



Multiple Perspectives: Newspaper Stories and Editorials

An Activity for the *Exploration, the Fur Trade and the Hudson's Bay Company Site*

In this lesson, students will research the fur trade and colonization as a result of the fur trade and write a newspaper and an editorial on the topic from one of three different perspectives.

Subject/Ages

Subject: Social Studies (History), Ages 10 to 13

Overview

The first portion of the activity involves an introduction/review of writing for newspapers.

The second portion involves a small-group discussion of the advantages and disadvantages of European colonization from the perspectives of different groups.

The third portion involves writing an article about colonization and three editorials about the subject.

Outcomes (WCP, APEF)

Expectations (ON)

Objectives (QC)

Social Studies Outcomes (History and Geography)

By the end of these activities, students should be able to:

- Analyze, classify, and interpret information
- Identify some of the consequences of Aboriginal and European interaction

Language Arts Outcomes

(R) Reading:

- Read non-fiction materials for a variety of purposes

(W) Writing

- Produce pieces of writing using a variety of forms (e.g. newspaper articles), techniques and resources appropriate to form and purpose
- Communicate ideas and information for a variety of purposes and to specific audiences

(O/V) Oral and Visual Communication

- Contribute and work constructively in groups

These Language Arts Outcomes correspond to:

- WCP GO – R: 3.2; W: 2.3; O/V: 5.2, 5.1
- Quebec objectives – 2 (Reading); 1 (Writing); 2, 1 (Oral)
- APEF CGO – R: 4; W: 9; O/V: 1, 2.1

Materials/Resources Required

Computers with access to the Internet
Student Handout
Assessment Criteria Sheet

Links

Early Canadiana Online: *Exploration, the Fur Trade and the Hudson's Bay Company*
URL: <http://www.canadiana.org/eco/hbc/index.htm>
Hudson's Bay Company History Page
URL: http://www.hbc.com/hbc/e_hi/default.htm (English)
URL: http://www.hbc.com/hbc/f_hi/default.htm (français)
The National Library of Canada: *Pathfinders and Passageways*
URL: <http://www.nlc-bnc.ca/explorers>
The Virtual Museum of New France
URL: http://www.vmnf.civilization.ca/explor/explcd_e.html
Musée Virtuel de la Nouvelle-France
URL: http://www.vmnf.civilization.ca/explor/explor_f.html

Previous Knowledge

Students should have:

- Knowledge of basic writing style and language conventions appropriate to grade level.
- Some basic knowledge of Canadian history
- An understanding of Web navigation symbols, tools and terminology, particularly the tools used in *Exploration, the Fur Trade and the Hudson's Bay Company* site.

Lesson Opener

- Read the class a common fairy tale or story, such as The Three Little Pigs or Little Red Riding Hood.
- Before class, prepare a newspaper account of the story as well as editorials from the perspectives of the different characters.
- Discussion can center on how perspective can influence interpretation of facts and opinions.

Procedure

Large Group Work

Review or introduce types of newspaper writing and the differences between editorials and newspaper stories and the differences between fact and opinion. Newspaper stories need to include:

- Who
- What
- Where
- When
- How

Next, introduce the topic of colonization.

- What is colonization?
- How might life change for all those affected by colonization?

Small Group Work

Different groups brainstorm and list the advantages and disadvantages of colonization in chart form according to:

- First Nations and Inuit
- Colonists
- The mother country

Results of the brainstorm are presented to the class.

Individual Work

Students write a newspaper article reporting on colonization in North America as a result of the fur trade. Then they write an editorial discussing colonization from one of the three different perspectives.

Student work should be displayed in a manner suiting class resources. Some suggestions:

- Divide editorials into groups, and use extracts as banners within these groupings.
- Use pictures or artistic creations depicting the effects of colonization on different groups to illustrate.

Summary

Key questions:

- What are the differences between articles and editorials?
- How can one distinguish between fact and opinion while reading?
- How can perspective influence the recording of history and what we interpret as “fact”?

Evaluation

See the Assessment Sheet. Educators may also wish to use student-developed rubrics.

Homework/Extension

Students could create an artistic representation of the effect of colonization on different groups.



Multiple Perspectives Student Handout

In this activity, you will have the chance to write a newspaper article about the effects of colonization, and an editorial letter about colonization from the perspective of a either the First Nations and Inuit, new colonists in Canada, or people in the home (European) country.

Below is an example of a newspaper story, based on the fairy tale “The Three Little Pigs.”

<p>Fairy Tale Press</p> <p>Fantasy Land</p> <p>Two pigs and a wolf were discovered dead yesterday, in an area outside the deep, dark woods. The events have seriously divided the local community.</p> <p>Police are still trying to piece together the events, but initial reports point to a gruesome tale. Two of the victims, the pigs, may have been killed and eaten by the Big Bad Wolf. The wolf appears to have been killed in a revenge attack by the brother of the two pigs.</p> <p>Local citizens stated that the three pigs were relatively new to the community and had only just completed construction of their new homes. This, one local said, may have been a direct cause of the death of all of the victims.</p> <p>“Those foolish pigs,” said Mother Goose, a neighbour. “One had built his house of straw and the other of sticks. We tried to warn them, but they wouldn’t listen. And we were right. All it took was one huff, and one puff, and down the straw house went.”</p> <p>At that point, she indicated, the wolf gobbled up the resident pig in one gulp. He then moved on to the second pig’s house, which was made of sticks. The second pig was also consumed.</p>	<p>The wolf then proceeded to the third pig’s house, and attempted to blow it down. As it was solidly built of brick, he failed. Apparently frustrated, he tried going down the chimney.</p> <p>The story becomes confused at this point. The third pig has told police that he had lit a fire in his fireplace, which killed the wolf when he fell. There is some doubt as to this version of the story.</p> <p>“It’s impossible that Big Bad Wolf would be so stupid,” the Wicked Witch said. “How could he have missed the smoke coming out of the chimney? No, I think there’s more to this story than that pig is telling.”</p> <p>When asked why he was attempting to break into the house in the first place, she said that the wolf was only following his carnivorous instincts – which should be lawful. Others, such as Little Red Riding Hood, disagreed. She argued that the Big Bad Wolf had a history of unprovoked violence, and deserved what he got.</p> <p>Police are waiting for the results of an autopsy on the wolf and an analysis of the surviving pig’s stomach contents before releasing more details.</p> <p>“Pigs are omnivorous, you know,” Wicked Witch said. “They’ll eat anything. Even their own brothers.”</p> <p>©2001, Ian Bron</p>
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Table of Pros and Cons

Group: _____

Advantages of Colonization	Disadvantages of Colonization



Multiple Perspectives Assessment Criteria

Program Area: Social Studies (History)

Criterion: Understanding of Concepts

Attainment Descriptor:

- Accurately described the consequences of Aboriginal and European interaction in the newspaper article, including comments on effects on culture, health, war and food supply
- Effectively took one position for the editorial article, clearly indicating the pros or cons of colonization to his/her selected group (Aboriginals, colonists, or home country)

Program Area: Language, Reading

Criterion: Reading of Non-fiction Materials

Attainment Descriptor:

- Selects, reads and communicates information from Web site source
- Applies information from reading to the completion of tasks (writing of article and editorial)

Program Area: Language, Writing

Criterion: Produce pieces of writing using a variety of forms

Attainment Descriptor:

- Produced a newspaper article that reflects aspects of the form, including short sentences and presentation of both sides of issue
- Produced an editorial from a specific viewpoint without losing focus

Program Area: Language, Writing

Criterion: Communicate ideas and information for a variety of purposes

Attainment Descriptor:

- Article includes “Who, what, when and how” information
- Editorial presents all arguments supporting position and attacks opposing position

Program Area: Language, Oral and Visual Communication

Criterion: Cooperative Group Work

Attainment Descriptor:

- Listens attentively to organize and classify information and to clarify thinking