

WORK THROUGH TIME

Cape Breton Stories of Land & Sea



Grade Eight – Douce Belhaché: A day in the Life of an Entrepreneur

Atlantic Canada Curriculum – Specific Curriculum Outcomes (SCO)

Lesson Plan Based on Work Through Time Story:

Chez Douce: A Day in the Life of an Entrepreneur, 1815

Overview: Students will contrast life in Cape Breton and the Channel Islands and examine the push and pull factors, which influenced migration from the Channel Islands to Atlantic Canada in the 1600s to 1800s.

<p>GRADE EIGHT SCO MATH</p>	<p>B1 Demonstrate an understanding of the properties of operations with integers and positive and negative rational numbers (in decimal and fractional forms)</p> <p>B2 Solve problems involving proportions, using a variety of methods</p> <p>B12 Add, subtract, multiply, and divide positive and negative decimal numbers with and without the calculator</p> <p>B13 Solve and create problems involving addition, subtraction, multiplication, and division of positive and negative decimal numbers</p> <p>F6 Extrapolate and interpolate information from graphs</p> <p>F7 Determine the effect of variations in data on the mean, median, and mode</p> <p>F8 Develop and conduct statistics projects to solve problems</p> <p>F9 Evaluate data interpretations based on graphs and tables</p>
<p>GRADE EIGHT SCO GYM</p>	<p>N/A</p>
<p>GRADE EIGHT SCO ART</p>	<ul style="list-style-type: none"> • Manipulate and organize design elements and principles to achieve planned compositions • Create artworks, integrating themes found through direct observation, personal experience, and imagination

<p>GRADE EIGHT SCO LANGUAGE</p>	<p>2.2 Understand the importance of adapting communication choices such as vocabulary, sentence structure, rate of speech, and tone to meet the needs of different purposes and audiences; select suitable communication choices in various speaking contexts</p> <p>2.4 Evaluate the effectiveness of their own and others' talk in a variety of contexts; employ and consider the effects of verbal and non-verbal language (e.g., summaries, examples, and body gestures) demonstrate active speaking and listening skills such as making eye contact, rephrasing when appropriate, clarifying comments, extending, refining, and/or summarizing points already made</p> <p>3.4 Recognize that different situations (interviews, speeches, debates, conversation) require different speaking and listening conventions (questioning techniques, persuasive talk, formal language) appropriate to the situation</p> <p>5.1 Access appropriate print and non-print sources with increasing independence and select information to meet specific needs with increasing speed, accuracy, and confidence</p> <p>6.1 Elaborate personal reactions to what is read and viewed by providing some extended explanations, examples, and supporting arguments</p> <p>8.1 Demonstrate competence in the frequent use of writing and representing strategies to extend learning; to explore their own thoughts and consider others' ideas, to reflect on their feelings, values, and attitudes; and to identify problems and describe logical solutions</p> <p>9.3 Understand that ideas can be represented in more than one way and used with other forms of representing (speeches, demonstrations, plays)</p>
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<p>GRADE EIGHT SCO SCIENCE</p>	<p>N/A</p>
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<p>GRADE EIGHT SCO SOCIAL STUDIES</p>	<p>8.2.3 Demonstrate an understanding of the nature of migration and its impact on post-1920 Canada</p> <p>8.2.4 Analyze the effects of geographic features on the development of Canada and of a selected country with similar geographic features</p>
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GRADE EIGHT SCO MUSIC	N/A
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GRADE EIGHT SCO TECHNOLOGY	<p>BOC 9.1 (Relates to 6.1) Operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision</p> <p>BOC 9.3 Using a variety of technologies, demonstrate an understanding of technological applications and apply appropriate technologies to solve curriculum problems and enhance their learning</p>
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GRADE EIGHT SCO HEALTH	D6.2 Express a personal sense of global citizenship
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NOVA SCOTIA BOOK BUREAU
<p>The Nova Scotia School Book Bureau is responsible for the distribution of learning resources and related products to support teaching and learning and to ensure availability in a cost-effective manner to Nova Scotia schools. Resources may be searched by level, topic and subject area.</p> <p>Many resources appropriate for this lesson are available through the Nova Scotia Allocated Learning Resources (ALR) at the Nova Scotia School Book Bureau (NSSBB).</p> <p>Please visit: https://w3apps.ednet.ns.ca/nssbb/search_alr.asp</p> <p>Nova Scotia School Book Bureau 10 Acadia St, Dartmouth NS B2Y 4H3 Phone: (902) 424-5516, Fax: (902) 424-0545, E-mail: nssbb@gov.ns.ca</p>

SUGGESTED VIDEO RESOURCES

National Film Board (NFB): In January 2009, the NFB launched its online Screening Room, offering Canadian and international web users the ability to stream hundreds of NFB films for free. It was created as part of a project to digitize the NFB's collection of films. Over 700 films are free and the remainder may be viewed by subscription.

The cost of subscription for one teacher is \$19.95 and \$99 for an elementary school. Please visit: <http://www.nfb.ca/education/en/>

World Wide Web: You Tube (<http://www.youtube.com/>) and Google Video (<http://video.google.ca>) have many short videos which may be relevant to this lesson.

Discovery Education: Has thousands of videos for boards that subscribe to this resource (password protected). Please visit: <http://streaming.discoveryeducation.com/>

NS Dept of Education LRT videos:
Please visit: <http://lrt.ednet.ns.ca/>

BACKGROUND

The Channel Islands are situated in the English Channel just off the coast of France and have been a British Crown dependency since 1066. They were a refuge for French Huguenots escaping persecution from Catholic rulers in France. Jersey lies about 15 miles (24 km) west of the coast of France and 84 miles (135 km) south of the UK. It has an area of 45 square miles (116 square km). Guernsey is 60 miles (97 km) off Weymouth (UK) and about 26 miles (42 km) off Normandy (FR). It is about 30 square miles (78 square km). Although Jersey and Guernsey are the main islands there are also the smaller islands of Alderney, Sark, Herm Jethou, Brecqhou and Lihou.

The Channel Islands' climate is amongst the mildest and sunniest in the whole of the British Isles, being warmed by the adjacent Gulf Stream. Every year, the island of Guernsey enjoys up to 2000 hours of sunny weather, with the hottest months being from May to October.

In the mid 1600's, Channel Islanders became involved in the Atlantic Canada fishery. Channel Island merchants established a presence in Cheticamp (Robins), Arichat, the Gut of Canso and had fish buying stations along the St Lawrence River and Newfoundland.

Douce Hubert Belhaché and her husband Phillipe Belhaché were part of this migration to what is now Atlantic Canada. They sailed up the Gut of Canso to Plaster Cove, which would be renamed Port Hastings in 1869. They were the first family to settle on the Cape Breton side of the Strait of Canso. Douce stayed in Cape Breton despite the fact that her daughter died at the age of eight in 1793 and her husband was lost at sea in 1801. Her property was situated on land jutting out into the Strait of Canso, where the Canso Causeway now joins Cape Breton to mainland Nova Scotia. When she retired she may have moved to Ship Harbour, which was later renamed Port Hawkesbury. Her gravestone is visible from the Canso Causeway and she lies just beyond the Belhaché Point lighthouse.

Many questions about Douce remain unanswered. Why did she stay in the harsh climate of Nova Scotia when she could have returned to her former home in the balmy Channel Islands? Why did they come here in the first place? Was it for trade, adventure or to find a better way of life?

A clue could lie in Atlantic Canada's lucrative fishery and the inheritance laws of the Channel Islands, which were very restrictive. Eldest sons inherited the family farms and most of the money in any estate, which left second sons and any other children to fend for themselves.

IMPLEMENTATION STRATEGIES

LESSON PLAN ONE: READERS THEATRE

- Approximate lesson time: Several class periods
- Materials needed: Stationary and supplies, recording software
- Listen to the audio version of *Chez Douce: A Day in the Life of an Entrepreneur*.

Story Audio: http://www.workthroughtime.ca/Media/Audio_Index_English.php

- Assemble students into working groups corresponding to the number of characters planned for the script. Each group will write a mini-script to dramatize the story of Douce Belhaché. Add fictional elements to embellish the plot and include your own interpretation of events. Try to cover some of the reasons why they were attracted to Plaster Cove (modern day Port Hastings, NS). Give thought as to why Douce stayed on after her immediate family died. The script should be no longer than 700 words.

- When the account is complete, the group should practice delivery of the script in the form of Reader's Theatre. Set aside time for students perform their script for an audience.

Reader's Theatre is a cooperative dramatic reading from a script either, self authored or from other sources. There is no memorization, no action and very few props. The children are engaged in oral reading by reading from scripts. The emphasis is on the oral expression of the part instead of acting and costumes.

- See Appendix One for Reader's Theatre Evaluation Rubric

LESSON PLAN TWO: THINK AND TOSS

- Approximate lesson time: 1 hour
- Materials needed: Index cards, stop watch, bean bag, basket
- Divide the class into two groups and provide the students with the story of Douce Belhaché, Each student will read the story and write five questions on index cards, concerning the selection they have read.

Douce Belhaché: http://www.workthroughtime.ca/Women/Chez_Douce.php

- Caution the students to read carefully for they will be answering the questions written by their classmates.
- After they have read the story, position the teams on opposing sides of the room.
- Put all index cards in a container from which they will be drawn during the game. The teams will take turns drawing a question from the box and asking it to the opposing team.
- Establish an order in which the team answers as the class should not shout out answers. After everyone gets a turn, begin another round.
- It is up to the teacher to decide if the students can refer to the article for answers.
- Use a stopwatch, allowing perhaps 30 seconds for the student to answer a question.
- For each correct answer the team is awarded one point and the opportunity to shoot for another point. Shooting for a point means trying to toss a beanbag into a

basket/container a 'sporting distance' away. The student who has the correct answer attempts a shot and if he/she is on target their team wins another point.

- If a Team A member is stumped by a question, Team B gets a chance to shoot at the basket and the possibility of gaining a point.
- The team with most points at the end of an established number of rounds is the winner.

LESSON PLAN THREE: ROUND ROBIN STORY

- Approximate lesson time: 45 minutes
- Materials needed: Stationery supplies
- Begin with a blank lined sheet of paper and pencil per student, and ask students to not write their name on the paper.
- Students are directed to write the beginning of a story concerning Douce Belhaché. She is not necessarily the main character, but plays a part, with the setting of the story being her lifetime, the late 1700s and early 1800s. No classmates' names are to be used and no distasteful content. Allow students to write for 10 minutes or time deemed appropriate by teacher.
- When the time is up students are to pass on their paper in a planned order, so no one will be left out (for example, give it to person two seats back.)
- Now everyone has a paper with a story started. They are to read the story and develop the plot. 10 minutes will be allowed for this part of the activity.
- Pass on the papers in the same pattern as before. This time the students are writing a conclusion to the story, allow them 10 minutes to read and then write their own part.
- Exchange one more time to type the story, editing out mistakes and leave room on each page for an illustration.
- Read the stories to the class and put them together into book format.

LESSON PLAN FOUR: LANDFORM DIORAMA

- Approximate lesson time: Several class periods
- Materials needed: Art supplies
- Although many students may not have heard of the Channel Islands before this lesson, these islands have wielded a strong influence over the lives of many eastern Canadians. Channel Island people were traditional seafarers and when the rich cod fishery was discovered off the coast of Atlantic Canada, they were quick to take advantage of the opportunity to become entrepreneurs in the new land. They settled in the Atlantic provinces and Quebec and their genes are well mixed throughout Eastern Canada. These islands have been a British Crown dependency since 1066. They are situated just off the coast of France on the edge of the English Channel.
- The islands are divided into the Bailiwick of Jersey (45 sq mi; 116 sq km), including the Ecrehous rocks and Les Minquiers, and the Bailiwick of Guernsey (30 sq mi; 78 sq km), including Alderney (3 sq mi; 7.8 sq km), Sark (2 sq mi; 5.2 sq km), Herm, Jethou, Brechou, and other smaller islands.
- Make a landform diorama to scale. Provide GPS locations for the largest centre of population on each island and give a brief description of the climate, political situation and major industries.
- See Appendix Two for Landform Diorama Evaluation Rubric

LESSON PLAN FIVE: VENN DIAGRAM

- Approximate lesson time: 45 minutes
- Materials needed: Large sheet of chart paper
- A Venn Diagram is a visual organizer used to compare and contrast concepts. It has two or more overlapping circles, which help to highlight similarities and differences.
- Cape Breton and the Channel Islands have similar characteristics but differ in various ways as well. Using a Venn Diagram compare Cape Breton Island and the Channel Islands. Use these elements in the diagram: climate, geography, ethnicity, government affiliation, and industries.

- See Appendix Three for Venn Diagram Evaluation Rubric

LESSON PLAN SIX: GOOGLE MAPS

- Approximate lesson time: 30 minutes
- Materials needed: Computer with Internet Access
- Read through the Douce Balhache story, taking note of the places mentioned in the story. Make an interactive map using Google Maps. Go to 'My Maps'. Create new map. Name your map (Douce Belhaché Map) and give *description*, (Places mentioned in the Douce Balhache story). Click save. Find a site mentioned in the story on map. Zoom in, pick up balloon marker and place it on site. In the space balloon provided write in details of why this location is important in the story. Repeat for each location. Mark 15-20 locations. Save your work. When complete email to your teacher.
- See Appendix Four for Google Map Evaluation Rubric

LESSON PLAN SEVEN: WEATHER

- Approximate lesson time: 1 hour
- Materials needed: Stationary supplies
- It is puzzling why so many Channel Islanders abandoned their balmy islands and settled permanently in chilly Atlantic Canada. There must have been stronger factors than climate, which persuaded them to stay. Explore the variances in climate between the Channel Islands and Port Hastings, Nova Scotia, where Douce settled (or nearest documented location).
- With graphing software, graph the monthly averages for the same year in both locations using a line graph.
- Precipitation and temperatures are suggested. What can you infer about these two locations, from the data illustrated in the graphs?
- To access information for the Nova Scotia graphs go to Nova Scotia Weather

Statistics *Normals or Averages 1971-2000*. This can be found on Environment Canada's National Climate Data and Information Archive.

http://www.climate.weatheroffice.ec.gc.ca/climate_normals/index_e.html

● The Channel Islands spreadsheets can be accessed on the Work Through Time Education Resources page:

<http://www.workthroughtime.ca/Educational/index.php>

● See Appendix Five for Weather Evaluation Rubric

Note for Channel Islands weather charts: Grass is the minimum temperature taken with a thermometer lying on the grass surface. Of particular interest to growers/ farmers: when the temperature goes below 0C and we've had a ground frost.

The screenshot shows the National Climate Data and Information Archive website. The page title is "National Climate Data and Information Archive" with the URL "www.climate.weatheroffice.ec.gc.ca". The navigation menu includes "Français", "Home", "Contact Us", "Help", "Search", and "canada.gc.ca". The main content area is titled "Climate Normals & Averages 1971-2000". There is a "Notices" section with a date of July 24, 2008, and a "Canadian Climate Normals or Averages 1971-2000" section. The search interface includes a "Province" dropdown menu set to "NOVA SCOTIA" and a "Location" text input field. An arrow points from the text "Choose 'Port Hastings'" to the "Location" field. The page also includes a "Click Search" instruction, "Douce Belhaché's home in Nova Scotia", and a "Proactive Disclosure" link.

LESSON PLAN EIGHT: WEATHER MATH

The Canadian National Climate Data and Information Archive compiles data on the average temperature and amount of precipitation for each area.

Problem 1: If the average Port Hastings, Nova Scotia, temperature in January was -4.9° February was -5.6° and March was -1.9° what is the mean of all the three months?

Problem 2

Based on the chart below, what is the ratio of rain to snow in each month?

Precipitation normals for 1971-2000 for Port Hastings, Nova Scotia

Month	Snow	Rain
January	48 cm	99.4 mm
February	61.6 cm	46.7 mm.
March	29.3 cm	103.1 mm.

FOLLOW-UP ENRICHMENT

Suggest music/songs that can express feelings experienced by Douce Belhaché.

EVALUATION

Use observation, anecdotal records and work products as methods of assessment as well as the rubrics provided.

LINKS TO SUPPORTING INFORMATION

(1) From Jersey to the Gaspé: Charles Robin

http://gaspesie.quebecheritageweb.com/article_details.aspx?articleId=268

(2) Dictionary of Canadian Biography Online

http://www.biographi.ca/009004-119.01-e.php?&id_nbr=3102&interval=20&&PHPSESSID=88crvdodgeqvOrr95lnc7cObIsI

(3) Cape Breton Museums Network (CBMN) Channel Islands Connections

<http://cbmuseums.tripod.com/id31.html>

(4) Channel Islands Facts

<http://www.noonsite.com/Countries/ChannellIslands>

(5) Wikipedia Channel Islands

http://en.wikipedia.org/wiki/Channel_Islands

(6) Channel Islands History

<http://www.islandlife.org/history.htm>

(7) Channel Islands History Genealogy

<http://www.looking4kin.com/chi.htm>

(8) Channel Islands Timeline

<http://www.google.ca/search?q=Channel+islands+history>

(9) Alex Glendinning's Channel Islands Pages

<http://user.itl.net/~glen/CIintro.html>

(10) GenUKI

<http://genuki.weald.org.uk/CHI/>

(11) Reader's Theatre

<http://olc.spsd.sk.ca/DE/PD/instr/strats/readerstheatre/index.html>

(12) Canadian Climate Normals or Averages 1971-2000

http://www.climate.weatheroffice.ec.gc.ca/climate_normals/index_e.html

APPENDICES

APPENDIX ONE: READER'S THEATRE RUBRIC

	4	3	2	1
Voice	Words are pronounced correctly. Speaks loudly.	Most words are pronounced correctly. Usually speaks loudly enough.	Some words are pronounced incorrectly. Volume is up and down.	Many words pronounced incorrectly. Speaks too softly.
Expression	Consistently reads with appropriate expression.	Usually reads with appropriate expression.	Sometimes reads with appropriate expression.	Reads with little or no expression.
Working with Group	Consistently worked well with others.	Usually worked well with others.	Sometimes worked well with others.	Difficulty working with others.

APPENDIX TWO: LANDFORM DIORAMA RUBRIC

	5	3	1
Components Elevation, proximity to other Channel Islands and made to scale	Illustrates all components in an innovative manner.	Illustrates all components.	Illustrates few components.
Information GPS position, climate description, political situation and major industries.	All required information included and presented in a creative manner.	All required information included.	All required information is not included.
Written Work	All parts are labeled and definitions are included.	Most parts are labeled and most definitions are included.	Some parts are labeled and some definitions are included.
Workmanship	Students work is imaginative, neat and on time.	Students work is neat and on time.	Work is disorganized, and not completed on time.

APPENDIX THREE: VENN DIAGRAM RUBRIC

	5	3	1
Accuracy of comparisons	The attributes of Cape Breton and the Channel Islands are effectively compared and contrasted.	The attributes of Cape Breton and the Channel Islands are compared and contrasted fairly well.	The attributes of Cape Breton and the Channel Islands are not effectively compared and contrasted.
Placement of statements within the Venn diagram	All information stating similarities is placed in the intersection of the circles; all statements that note differences are placed in the correct outer circle.	The majority of statements are placed correctly.	Few statements are placed in the proper place.
Quantity of related statements	Six or more comparison statements are placed in each area.	Four or more comparison statements in placed in each area.	Two or fewer comparison statements in each area.

APPENDIX FOUR: GOOGLE MAPS RUBRIC

	3	2	1
Accuracy	Locations are correctly identified and balloons positioned accurately.	Some locations are correctly identified and balloons positioned accurately.	Incomplete - most locations are not correctly identified and balloons not positioned accurately.
Data	Each location has two relevant facts mentioned.	Some locations have two relevant facts mentioned.	Locations lack relevant data.

APPENDIX FIVE: WEATHER RUBRIC

	5	3	1
Accuracy	All data is accurate and relates to climate and precipitation.	Most data is accurate and relates to climate and precipitation.	Some data is accurate and relates to climate and precipitation.
Parts of a Bar Graph	The graph includes all parts of the line graph: title, labels, key, axis labels, and accurate data.	The graph includes most parts of the line graph: title, labels, key, axis labels, and accurate data.	The graph includes some parts of the line graph: title, labels, key, axis labels, and accurate data.
Conclusion	Reader is able to interpret graph without difficulty.	Reader is able to interpret graph by asking for more details.	Reader has difficulty interpreting graph.
Presentation	Text is legible, font size and style is appropriate.	Text is fairly legible, font size and style is fairly appropriate.	Text is difficult to read, font size and style are not appropriate.