

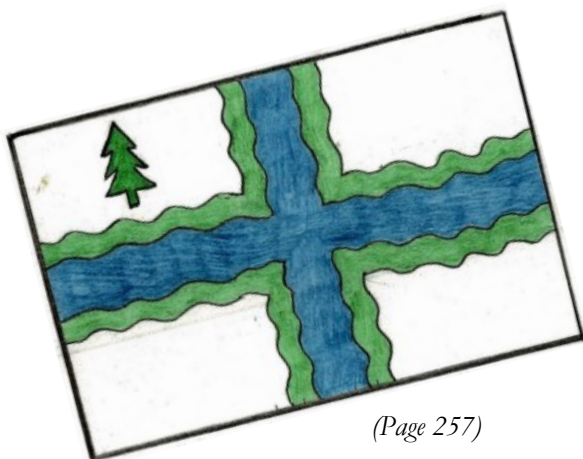
# How Waterdown/Flamborough are products of the “Modern Age” (1450-present day)

Over the past few weeks, we have been exploring the following big ideas: **Language, Land, Privilege, Authority, Catholic Church, Reformation Period, Private Property Ownership, Industrial Revolution, Indentured Labour, Slavery, Crown Supremacy, Puritanism, etc.**

Using *The Extraordinary History of Flamborough* (Chapter three discusses Waterdown specifically) explore our community and find examples of how these big ideas are manifested in our community.

Another significant big idea which occurred in Smokey Hollow is capitalism which is an economic political system which country's trade industry is controlled by private owners and not the state. Capitalism occurred in Smokey Hollow due to William Howard who bought most of the Smokey Hollow land and turning it into a four story flour mill to only ship products from the Village of Waterdown out to the Maritime, Brazil, and the West Indies. William Howard privately took this initiative of expanding Waterdown's economic value by evolving the industrial site of Smokey Hollow into a thriving centre to trading in order to bring an income into Waterdown to further the village's development.

An example by Jaidyn Sulymka linking Waterdown's Smokey Hollow to the Big Idea of "Capitalism." 2019.



Con. 7

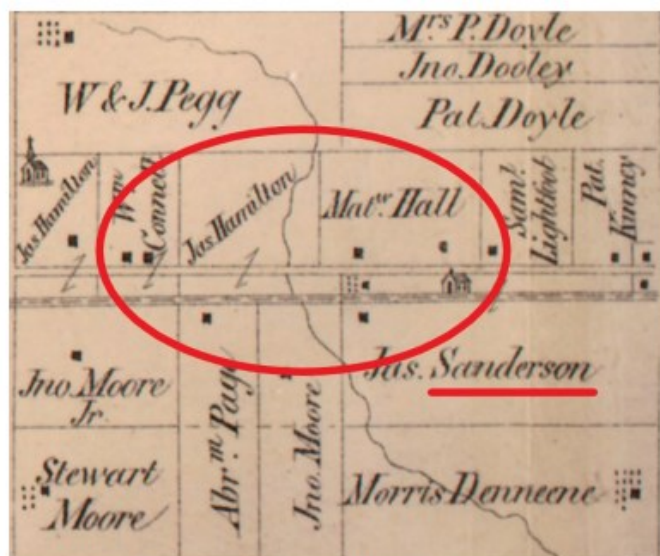
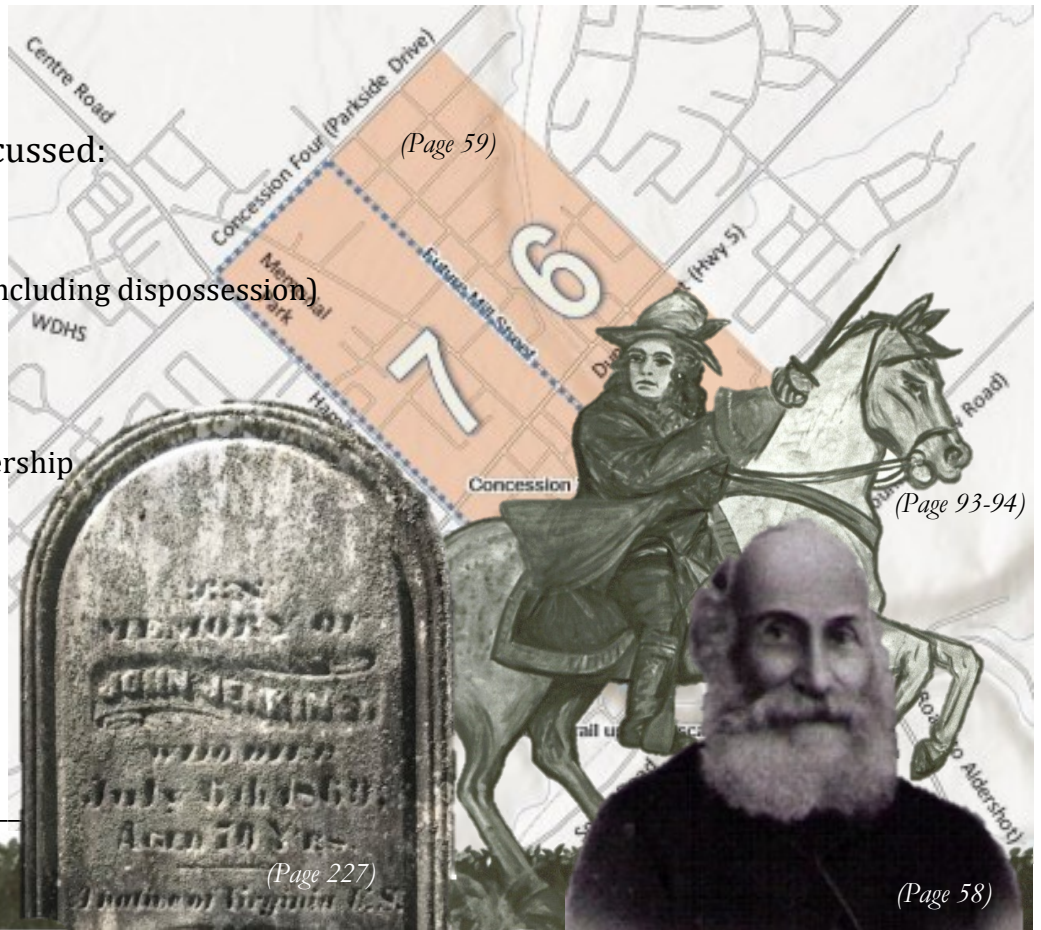


Figure 160. Detail from a 1875 map of West Flamborough showing the approximate location of the Black Settlement, as well as "Sanderson's Bush."  
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# Rubric:

Some of the Big Ideas discussed:

- Language
- Relationship to land (including dispossession)
- Authority
- Catholic Church
- Reformation Period
- Private Property Ownership
- Crown Supremacy
- Puritanism
- Privilege
- Colonialism
- Slavery
- Indentured Labour
- Wage Labour
- Other: \_\_\_\_\_



## Marking Rubric

|   | Below Expectations                     | Level One   | Level Two  | Level Three  | Level Four  |
|---|--|---|--|--|---|
| Exploring an example of Western Concepts of reality on our own lives using the Historical Inquiry Process & Historical Thinking concepts. | Student's paragraph is not acceptable. | Student's paragraph Barely outlines how Waterdown is a product of the "Modern Age." "Big Ideas" are not effectively connected to the community using examples.<br><br>○ More Big Ideas needed to be explored.<br>○ More concrete examples needed to be cited.<br>○ Other: | Student's paragraph outlines how Waterdown is a product of the "Modern Age." "Big Ideas" are connected to the community using examples.<br><br>○ More Big Ideas needed to be explored.<br>○ More concrete examples needed to be cited.<br>○ Other: | Student's paragraph successfully outlines how Waterdown is a product of the "Modern Age." At least three "Big Ideas" are successfully connected to the community using concrete examples outlined in <i>The Extraordinary History of Flamborough</i> . | Student's paragraph successfully outlines how Waterdown is a product of the "Modern Age." At least three "Big Ideas" are successfully connected to the community using concrete examples outlined in <i>The Extraordinary History of Flamborough</i> .<br><br>The student has gone beyond the expectations of the assignment to create a paragraph that explores the foundations of this community. |
| /10   |  |   |  |  |   |
| Syntax  | Syntax is not acceptable.              | Syntax is not clear. Many spelling and grammatical errors.  | Syntax is somewhat clear. Numerous spelling and grammatical errors.  | Syntax is clear. 1-2 spelling and grammatical errors.  | Syntax is impeccable.   |
| /5  |  |   |  |  |   |

## Curriculum Expectations addressed by this activity:

### Strand A

#### A. Historical Inquiry and Skill Development

##### Overall Expectations

**A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century

**A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful

**B1. Social, Economic, and Political Context:** analyse key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

**C1. Social, Economic, and Political Context:** analyse key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789 (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)

**D1. Social, Economic, and Political Context:** analyse the impact of key social, economic, and political issues, trends, and/or developments in various regions of the world between 1789 and 1900 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

**E1. Social, Economic, and Political Context:** analyse the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)