

LOYALISTS

The Development of the
Eastern Townships by the Loyalists

Teacher's Workbook
For elementary school



Quebec School Training Program

Geography, History and Citizenship Education Program

/ Grade 6

Society Under Study

/ Quebec society around 1829

Competencies

- / Read about the organization of a society on its territory (C1)
- / Analyse and understand changes in a society and on its territory (C2)

Learning

- / Influence of various characters and impacts of events on the social organization of a given territory



DESCRIPTION OF THE LEARNING SITUATION

In this learning situation, students are made to explore several documents in order to understand the context in which Loyalists arrived in the Eastern Townships. These activities aim to illustrate how these refugees experienced this migration. What were their living conditions and how did they succeed in settling?

This activity will unfold in three distinct parts:

1. Students are divided into four different stations. Each station corresponds to a team of experts. Students work together with the **documentary record** and the **student's workbook**.
2. New teams are then formed so that each team contains at least one expert from each station. The students share the information they have gathered.
3. Students return to a full-class activity led by the teacher.

Throughout the activity, the teacher walks around the class and helps students in their tasks.

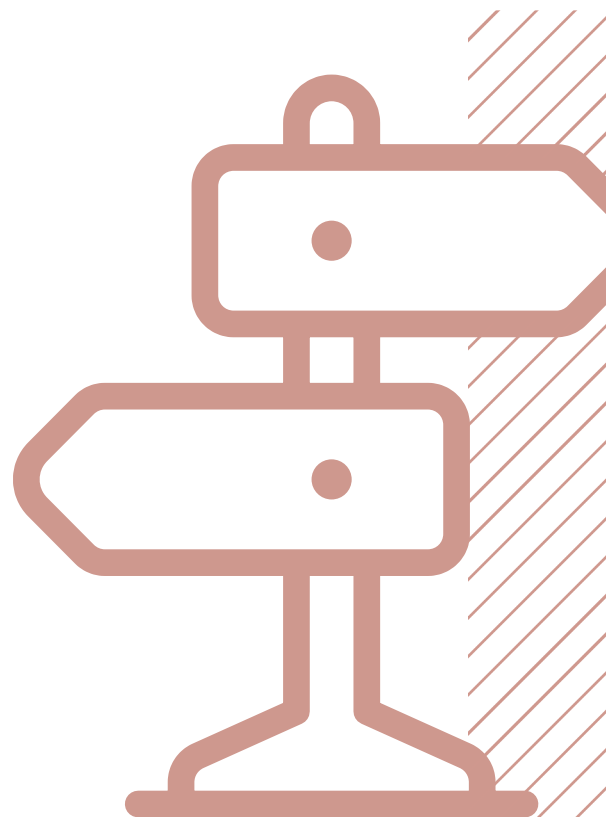
HISTORICAL CONTEXT OF THE ACTIVITY

The Settlement of the Eastern Townships (1792-1830)

/ Following the American Revolution, several volunteers who had fought for the British Empire fled the United States to seek refuge in the Province of Quebec. When the treaty that effectively ended the War of Independence was signed in 1783, certain Loyalist refugees illegally settled in the Upper Richelieu Valley, at the heart of the unoccupied seigneuries of Noyan, Foucault and St. Armand. Some of these Loyalists would then move to the Eastern Townships to settle there.

HISTORY-SPECIFIC ABILITIES

- / Decoding visual documents
- / Interpreting visual documents



ACTIVITY STEPS

PREPARATION – STEP 1

The **instructions** relating to this peer-expert are found in the Student's Workbook.

During the teamwork carried out at the various stations, students must take the necessary time to carefully observe each of the documents.

SHARING – STEP 2

Once students are redistributed into peer-expert teams, it is important to follow the order in which the stations were placed. As such, the Station 1 expert must present his or her information first. During this time, the other team members must take notes in the provided chart. Then, the Station 2 expert presents his or her findings, and so on.

- / Students must imperatively refer to the maps provided in order to correctly understand the organization of the territory.
- / Each expert holds one piece of the puzzle that will allow all team members to understand the challenges faced by the Loyalists and their influence in the settlement of the Eastern Townships.

REINVESTMENT – STEP 3

The teacher concludes the activity with the entire class.

- / By using the current map of the Eastern Townships provided in the Documentary Record, the teacher relates what the students have learned to the Eastern Townships of today.
- / The teacher asks the students if they are familiar with the townships represented on the map.
- / The purpose of this step is to bring to mind the students' knowledge of the Eastern Townships region. For example, they might evoke the region's proximity to the United States.

// *In order to relate the facts learned in the activity with the present day, the teacher can ask students if any Loyalists remain in the region. The most obvious answer is that in several townships which developed by Loyalists, English remains the most spoken language.*





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