical site. It that is not the case than students should use internet sources to fill in Appendix 6.1. Parks Canada: National Historical Sites has information on Bellevue House.

### CLASS DISCUSSION:  
Should Bellevue house be considered a significant part of Canadian history? As a class we can discuss this question and make a list on a T-chart. Each student will then be asked to choose one point and write a SEEC paragraph using this information using a SEEC outline (Appendix 6.2).

## ASSESSMENT
The focus of each paragraph will be the explanation portion of the SEEC. Did students chose a point and explain their analysis of Bellevue House as important or not?
**HISTORICAL THINKING CONCEPT- Cause and Consequences**

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<th>OVERVIEW</th>
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<tbody>
<tr>
<td>This is an activity that can be used in a grade 8 History class. It asks students to make connections between maps and the historical content we are discussing in class (political, social, economic, inequality issues).</td>
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<table>
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<tr>
<th>LEARNING GOAL</th>
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<tr>
<td>I will analyze and interpret historical maps to help me understand the formation of the Canada that we see today on a map.</td>
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<tr>
<th>CURRICULUM EXPECTATIONS</th>
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<tr>
<td>- Interpret and analyze information and evidence relevant to their investigations, using a variety of tools.</td>
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<tr>
<th>MATERIALS</th>
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<tr>
<td>- Students will require access to the internet for this activity as they will use <em>Canadian Geographic: Historical Maps of Canada</em>.</td>
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<td>- Appendix 7.1 for each student</td>
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<tr>
<th>PLAN OF INSTRUCTION</th>
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<tr>
<td>- Students will use <em>Canadian Geographic: Historical Maps of Canada</em> to analyze and interpret the causes and consequences of political, economic, social and inequality issues. Students will choose two maps and fill out Appendix 7.1 based off of this information. The questions ask students to consider causes and consequences that are responsible for each map (different time periods) to look the way they do, and to examine how Canada forms.</td>
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<tr>
<td>- Under each map is content on the time period that students can use to help them answer the questions.</td>
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<td>- Students can then share the information they found on a particular map with someone who chose the same map. What was the same? What was different?</td>
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<th>ASSESSMENT</th>
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<tr>
<td>- Can students recognize historical maps or Canada. Are they able to recognize the difference and similarities of the maps? Can students identify how political, social, economic and inequality issues can be shown on a map or understand how these issues influence borders?</td>
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WRAP UP LESSON

This is a wrap up lesson on Louis Riel.

Hand out Appendix 8.1 to students as it explains the task. Go over the task with them to ensure they understand what is being asked of them. Students are to work as individuals or in pairs for this assignment. The purpose of this assignment is to allow students to demonstrate what they have learned within this unit in a creative way.

Appendix 8.2 is a rubric that uses the I.C.E. model and focuses on the complexity of student thoughts and their ability to interpret and analysis the primary documents we looked at in class. To ensure this happens, the sources we used in class should be the focus of their material.
APPENDIX
<table>
<thead>
<tr>
<th>What Does The Word ‘Rebellion’ Make You Think Of?</th>
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<tbody>
<tr>
<td><strong>Rebellions Look Like...</strong></td>
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<tr>
<td><strong>Rebellions Feel Like...</strong></td>
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<tr>
<td>I’ve seen or heard about Rebellion.....</td>
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Figure 1.1.
# T-K-W-L-W Chart

<table>
<thead>
<tr>
<th>Term</th>
<th>What I Know</th>
<th>What I Want To Know</th>
<th>What I Learned</th>
<th>This Makes Me Wonder…</th>
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<tbody>
<tr>
<td>Emigrate</td>
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<tr>
<td>Lord Selkirk</td>
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<td>Red River Settlement</td>
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<tr>
<td>Hudson’s Bay Company</td>
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<td>North West Company</td>
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<td>Appendix 1.2</td>
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<tr>
<th>Rupert’s Land</th>
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<tr>
<td>Exonerate</td>
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Appendix 2.1
## I see, I know, Therefore Chart

<table>
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<tr>
<th>I see... (directly from the text)</th>
<th>I know ... (make a connection)</th>
<th>Therefore... (What interpretation or analysis are you making about the text?)</th>
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Appendix 2.2
This is a memorial to a Sir Isaac Brock for his contribution to his country during the War of 1812. He was shot by enemy fire while he led his men in a mission to regain territory from the Americans.

Construction on this memorial began in 1823, and the monument was inaugurated October 13, 1824 (Remembering Brock by W. R. Wilson, 2003). In this image you can see it underwent damage from an explosion. It was later replaced by a new monument in 1859.
BLM 6.7 Create a Memorial

Step 1: Choose the subject and decide the purpose of the memorial
- Why is this person or event worth remembering?
- Which of the following purposes will your memorial serve?
  (1) change the way people usually think about the subject
  (2) suggest a lesson to be learned
  (3) fulfill a duty of memory
  (4) inspire action on a contemporary issue
  (5) any other purpose you can think of
- What would you like people to feel or think about when they see your memorial?
- Who will your audience be?
- What story do you want to tell?
- In what ways might your memorial upset some people or cause controversy?

Step 2: Design the memorial
- Where should your memorial be displayed?
- What materials should be used?
- What will the memorial look like?
- What words or quotations might be inscribed on it?
- What should it be called?
- How will the memorial convey your chosen message or lesson, if any?
- How will the design achieve your purpose?

Step 3: Create the memorial

Step 4: Plan the unveiling
- When will you display the memorial, and for how long?
- Who will be invited to your unveiling?
- What publicity will you seek, and why?
- What will people do at the unveiling?
- What ceremony will be appropriate?

Step 5: Reflection
- What has this project taught you about the role of history?
- Why are some memorials controversial?
Appendix 4.1
Appendix 4.3
Appendix 4.4
Food From Bugs

Chocolate covered ants? Fried grasshoppers? Baked tarantulas?

Most people look at them on specialty-store shelves, laugh, and then walk on. They might not think them so funny when there’s little else to eat.

Nutritionists and zoologists are starting to look seriously at insects as protein food for a world facing serious food shortages.

“If the world population keeps rising at the present rate, people will be eating insects,” said Prof. William Friend of the University of Toronto.

Friend, a zoologist specializing in insect nutrition, recognizes the problems of feeding creatures with wings and antennas to a population used to eating meat and potatoes.

“The insects would have to be disguised in some way, no doubt about it,” he said. “The problem is that food is a desperately emotional subject.” The good news is that insect larvae resemble custard when prepared as food.

Prof. Friend sees the development of insect farms as a possibility in the near future.

Production space and cost is an important factor. Insect larvae increase their weight several hundred-fold in a week, and are therefore more efficient than cattle breeding for meat. Larvae could be bred anywhere and fed on waste.

There is nothing odd about eating insects – chemically they are about the same as beef.

A lot of people around the world are already eating insects and similar forms of life – and liking it. For example, the Hopi Indians in Arizona and Cambodians regard baked tarantula spider as a delicacy and deep-fried caterpillar is popular in some parts of Mexico.

It is entirely possible that our diet will soon include insects. Are you ready for this addition to your plate?


Appendix 4.6
Historical Thinking Concept – Perspective

Louis Riel made a large impact on Canadian history but he is a controversial character. Some people consider Louis Riel a true Canadian hero, while others see him as a great Canadian traitor. The following are diary entries and letters that Louis wrote. Please find the main idea or message in each of the letters or diary entries and add them to your triangle chart under details. You are examining these excerpts from the perspective of the defence (you support Riel).

Batoche, 12th May 1885

If you massacre our families we are going to massacre the Indian agent and others, prisoners.

LOUIS 'DAVID' RIEL, Exovede

12th May 1885

Mr. Riel diary: I am anxious to avoid killing women and children, and have done my best to avoid doing so. Put your women and children in one place, and let us know where it is and no shot shall be fired on them. I trust to your honor not to put men with them.

St Anthony, 21st March 1885

To Major Crozier, Commandant of the Police Force at Carlton and Battleford

Major: The councillors of the provisional government of the Saskatchewan have the honor to communicate to you the following conditions of surrender: You will be required to give up completely the situation which the Canadian Government have placed you in, at Carlton and Battleford, together with all government properties.

In case of acceptance, you and your men will be set free, on your parole of honor to keep the peace. And those who will choose to leave the country will be furnished with teams and provisions to reach Qu' Appelle.

In case of non-acceptance, we intend to attack you, when tomorrow, the Lord's Day, is over; and to commence without delay a war of extermination upon all those who have shown themselves hostile to our rights.

Messrs. Charles and Maxime Lepine are the gentlemen with whom you will have to treat.
Major, we respect you. Let the cause of humanity be a consolation to you for the reverses which the governmental misconduct has brought upon you.

LOUIS 'DAVID' RIEL, Exovede

Aux Metis du Lac Qu'Appelle

Dear Relatives: We have the pleasure to let you know that on the 26th of last month, God has given us a victory over the mounted police. Thirty half-breeds and five Cree Indians have met 130 policemen and volunteers. Thanks to God, we have defeated them. Yourselves, dear relatives, be courageous; do what you can. If it is not done yet, take the stores, the provisions, the ammunitions.

(Then follow two or three lines not intelligible).

God has always taken care of the half-breeds. He fed them for many days in the desert. Providence enriched our prairie with the buffalo. The plenty in which our fathers lived was as wonderful as the heavenly manna. But we were not sufficiently grateful to God, our good Father, hence it is that we have allowed ourselves to fall into the hands of a Government which only thinks of us to pillage us. Had he only understood what God did for us before Confederation, we should have been sorry to see it coming. And the half-breeds of the North-West would have made conditions of a nature to preserve for our children that liberty, that possession of the soil, without which there is no happiness for anyone; but fifteen years of suffering, impoverishment and underhand, malignant persecution have opened our eyes; and the sight of the abyss of demoralization into which the Dominion is daily plunging us deeper and deeper every day, has suddenly, by God's mercy as it were, stricken us with horror. And the half-breed people are more afraid of the hell into which the Mounted Police and their Government are openly seeking to drive us, than of their firearms, which, after all, can only kill our bodies. Our alarmed conscience have shouted out to us: Justice commands us take up arms. Dear relatives and friends, we advise you to pay attention. Be ready for everything. Take the Indians with you. Gather them from every side. Take all the ammunition you can, whatsoever storehouses it may be in. Murmur, growl, and threaten. Stir up the Indians. Render the police of Fort Pitt and Battleford powerless. We pray God to open to us a way to go up. And when we get there, as we hope, we shall help you to take Battleford and Fort Pitt. Have confidence in Jesus Christ. Place yourselves under the protection of the Blessed Virgin. Implore St. Joseph, for he is powerful with God. Commend yourselves to the powerful intercession of St. John the Baptist, the glorious patron of the Canadians and half-breeds. Be at peace with God. Keep His commandments. We pray Him to be with you all and to make you succeed.

Try and give to the half-breeds and Indians of Fort Pitt, as quickly as possible, the news we send you.

Appendix 4.7
Historical Thinking Concept Perspective

Louis Riel made a large impact on Canadian history but he is a controversial character. Some people consider Louis Riel a true Canadian hero, while others see him as a great Canadian traitor. The following are diary entries and letters that Louis wrote. Please find the main idea or message in each of the letters or diary entries and add them to your triangle chart under details. You are examining these excerpts from the perspective of the prosecution (you oppose Riel).

Batoche, 12th May 1885

If you massacre our families we are going to massacre the Indian agent and others, prisoners.

LOUIS 'DAVID' RIEL, Exovede

Batoche, 12th May 1885

To Sir: If you massacre our families we will begin by Indian Lash and other prisoners.

LOUIS 'DAVID' RIEL, Exovede

St Anthony, 21st March 1885

To Major Crozier, Commandant of the Police Force at Carlton and Battleford

Major: The councillors of the provisional government of the Saskatchewan have the honor to communicate to you the following conditions of surrender: You will be required to give up completely the situation which the Canadian Government have placed you in, at Carlton and Battleford, together with all government properties.

In case of acceptance, you and your men will be set free, on your parole of honor to keep the peace. And those who will choose to leave the country will be furnished with teams and provisions to reach Qu' Appelle.

In case of non-acceptance, we intend to attack you, when tomorrow, the Lord's Day, is over; and to commence without delay a war of extermination upon all those who have shown themselves hostile to our rights.

Messrs. Charles and Maxime Lepine are the gentlemen with whom you will have to treat.

Major, we respect you. Let the cause of humanity be a consolation to you for the reverses which the governmental misconduct has brought upon you.
LOUIS 'DAVID' RIEL, Exovede

Aux Metis du Lac Qu'Appelle

Dear Relatives: We have the pleasure to let you know that on the 26th of last month, God has given us a victory over the mounted police. Thirty half-breeds and five Cree Indians have met 130 policemen and volunteers. Thanks to God, we have defeated them. Yourselves, dear relatives, be courageous; do what you can. If it is not done yet, take the stores, the provisions, the ammunition.

(Then follow two or three lines not intelligible.

I will not begin to work before twelve hours.

Our Relatives: Thanks for the good news you have taken the trouble to send us. Since you are willing to help, God bless you. And if you see the police passing, stop them, disarm them. Justice commands us to take up arms. Then warn the Wood Indians not to let themselves be surprised, but rather to be on their guard; to take ammunition from all the posts of the company, at Lac des Noisettes and Fish Lake.

Dear Relative: We thank you for the good news that you took the trouble to send us. Since you are willing to help us, may God bless you in all what is to be done for our common salvation.

Justice commands to take- up arms. And if you see the police passing by, stop it and take away their arms.

Afterwards notify the Wood Indians that they might be surprised; let them be ready to all events, in being calm and courageous, to take all the powder, the shot, the lead, the posts and the cartridges from the Hudson's Bay store, at Nut Lake and Fishing Lake. Do not kill anybody. No, not molest nor ill-treat anybody. Fear not, but take away the arms.

LOUIS 'DAVID' RIEL

Appendix 4.8
For Louis Riel, Against Louis Riel T-chart

<table>
<thead>
<tr>
<th>For Louis Riel</th>
<th>Against Louis Riel</th>
</tr>
</thead>
</table>

Appendix 4.9
V:1 LORD DURHAM'S \textit{REPORT}, 1839

Lord Durham spent only five months in the Canadas and less than two weeks in Upper Canada. His \textit{Report} contained many inaccuracies about Upper Canada and was bitterly resented in Lower Canada for its unsympathetic view of French Canadians. Its major recommendation, responsible government, originated with the Baldwins and other moderate reformers rather than with Lord Durham himself. Nevertheless, the \textit{Report} is perhaps the most significant document in Canadian history, as well as a milestone in the history of the British Empire. Once the doctrine of responsible government had been accepted and promoted by an official of the British government, ultimate implementation was virtually assured. Here was both a relatively simple solution to the twenty-year deadlock in the Canadas and a giant first step toward eventual independence from Great Britain.

TO THE QUEEN'S MOST EXCELLENT MAJESTY

. . . the evils I had it in charge to remedy are evils which no civilized community can long continue to bear. There is no class or section of Your Majesty's subjects in either of the Canadas, that does not suffer from both the existing disorder and the doubt which hangs over the future form and policy of the Government. While the present state of things is allowed to last, the actual inhabitants of these Provinces have no security for person or property, no enjoyment of what they possess, no stimulus to industry. The development of the vast resources of these extensive territories is arrested; and the population, which should be attracted to fill and fertilize them, is directed into foreign states. Every day during which a final and stable settlement is delayed, the condition of the Colonies becomes worse, the minds of men more exasperated, and the success of any scheme of adjustment more precarious.


Appendix 5.1.
LOWER CANADA

. . . I expected to find a contest between a government and a people: I found two nations warring in the bosom of a single state: I found a struggle, not of principles, but of races; and I perceived that it would be idle to attempt any amelioration of laws or institutions until we could first succeed in terminating the deadly animosity that now separates the inhabitants of Lower Canada into the hostile divisions of French and English.

. . . The national feud forces itself on the very senses, irresistibly and palpably, as the origin or the essence of every dispute which divides the community; we discover that dissensions, which appear to have another origin, are but forms of this constant and all-pervading quarrel; and that every contest is one of French and English in the outset, or becomes so ere it has run its course.

. . . The French majority asserted the most democratic doctrines of the rights of a numerical majority. The English minority availed itself of the protection of the prerogative, [51] and allied itself with all those of the colonial institutions which enabled the few to resist the will of the many. But when we look to the objects of each party, the analogy, to our own politics seems to be lost, if not actually reversed; the French appear to have used their democratic arms for conservative purposes, rather than those of liberal and enlightened movement; and the sympathies of the friends of reform are naturally enlisted on the side of sound amelioration which the English minority in vain attempted to introduce into the antiquated laws of the Province.

. . . The ascendancy which an unjust favouritism had contributed to give to the English race in the government and the legal profession, their own superior energy, skill and capital secured to them in every branch of industry. They have developed the resources of the country; they have constructed or improved its means of communication; they have created its internal and foreign commerce. The entire wholesale, and a large portion of the retail trade of the Province, with the most profitable and flourishing farms, are now in the hands of this numerical minority of the population.

. . . It is not anywhere a virtue of the English race to look with complacency on any manners, customs or laws which appear strange to them; accustomed to form a high estimate of their own superiority, they take no pains to conceal from others their contempt and intolerance of their usages. They found the French Canadians filled with an equal amount of national pride; a sensitive, but inactive pride, which disposes that people not to resent insult, but rather to keep aloof from those who would keep them under. The French could not but feel the superiority of English enterprise; they could not shut their eyes to their success in every undertaking in which they came into
contact, and to the constant superiority which they were acquiring. They looked upon their rivals with alarm, with jealousy, and finally with hatred. The English repaid them with a scorn, which soon also assumed the same form of hatred. The French complained of the arrogance and injustice of the English; the English accused the French of the [52] vices of a weak and conquered people, and charged them with meanness and perfidy. . . .
UPPER CANADA

...It was upon this question of the responsibility of the Executive Council that the great struggle has for a long time been carried on between the official party and the reformers; for the official party, like all parties long in power, was naturally unwilling to submit itself to any such responsibility as would abridge its tenure, or cramp its exercise of authority. Reluctant to acknowledge any responsibility to the people of the Colony, this party appears to have paid a somewhat refractory and nominal submission to the Imperial Government, relying in fact on securing a virtual independence by this nominal submission to the distant authority of the Colonial Department, or to the powers of a Governor, over whose policy they were certain, by their facilities of access, to obtain a paramount influence.

During, all this time, however, though much irritation had been caused by the exclusive claims of the Church of England, and the favour shown by the Government to one, and that a small religious community, the clergy of that church, though an endowed, were not a dominant, priesthood. They had a far larger share of the public money than the clergy of any other denomination; but they had no exclusive privileges, and no authority, save such as might spring from their efficient discharge of their sacred duties, or from the energy, ability or influence of members of their body. But the last public act of Sir John Colborne, before quitting the Government of the Province in 1835, which was the establishment of the fifty seven rectories, has completely changed the aspect of the question. This is regarded by all other teachers of religion in the country as having at once degraded them to a position of legal inferiority to the clergy of the Church of England; and it has been resented most warmly. In the opinion of many persons, this was the chief predisposing cause of the recent [56] insurrection, and it is an abiding and unabated cause of discontent.

...The apparent right which time and custom give to the maintenance of an ancient and respected institution cannot exist in a recently settled country, in which every thing is new; and the establishment of a dominant church there is a creation of exclusive privileges in favour of one out of many religious denominations, and that composing a small minority, at the expense not merely of the majority, but of many as large minorities.

It is most important that this question should be settled, and so settled as to give satisfaction to the majority of the people of the two Canadas, whom it equally concerns. And I know of no mode of doing this but by repealing all provisions in Imperial Acts that relate to the application of the clergy reserves and the funds arising from them, leaving the disposal of the funds to the local legislature and acquiescing in whatever decision it may adopt.
In addition . . . there are permanent causes of discontent, resulting from the existence of deep-seated impediments in the way of its industrial progress. The Province is without any of those means by which the resources of a country are developed, and the civilization of a people is advanced or upheld. . . .

. . . A very considerable portion of the Province has neither roads, post offices, mills, schools, nor churches. The people may raise enough for their own subsistence, and may even have a rude and comfortless plenty, but they can seldom acquire wealth; nor can even wealthy land-owners prevent their children from growing up ignorant and boorish, and from occupying a far lower mental, moral and social position that they themselves fill. Their means of communication with each other, or the chief towns of the Province, are limited and uncertain. . . .

. . . The principal evils to which settlers in a new township are subject result from the scantiness of population. A township contains 80,000 acres of land; one-seventh is reserved for the [57] clergy and one-seventh for the Crown; consequently five-sevenths remain for the disposal of Government, a large proportion of which is taken up by grants to U.E. loyalists, militiamen, officers and others: the far greater part of these grants remain in an unimproved state. These blocks of wild land place the actual settler in an almost hopeless condition; he can hardly expect, during his lifetime, to see his neighbourhood contain a population sufficiently dense to support mills, schools, post-offices, places of worship, markets or shops; and without these, civilization retrogrades. . . .


Appendix 5.3.
RECOMMENDATIONS

. . . Every purpose of popular control might be combined with every advantage of vesting the immediate choice of advisers in the Crown, were the Colonial Governor to be instructed to secure the co-operation of the Assembly in his policy, by entrusting its administration to such men as could command a majority; and if he were given to understand that he need count on no aid from home in any difference with the Assembly, that should not directly involve the relations between the mother country and the Colony. This change might be effected by a single dispatch containing such instructions; or if any legal enactment were requisite, it would only be one that would render it necessary that the official acts of the Governor should be countersigned by some public functionary. This would induce responsibility for every act of the Government, and, as a natural consequence, it would necessitate the substitution of a system of administration, by means of competent heads of departments, for the present rude machinery of an Executive Council. The Governor, if he wished to retain advisers not possessing the confidence of the existing Assembly, might rely on the effect of an appeal to the people, and, if unsuccessful, he might be coerced by a refusal of supplies, or his advisers might be terrified by the prospect of impeachment. But there can be no reason for apprehending that either party would enter on a contest, when each would find its interest in the maintenance of harmony; and the abuse of the powers which each would constitutionally [59] possess, would cease when the struggle for larger powers became unnecessary. . . .

. . . I admit that the system which I propose would, in fact, place the internal government of the Colony in the hands of the colonists themselves; and that we should thus leave to them the execution of the laws, of which we have long entrusted the making solely to them. Perfectly aware of the value of our colonial possessions, and strongly impressed with the necessity of maintaining our connexion with them, I know not in what respect it can be desirable that we should interfere with their internal legislation in matters which do not affect their relations with the mother country. The matters, which so concern us, are very few. The constitution of the form of government, the regulation of foreign relations, and of trade with the mother country, the other British Colonies, and foreign nations, and the disposal of the public lands, are the only points of which the mother country requires a control. . . . The colonists may not always know what laws are best for them, or which of their countrymen are the fittest for conducting their affairs; but, at least, they have a greater interest in coming to a right judgment on these points, and will take greater pains to do so than those whose welfare is very remotely and slightly affected by the good or bad legislation of these portions of the Empire. If the colonists make bad laws, and select improper persons to conduct their affairs, they will generally be the only,
always the greatest, sufferers; and, like the people of other countries, they must bear
the ills which they bring on themselves, until they choose to apply the remedy. . . .

. . . Instead of confiding the whole collection and distribution of all the revenues
raised in any country for all general and local purposes to a single representative
body, the power of local assessment, and the application of the funds arising from it,
should be entrusted to local management. . . .

A plan by which it is proposed to ensure the tranquil government of Lower Canada,
must include in itself the means of putting an end to the agitation of national disputes
[60] in the legislature, by settling, and once and for ever, the national character of the
Province. I entertain no doubts as to the national character which must be given to
Lower Canada; it must be that of the British Empire; that of the majority of the
population of British America; that of the great race which must, in the lapse of no
long period of time, be predominant over the whole North American Continent.
Without effecting the change so rapidly or so roughly as to shock the feelings and
trample on the welfare of the existing generation, it must henceforth be the first and
steady purpose of the British Government to establish an English population, with
English laws and language, in this Province, and to trust its government to none but a
decidedly English legislature.

. . . The English have already in their hands the majority of the larger masses of
property in the country; they have the decided superiority of intelligence on their side;
they have the certainty that colonization must swell their numbers to a majority; and
they belong to the race which wields the Imperial Government, and predominates on
the American Continent. If we now leave them in a minority, they will never abandon
the assurance of being a majority hereafter, and never cease to continue the present
contest with all the fierceness with which it now rages. . . .

49-62.

Appendix 5.4.
MAKING CONNECTIONS AND EXENTIONS

During the Jigsaw Activity we have learned with and from our peers about the Durham Report. Our next task will be an individual task that asks you to predict or activate your prior knowledge about what changes this report influenced or what aspects of life this report did not change (what remained the same).

There is no right or wrong answers in this task because you will be making predictions based off of the information you learned in the Durham Report. To make sure this happens students should refer directly to something they learned or something that was absent from the Durham Report. It is important to explain why you think the Durham Report supported continuity or change within your prediction. You will then draw a picture of their prediction. It can be in the form of a poster, a single image, a comic, etc. It is important to include your prediction and why on the back of your image (one 8½ by 11 piece of computer paper for the good copy, scrap paper for first draft).

Appendix 5.6.
## Historical Significance

NAME: ____________________________     Date: ____________________________________

<table>
<thead>
<tr>
<th>Primary or Secondary Source? What is the source?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Event or person (or people) that is significant in this source (creator, who inspired it, who opposed it)?</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Brief description:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Significance Criterion – In what ways is this event or person significant?</th>
<th>In what way does this event or person meet the criterion?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resulting in Change</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Profundity:</strong> How were people affected by the event or person?</td>
<td></td>
</tr>
<tr>
<td><strong>Quantity:</strong> How many people’s lives were affected?</td>
<td></td>
</tr>
<tr>
<td><strong>Durability:</strong> How long lasting were the changes?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Revealing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>How does this event or person help us to understand the past?</td>
</tr>
<tr>
<td>Resonant or Relevant</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>How does this event or person shed light on issues or problems that concern us about the past? About today?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Of what larger story or argument might this event or person be part of?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How might the historical significance of this event or person change over time?</th>
</tr>
</thead>
</table>

The five sources I found information from are (internet sites, or items you analysed at a site):

Appendix 6.1
## SEEC Template

<table>
<thead>
<tr>
<th><strong>Statement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(What are you discussing and what position are you taking?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(What specifically supports your statement?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Explanation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Why/How does your example support your topic?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Concluding Statement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Summarize your paragraph)</td>
</tr>
</tbody>
</table>
Map Analysis to Demonstrate Historical Change

Please chose and identify the two maps you will be examining in this class from Canadian Geographic: Historical Maps of Canada. Maps should include information between 1850 and 1914. The focus of your map analysis and interpretation should focus around what political, economic, social or inequality issues can be identified through each map.

Map One: _________________________________________________

Map Two: _________________________________________________

Why did you choose these two maps?

What information does each map show?

How do your maps differ?

What causes these differences to occur (political, economic, social, inequality)? What events happened before or are about to happen (cause and consequences) that make the maps different?
How are your maps similar?

What causes these similarities to occur (political, economic, social, inequality)? What events happened before or are about to happen (cause and consequences) that make the maps similar?

What is the most interesting thing you discovered while doing this activity?

Appendix 7.1.
Great Hero or Great Traitor? That is the Question!

In this activity students will have the opportunity to demonstrate the knowledge they have gained thus far about Louis Riel. From our discussions we have gathered that Louis Riel is a controversial character. For this activity students will be asked their opinion on the following question: How should Louis Riel be remembered in Canadian History textbooks? Was he a Great Historical Figure or a Great Canadian Traitor?

Students can present their information in the form of a letter, radio broadcast, T.V. commercial, or newscast. Please refer to the rubric to guide your thought process during this task. Students should have 1-2 written pages to submit or audio submission should be 1-2 minutes in length. With limitations on what you can submit you will have to decide which information is the strongest to share.

When formulating your response you should consider R.A.F.T.S.

ROLE- what is the role of the author? – The author is trying to convince the audience of their point

AUDIENCE – who is the audience? – The audience is going to be your classmates who will vote on the topic.

FORMAT – How are you going to present this information? -

TOPIC – what side of the issue are you taking? -

STRONG VERB – directs the writing purpose – persuade

Appendix 8.1
### Great Hero or Great Traitor? That is the Question! Rubric

<table>
<thead>
<tr>
<th></th>
<th>Developed</th>
<th>Coming Along</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td>- Student expresses ideas from a single perspective, and acknowledges but</td>
<td>- Student has expressed ideas on a single perspective.</td>
<td>- Student expresses ideas from multiple perspectives.</td>
</tr>
<tr>
<td></td>
<td>counters other perspectives ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td>- Student makes connections between Louis Riel and his influence on both</td>
<td>- Student makes connections between Louis Riel and his</td>
<td>- Student makes the connection between Louis Riel and their perspective.</td>
</tr>
<tr>
<td></td>
<td>Metis and French issues during his life.</td>
<td>influence on Metis or French issues during his life.</td>
<td>- uses characteristic as evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Extensions</strong></td>
<td>- Student is able to relate Louis Riel’s actions and how they impacted</td>
<td>- Student is able to identify the actions of Louis Riel</td>
<td>- Student is able to identify that Louis Riel was an influential man in</td>
</tr>
<tr>
<td></td>
<td>today’s world or are felt today.</td>
<td>prompted change during Riel’s life.</td>
<td>society.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>- Conventions do not interfere with the reader’s understanding of the text.</td>
<td>- Conventions interfere with the reader’s understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>of the text.</td>
<td></td>
</tr>
</tbody>
</table>

Appendix 8.2