Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LIFE STORIES OF CHANGE AND RESISTANCE**

**Statement of Inquiry:** Societies and individuals can adopt, adapt, or resist significant ideas.

**Global Context:** Personal and cultural expression

**Key Related Concept:** Power, change and resistance

**Task:**

Between the 16th and 18th centuries, a unique society developed in New France through a process of colonization. While creating a distinct *Canadien* identity, structures like colonial government, the French military, the Catholic Church, slavery and the Seigneurial System, contributed to particular challenges in New France. Women, indigenous people, slaves and other “outsiders” often faced inequalities in colonial society. For this assignment, you will write a *biographical essay* about an individual who improved, resisted, or adapted the customs and policies of New France. The final draft of your essay should include a title page, be **typed** and be between **300-350 words**. Use the provided research sheets to fill in your data and the information below as your guideline for the final draft.

**Description:**

A biography is a detailed description of a person's life. It involves more than just the basic facts like education, work, relationships, and death; it portrays a person's experience of historical events. Your goal is to:

1. provide a picture of this person’s life, including their background, education, work, relationships, and death;
2. to describe the relevant historical information in New France at the time the person lived, and to explain how this person impacted the history of New France.

**Steps:**

1. Choose an individual from the list provided.
2. Research your chosen individual thoroughly.
3. Research the relevant historical event(s) and period that the individual lived through.
4. Write an essay to analyse the relationship between the two, using the provided format. You will answer the question: *How did this person improve, resist, or adapt the customs and policies of New France?*

**Essay Format:**

*Paragraph One/Introduction:*

* Briefly introduce the individual you have chosen. Who are they? When did they live? Why are they important in the history of New France?
* State how they impacted, changed or resisted the policies or laws of New France

*Paragraph 2: Biography of the Individual*

* Discuss the life and personality of the individual you have chosen. Here you will write their biography. Where were they born? What kind of family did they have? How/why did they travel to New France? Provide interesting facts, stories and details about this person’s life.

*Paragraph 3: Important Historical Information about New France*

* Explain what life was like in New France at the time that the individual was there. What is the *historical setting* and *historical background* for this person’s life? Be as specific and as detailed as possible. For example, if you are writing about Kateri Tekakwitha you will need to give background information about the evangelization of indigenous people. If you are discussing Joseph Brossard, you will need to give background information about the deportation of the Acadians.

*Paragraph 4: How did this person improve, resist, or adapt the customs and policies of New France?*

* In this paragraph you will discuss how this individual impacted the history of New France. As a woman, indigenous person, slave or other “outsider,” what inequalities did this person face? How did they respond to these inequalities and conditions? How did they improve, resist, or adapt the customs and policies of New France?

*Paragraph 5/Conclusion*

* Restate the main ideas of your essay. Say why this person is important in the history of New France, and why we should all remember him or her today.

**RESEARCH PACKAGE DUE:**

**FINAL DRAFT DUE:**

SUBMIT FINAL DRAFT: Staple all your work together in the following order:

Top: Title page

Second: Final essay

Third: Research package

Fourth: First draft with peer assessment

Last: Self-assessment rubric

**TOPIC CHOICES:**

**LIFE STORIES OF CHANGE AND RESISTANCE**

### These women, indigenous people, slaves and other “outsiders” often faced inequalities in colonial society. Choose one of the following as a topic for your research biography.

### Kateri Tekakwitha (1656–1680)

The story of Kateri Tekakwitha is the story of an indigenous woman who tried to revitalize her traditions despite her conversion to Catholicism. At age nineteen, she went to the Catholic mission of Kahnawake near Montreal, where she befriended a group of devout women and devoted the rest of her life to prayer and caring for the sick. Miracles were attributed to her shortly after her death, and her gravesite soon became a pilgrimage site. Tekakwitha was made as a saint on October 21, 2012.

### Marguerite Bourgeoys (1620–1700)

As a young woman, Marguerite Bourgeoys was dedicated to helping and educating the poor in her hometown in France. In 1653, she sailed to Montreal with officer Paul de Chomedey de Maisonneuve. There, she taught the children of rural French settlers and provided support to the Filles du Roi. Along with her colleagues, she opened several educational facilities in Quebec throughout the seventeenth century.

**Marie-Joseph Angélique (1705-1734)**

Marie-Joseph Angelique was an enslaved Black woman in Montréal. In 1734, she was charged with arson after a fire burned down Montréal’s merchants' quarter. While it remains unknown whether or not she set the fire, Angélique’s story has come to symbolize Black resistance and freedom.

**Joseph Broussard (1702-1765)**

Still revered today particularly by the Acadians in Louisiana, Joseph Broussard has become a legendary figure for his bravery as leader of the resistance of the Acadians at the time of their deportation.

**Chief Pontiac (1720 – 1769)**

Pontiac was a chief of the Odawa Nation in the region of Detroit. During the wars between Great Britain and France, he is said to have participated in certain battles alongside the French and the Canadiens. After the Conquest, his actions were guided by a desire to defend First Nations’ interests. Pontiac's War was the most successful First Nations resistance to the European invasion in our history.

### Marguerite d’Youville (1701–1771)

Activist for the rights of the poor and first Canadian-born person to be declared a saint by the Roman Catholic Church. While married, d’Youville suffered greatly. Four of her six children died in infancy. Her husband was often away, engaged in illegal activity. In 1737, d’Youville and three other women founded a religious order to serve the poor of Montreal. She was blessed by Pope in 1959 as the “Mother of Universal Charity,” and was made a saint in 1990.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RESEARCH PACKAGE:**

**LIFE STORIES OF CHANGE AND RESISTANCE**

1. **Write a Research Question**

The purpose of all research is to answer a question. Once you have chosen your historical figure, and you will need to write a question that your essay will answer. Research questions help writers narrow down their topic by providing a path through the research and writing process. This will help you to gather relevant information, and to write a clear essay. For example: *What methods did the Catholic Church use to evangelize indigenous people?* Or, *How did people resist slavery in New France?*

**HISTORICAL FIGURE**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RESEARCH QUESTION:**

1. **Collect information about your historical figure**

Where were they born? What kind of family did they have? How/why did they travel to New France? Research interesting facts, stories and details about this person’s life. This will be your research for paragraph 2.

1. **Important Historical Information about New France**

Research what life was like in New France at the time that the individual was there. What is the *historical setting* and *historical background* for this person’s life? Research relevant information about the Church, society, daily life, war, etc. This historical research should depend on the individual that you have chosen. This will be your research for paragraph 3.

**4: How did this person improve, resist, or adapt the customs and policies of New France?**

List some of the ways that the individual impacted the history of New France. As a woman, indigenous person, slave or other “outsider,” what inequalities did this person face? How did the respond to these inequalities and conditions? How did they improve, resist, or adapt the customs and policies of New France? This is will be the information for paragraph 4.

**GRADING RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Organization & Presentation | All requirements have been met. | Most of the requirements have been met. | Some of the requirements have been met. | Few or none of the elements have been met. |
| Research & Investigation | Research is thorough and extremely insightful. | Research is somewhat thorough and insightful. | Research lacks insight and detail. | Research is not done. |
| Biography | Discusses the life and  personality  with facts,  details, and anecdotes  from the subject’s life;  links all information to the research question | Discusses the life and  personality adequately  with several facts,  details, or examples;  links most supporting  information to the  research question | Does not discuss the  life and personality  adequately in any  detail; does not link  supporting information  to the research question | Does not provide  any facts, details, or  examples about the  subject’s life and  personality |
| Critical thinking | The student portrays **exceptional** insight and understanding. | The student portrays **some** insight and understanding | The student portrays **little** insight and understanding. | The student **does not** portray insight and understanding. |
| Use of language | Varies sentence  structure and vocabulary  successfully;  includes no or very  few mechanical errors | Uses some variety in  sentence structure and  vocabulary; includes  few mechanical errors | Uses the same types of  sentences without  varying them; repeats  words; includes many  mechanical errors | Writes incomplete  sentences; uses  language poorly;  sounds confused;  includes many  mechanical errors |