

# *Newcomers: Settling the West*

## **First Settlers in Alberta | Creative Writing Diary Assignment**

You are moving to ALBERTA! The year is 1905 and Alberta has just become a province. You will record your thoughts, feelings and experiences on your journey to your new country in the form of 5 Diary Entries.

This assignment will be created as a Google document.

Name your document Newcomers: your name (ex: Newcomers: Shante) and then immediately share with your teacher so that they are able to assist with comments and ideas.

This creative writing piece should double spaced using a size 12 font.

**Entry 1:** Describe who you are. What is your gender? Race? Social Status? Where are you from? Age? Career? Why do you want to move to Canada? Why did you leave your home country? Was it a choice? Did you want to be a cowboy or were you being persecuted? What convinced you to make the journey?

**Entry 2:** Describe your journey to this new land. How did you arrive? Who came with you? What did you bring? What did you expect your life to be like? What are your hopes and dreams for Canada?

**Entry 3:** What was your first day like? What did you see? How did you feel? Was it what you expected?

**Entry 4:** One month later what is your life like? Any regrets so far? How is your life similar/different than before immigrating? Is your life what you expected? Is it harder or easier than you imagined? Why? Has your experience in Canada been the same as other immigrants from other countries?

**Entry 5:** One year later what is your life like? Are you and your family happy with your decision to immigrate to Canada. Would you encourage your friends or family to move to Alberta after what you have experienced?

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## **Vocabulary to Include:**

Agriculture: The sector of the economy that deals with farming.

Cultural Heritage: The beliefs, customs, knowledge, values and historical experiences shared by a given group.

Homesteader: A person who settles lawfully on government land with the intent to acquire ownership of it.

Immigration: Movement of people intending to establish a home and gain citizenship in a country they were not born in.

Multiculturalism: The policy of recognizing and promoting the cultural diversity of a population sharing a common territory.

Persecution: To mistreat someone because of beliefs, race or religion. Prejudice Dislike or judgment for a particular group, race or religion.

Propaganda: A focused effort to persuade a large group of people to a particular idea, opinion, or course of action.

Refugee: Someone who flees from invasion or persecution. Settlement Establishment of people in a newly colonized region.

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Outcomes	4	3	2	1
<b>Social Studies</b> <b>Appreciate the complexity of identity in Canada</b> <b>5.2.1</b> Curricular vocabulary included makes sense within writing	Vocabulary demonstrates excellent knowledge of the time period/historical significance.	Vocabulary demonstrates very good knowledge of the time period/historical significance.	Vocabulary demonstrates satisfactory knowledge of the time period/historical significance.	Vocabulary demonstrates limited knowledge of the time period/historical significance. There are many vocabulary words used incorrectly or missing.
<b>Social Studies</b> <b>Examine ways of life of non-European immigrants</b> <b>5.2.8</b> <b>Examine how European immigrants shaped ways of life in Western Canada</b> <b>5.2.9</b> Setting, Plot, Characters are historically accurate for 1905	Writing demonstrates <b>excellent</b> knowledge of the time period/historical significance. <b>Information is historically accurate including setting, characters and plot for the year 1905.</b>	Writing demonstrates <b>very good</b> knowledge of the time period/historical significance. <b>Most pieces of information are historically accurate for the year 1905.</b>	Writing demonstrates <b>satisfactory</b> knowledge of the time period/historical significance. <b>Some pieces of information are historically correct for the year 1905.</b>	Writing demonstrates limited knowledge of the time period/historical significance. <b>There are many pieces of information that are not historically accurate for the year 1905.</b>
Language Arts General Outcomes <b>4.1 Enhance and improve clarity of communication</b>	Excellent use of adjectives. Strong concluding sentences	Used Peer Feedback and their own knowledge to revise the work to improve the overall quality of the piece	Basic use of adjectives	
Language Arts General Outcomes <b>4.2 Attend to Conventions</b>	Grammar, spelling, punctuation, capitalization are perfect.	Includes a few grammatical errors, misspellings, punctuation errors, that do not impede meaning.	Includes some grammatical errors, misspellings, punctuation errors, that impede meaning of some words.	Includes grammatical errors, misspellings, punctuation errors, in the text that impede meaning of assignment.

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## **Canadian Immigration Poster**

My 'slogan' to encourage Canadian immigration is:

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Who is your poster trying to attract? Who are you advertising to?

In what country would we find your poster?

Name 3 ways you used propaganda to encourage Canadian immigration:

- 1)
- 2)
- 3)

### Checklist:

- I used a ruler
- All my spelling is correct
- My pictures are coloured
- All graphics are neat

**The mark I deserve on this Poster Project is a \_\_\_\_\_ because:**

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Outcomes	4	3	2	1
<b>Social Studies</b> Appreciate the complexity of identity in Canada 5.2.1 Curricular vocabulary included makes sense within writing		Vocabulary demonstrates good knowledge of the time period/historical significance and events during the settlement of the West		
<b>Social Studies</b> Examine ways of life of non-European immigrants 5.2.8 Examine how European immigrants shaped ways of life in Western Canada 5.2.9 Setting, Plot, Characters are historically accurate for 1905		Writing demonstrates <b>very good</b> knowledge of the time period and its historical significance. <b>The majority of facts and ideas are historically accurate for the year 1905.</b>		
Language Arts General Outcomes Revising 4.1 Enhance and improve clarity of communication		Used Peer Feedback and their own knowledge to <b>revise</b> the work to improve the overall quality of the piece.		
Language Arts General Outcomes Editing 4.2 Attend to Conventions		Evidence that the student used peer feedback and their own knowledge to correct the majority of grammatical errors, and misspellings. Consistent use of capital letters and proper punctuation.		