

### Alternative Assignment for Part 2: Creative Writing

A choice in developing the creative assignment related to New France living is to develop some letters written as if by two or three people sent between themselves. Each person's side of the letter conversation could reveal through their comments what living in New France was like at the time.

Examples of identities for letter writing:

- Write three letters (half a page each) from a King's Daughter's perspective.
  - She could be writing to relatives back in France expressing what it's like along her journey to the New World
  - describing life there on her arrival
  - and after living there a few years
- Write three letters (half a page each) between a wife (living either in the town or country) and her husband (travelling either as a trader in another part of the colony or currently travelling on a ship from France along with new immigrants and/or manufactured goods from France).
  - The wife could relay new developments or changes put in place by the local Governor while the husband was away
  - The husband could reply, sharing news related to the colony relationship with France, the King, and the Catholic Church
  - And the wife could reply with further updates or generally share observances of life in their community

The categories that cover life in New France at the time include the following list below.

- In planning your three letters, you could **brainstorm the related characteristics from the colony life that would be appropriate to include in each of the three letters.**
- Note: The ones in bold indicate some element of that category of New France living is included in the brainstorming for the letters. (As an example to cover them all.)

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|--|---|
| 1. <b>Lifestyle in general</b>                           | 7. <b>Gender roles</b>                                |
| 2. Occupations   | 8. <b>Religion influence</b>                          |
| 3. Power Structure of governance                         | 9. <b>Economy</b>                                     |
| 4. <b>Social etiquette or values at the time</b>         | 10. Relationship to France, King, and Catholic Church |
| 5. <b>Control over lifestyle, laws, punishments</b>      | 11. Technology and innovations of the time            |
| 6. <b>Relationship with First Nations traders/people</b> |   |

## Example of planning for letter writing samples

## Ex Letter 1: From wife

- Comment on their social hierarchy or status (complain)
- Share concern about how advantaged people are who live in the towns – comment about the potential advancement in their fortunes if a certain son of a soldier or military man follows through on his courtship of their daughter and they marry (beneficial to family)
- Pass along a message from landlord (they're renters in seigneurial system)
- Share gossip about an innkeeper who's been caught/fined for giving drinks (on a tab/loan) to young sons in the town of military leaders etc.
- Share news with her husband of another baby on the way for them and other babies she's delivered for neighbours as a midwife. Comment about other Kings Daughters in their community.

## Ex Letter 2: From husband in return

- Husband replies reminding of opportunity to rise in status there
- Reply with plan to work with neighbour so both can build barns this season on their rented land
- Comment about the "forced immigrants" on the ship with him
- Comment on new instructions/laws being sent from King to Governor of colony
- Share his reasons for wanting to send one of their children away to be educated at one of the Jesuit missionaries. Could comment on a relationship with a specific missionary.
- Comment about their family of 12 children – joyful of more lives saved/in the service of the Catholic faith. They are blessed by family size, despite lower social standing.
- Comment on compliments he's been given by officers on the ship for his self-taught abilities in his trade (making connections that could be useful for his family)
- Instruction/guidance from husband about not allowing one of their sons to trade illegally with a Native family they have a relationship. Warn of the potential fine (significant money penalty and corporal punishment of son) if he tries to trade without being caught
- Comment on what he's noticed of the raw goods being sent to France and the manufactured merchandise sent to the colony
- Could mention a wish to produce a certain product in the colony, but frustrated at the King's restriction of it to force reliance on the French products.

## Ex Letter 3: Reply from wife again

- Share news of a recent set of houses lost to fires in the town and talk of new regulations, ladders on roofs and cleaned chimneys that they could improve in their own home, despite it being in the countryside
- Share a comment about the dream of such a luxury as a nearby privy or outhouse like she's heard are sometimes seen in the town
- Share a compliment she's also been given about the quality of the cloth she's woven – has a potential customer for it in the town; a better quality than the cloth coming from France
- Send him warning of possible conflict that he may be called to fight in as a man capable of bearing arms – if he arrives within the next so many weeks

## Objectives:

1. **Set the Context:** analyze the significance, for different groups in Canada, of various social, cultural, economic, and political practices and developments prior to 1774
  - including comparing various aspects of life among people of European origin living in Canada prior to 1774 related to religion, education, work, relationships with the environment, lifestyles, culture, gender roles, lives of missionaries, life in towns vs farms or seigneuries)
  - and analyze how these people responded to the challenges of life in Canada
2. **Describe the various practices and developments** associated with the emerging economy (wealth generated by production/consumption of goods) in colonial Canada prior to 1774
  - including First Nations trade, the fur trade, fishing, the seigneurial system, mercantilism, land grants, etc.
  - and assess their significance for the development of Canada, including development of identity in Canada, including role of natural resources, alliances and rivalries, etc
3. **Interactions and Interdependence:** analyze activities of/interactions between various groups in Canada and how their interactions contributed to the development of Canada and identity
  - analyze the roles of various groups in colonial Canada prior to 1774
  - including Cree trappers/guides, FN & Acadian farmers, French/British soldiers, intendants, merchants, Jesuit missionaries,
  - and how they contributed to the development of Canada

	5 Advanced	4 Comprehensive	3 Basic	2 Partial	1 Limited
Details - Specific elements/examples of NF life integrated- Description of practices	A <b>high number of specific details are integrated</b> through the creative writing project <b>in an insightful way</b> . At least 20-15.	A <b>considerable number of specific details are integrated</b> through the creative writing project <b>in a proficient way</b> . <b>At least 14-11.</b>	A <b>satisfactory number of specific details are integrated</b> through the creative writing project <b>in an adequate way</b> . At least 10-6.	A <b>limit number of specific details are integrated</b> through the creative writing project <b>in a basic way</b> . At least 5	<b>Little to no specific details are integrated</b> through the creative writing project <b>in a confused way</b> . <b>At least 3.</b>
Creative Context Established - Realistic scenario(s) developed and relevant to their current circumstances in NF	Student <b>insightfully creates</b> a realistic circumstance to be <b>the plot and setting of the creative writing exchange</b> between characters of the time. Real, relevant events they would have encountered.	Student <b>proficiently creates</b> a realistic circumstance to be <b>the plot and setting of the creative writing exchange</b> between characters of the time. Real, relevant events they would have encountered.	Student <b>adequately creates</b> a realistic circumstance to be <b>the plot and setting of the creative writing exchange</b> between characters of the time. Real, relevant events they would have encountered.	Student <b>partially creates</b> a realistic circumstance to be <b>the plot and setting of the creative writing exchange</b> between characters of the time. Real, relevant events they would have encountered.	Student <b>attempts without success</b> to creates a realistic circumstance to be <b>the plot and setting of the creative writing exchange</b> between characters of the time. Real, relevant events they would have encountered.
Role Playing of Character Point of View - Putting yourself in the shoes of the colonist - Emotional development of their circumstances	Student is able to <b>insightfully develop</b> a <b>compelling point of view for characters that is authentic and reveals their personal reactions</b> to their scenarios.	Student is able to <b>skillfully develop</b> a <b>compelling point of view for characters that is authentic and reveals their personal reactions</b> to their scenarios.	Student is able to <b>functionally develop</b> a <b>compelling point of view for characters that is authentic and reveals their personal reactions</b> to their scenarios.	Student is able to <b>develop a compelling point of view for characters <u>in a limited way</u> that is authentic and reveals their personal reactions</b> to their scenarios.	Student <b>struggles to develop</b> a <b>compelling point of view for characters that is authentic and reveals their personal reactions</b> to their scenarios. It is <b>confused and weakly developed work</b> .
Writing Style including punctuation, sentence structure, grammar, etc.	<b>Advanced examples are clearly noticeable of efforts</b> to develop the <b>creative writing</b> piece in a personal style and using <b>carefully polished grammar and mechanics</b> . <b>Efforts to create wording</b> that may have been unique at the time are developed and <b>allowable exceptions to language rules</b> .	<b>Skilled examples are clearly noticeable of efforts</b> to develop the <b>creative writing</b> piece in a personal style and using <b>soundly polished grammar and mechanics</b> . <b>Efforts to create wording</b> that may have been unique at the time are developed and <b>allowable exceptions to language rules</b> .	<b>Roughly developed examples are noticeable of efforts</b> to develop the <b>creative writing</b> piece in a personal style and using <b>functionally polished grammar and mechanics</b> . <b>Efforts to create wording</b> that may have been unique at the time are developed and <b>allowable exceptions to language rules</b> .	<b>Limited examples are noticeable of efforts</b> to develop the <b>creative writing</b> piece in a personal style and using <b>partially polished grammar and mechanics</b> . <b>Efforts to create wording</b> that may have been unique at the time are developed and <b>allowable exceptions to language rules</b> .	<b>Confused examples are noticeable of efforts</b> to develop the <b>creative writing</b> piece in a personal style and using <b>weakly polished grammar and mechanics</b> . <b>Efforts to create wording</b> that may have been unique at the time are developed and <b>allowable exceptions to language rules</b> .

/ 20 marks

Brainstorming: