

**Material Covered:**

The course is comprised of the following three themes:

- Colonialism and Conflict
  - Contact, Conflict, and Cooperation
  - Struggle for a Continent
  - The Fur Trade North and West
  
- Democracy and the Modern World
  - The Fight for Democracy and the English Civil War
  - The American Revolution and British North America
  - Revolution in France
  
- Global Transformations
  - The Industrial Revolution
  - The Napoleonic Era
  - Canada and the War of 1812

**Textbook:**

- *Crossroads: A Meeting of Nations (2<sup>nd</sup> Edition)*

ISBN 13: 978-0-13-280481-3 (Pearson)

**Notebook:**

Your notebook should be neatly organized, as this will help you study for tests. Label the unit and topic headings clearly at the top of the page. Answer questions fully, so that the information makes sense and can be used later for studying. Show what page number in the textbook the information comes from so you can look it up again easily.

**Unit Marks:**

For each unit you may choose to write a test or submit a project. If you choose the project you can choose from the list of topics on the worksheet or negotiate your own topic with your teacher. Be sure to get permission first if you are investigating your own topic!

**Theme Projects:**

In addition, at the end of each of the three major themes, there is a theme project you must submit. Please find a list of suggested topics to investigate at the end of each theme. Or, you can negotiate your own topic with your teacher. Be sure to get permission first if you are investigating your own topic!

**Goal:**

The first three chapters investigate, Colonialism and Conflict. The goal of this chapter is to investigate what were the results of European interest in what is now called, North America.

**Objectives:**

While completing this unit you will:

- Learn about the Indigenous peoples of eastern North America.
- Explain why and how Europeans first travelled to North America.
- Describe the results of Champlain's attempt to start a colony in North America.
- Explain how France expanded its control of North America.
- Describe how those in New France developed a new identity.

**What to Do in this Unit:**

- This unit uses Chapter 1 in the *Crossroads* textbook.
- Ask your teacher for the Unit 1 Worksheet.
- Read Chapter 1 of, *Contact, Conflict, and Cooperation*, beginning on page 4. Remember it is best to read the whole chapter to get an overview of the content before you attempt to answer the questions on the worksheet.
- Answer the questions on the worksheet and be sure you know the definitions of the words in bold found throughout the chapter. At least some of them are sure to be on the test!
- When you are ready, ask your teacher for the Unit 1 Test or the Unit 1 Project. It is your choice which method you wish to use to evaluate what you have learned in the unit.

**Goal:**

The goal of this chapter is to investigate how imperialism shaped North America.

**Objectives:**

While completing this unit you will:

- Bring a critical understanding of the impacts of European colonization of North America.
- Understand the factors behind imperialism in North America.
- Describe how imperialism and conflict are linked.
- Explain the effects of British colonial expansion in North America.

**What to Do in this Unit:**

- This unit uses Chapter 2 in the *Crossroads* textbook.
- Ask your teacher for the Unit 2 Worksheet.
- Read Chapter 2, *Struggle for a Continent*, beginning on page 42. Remember it is best to read the whole chapter to get an overview of the content before you attempt to answer the questions on the worksheet.
- Answer the questions on the worksheet and be sure you know the definitions of the words in bold found throughout the chapter. At least some of them are sure to be on the test!
- When you are ready, ask your teacher for the Unit 2 Test or the Unit 2 Project. It is your choice which method you wish to use to evaluate what you have learned in the unit.

**Goal:**

The goal of this particular chapter is to investigate the fur trade and its impact.

**Objectives:**

While completing this unit you will:

- Learn how place shapes a people's identity.
- Describe how the Hudson's Bay Company expand the fur trade.
- Describe how the North West Company expand the fur trade.
- Understand the impact of the fur trade.
- Describe how the fur trade opened western Canada to change.

**What to Do in this Unit:**

- This unit uses Chapter 3 in the *Crossroads* textbook.
- Ask your teacher for the Unit 3 Worksheet.
- Read Chapter 3, *The Fur Trade North and West*, beginning on page 78. Remember it is best to read the whole chapter to get an overview of the content before you attempt to answer the questions on the worksheet.
- Answer the questions on the worksheet and be sure you know the definitions of the words in bold found throughout the chapter. At least some of them are sure to be on the test!
- When you are ready, ask your teacher for the Unit 3 Test or the Unit 3 Project. It is your choice which method you wish to use to evaluate what you have learned in the unit.
- Ask your teacher for the 'Colonialism and Conflict' Project worksheet for Theme #1. It covers the work you have done in Units 1-3. Follow the instructions and submit your Theme Project for marking when you are done. Remember, you can only submit the project once, so be sure to put your best effort in to it!

**Goal:**

The next three chapters examine, Democracy and the Modern World. The goal of this chapter is to investigate what democratic rights were achieved as a result of the Civil War in England.

**Objectives:**

While completing this unit you will:

- Describe the characteristics of English society in the 17<sup>th</sup> century.
- Describe how the Stuart kings governed.
- Explain the factors that led to the English Civil War.
- Describe how the Civil War ended the monarchy in England.
- Explain how the Civil War influenced democracy in England.

**What to Do in this Unit:**

- This unit uses Chapter 4 in the *Crossroads* textbook.
- Ask your teacher for the Unit 4 Worksheet.
- Read Chapter 4, *The Fight for Democracy and the English Civil War* beginning on page 118. Remember it is best to read the whole chapter to get an overview of the content before you attempt to answer the questions on the worksheet.
- Answer the questions on the worksheet and be sure you know the definitions of the words in bold found throughout the chapter. At least some of them are sure to be on the test!
- When you are ready, ask your teacher for the Unit 4 Test or the Unit 4 Project. It is your choice which method you wish to use to evaluate what you have learned in the unit.

**Goal:**

The goal of this chapter is to investigate how the American Revolution shaped North America.

**Objectives:**

While completing this unit you will:

- Explain the factors that led the Thirteen Colonies to revolt against Britain.
- Describe the causes of the Thirteen Colonies' dissatisfaction.
- Understand how revolution led towards the independence of the colonies.
- Explain how the American Revolution changed British North America.

**What to Do in this Unit:**

- This unit uses Chapter 5 in the *Crossroads* textbook.
- Ask your teacher for the Unit 5 Worksheet.
- Read Chapter 5, *The American Revolution and British North America*, beginning on page 156. Remember it is best to read the whole chapter to get an overview of the content before you attempt to answer the questions on the worksheet.
- Answer the questions on the worksheet and be sure you know the definitions of the words in bold found throughout the chapter. At least some of them are sure to be on the test!
- When you are ready, ask your teacher for the Unit 5 Test or the Unit 5 Project. It is your choice which method you wish to use to evaluate what you have learned in the unit.

**Goal:**

The goal of this chapter is to understand how modern ideas of democracy were shaped by the French Revolution.

**Objectives:**

While completing this unit you will:

- Describe what 18<sup>th</sup> century French society was like.
- Explain how ideas about government were influenced by Enlightenment thinkers.
- Explain whether the revolution in France was avoidable.
- Describe the factors that contributed to the French Revolution.
- Describe how the way France was governed changed after the revolution.

**What to Do in this Unit:**

- This unit uses Chapter 6 in the *Crossroads* textbook.
- Ask your teacher for the Unit 6 Worksheet.
- Read Chapter 6, *Revolution in France*, beginning on page 186. Remember it is best to read the whole chapter to get an overview of the content before you attempt to answer the questions on the worksheet.
- Answer the questions on the worksheet and be sure you know the definitions of the words in bold found throughout the chapter. At least some of them are sure to be on the test!
- When you are ready, ask your teacher for the Unit 6 Test or the Unit 6 Project. It is your choice which method you wish to use to evaluate what you have learned in the unit.
  
- Ask your teacher for the 'Democracy and the Modern World' Project worksheet for Theme #2. It covers the work you have done in Units 4-6. Follow the instructions and submit your project for marking when you are done. Remember, you can only submit the project once, so be sure to put your best effort in to it!

**Goal:**

The next three chapters examine, Global Transformations. The goal of this particular chapter is to understand the extent to which the Industrial Revolution was in fact revolutionary.

**Objectives:**

While completing this unit you will:

- Discuss how agricultural change set the stage for the Industrial Revolution.
- Discuss how work and technological change set the stage for the Industrial Revolution.
- Explain how British society was affected by the Industrial Revolution.
- Describe how British society responded to the Industrial Revolution.

**What to Do in this Unit:**

- This unit uses Chapter 7 in the *Crossroads* textbook.
- Ask your teacher for the Unit 7 Worksheet.
- Read Chapter 7, *The Industrial Revolution*, beginning on page 228. Remember it is best to read the whole chapter to get an overview of the content before you attempt to answer the questions on the worksheet.
- Answer the questions on the worksheet and be sure you know the definitions of the words in bold found throughout the chapter. At least some of them are sure to be on the test!
- When you are ready, ask your teacher for the Unit 7 Test or the Unit 7 Project. It is your choice which method you wish to use to evaluate what you have learned in the unit.



**Goal:**

The goal of this chapter is to understand the legacy of the Napoleonic Era.

**Objectives:**

While completing this unit you will:

- Understand the factors that allowed Napoleon to gain power in France.
- Describe the impact of Napoleon's imperialism on both Europe, and the world beyond.
- Explain whether or not the French benefitted from Napoleon's rule.
- Describe the extent to which, politics and law outside France were affected by Napoleon.

**What to Do in this Unit:**

- This unit uses Chapter 8 in the *Crossroads* textbook.
- Ask your teacher for the Unit 8 Worksheet.
- Read Chapter 8, *The Napoleonic Era*, beginning on page 240. Remember it is best to read the whole chapter to get an overview of the content before you attempt to answer the questions on the worksheet.
- Answer the questions on the worksheet and be sure you know the definitions of the words in bold found throughout the chapter. At least some of them are sure to be on the test!
- When you are ready, ask your teacher for the Unit 8 Test or the Unit 8 Project. It is your choice which method you wish to use to evaluate what you have learned in the unit.

**Goal:**

The goal of this chapter is to understand how Canada's future was affected by the War of 1812.

**Objectives:**

While completing this unit you will:

- Examine what life was like in Upper Canada before 1812.
- Describe the factors that contributed to the War of 1812.
- Describe the key events and players in the War of 1812.
- Explain how the outcomes of the War of 1812 affected Canada.

**What to Do in this Unit:**

- This unit uses Chapter 9 in the *Crossroads* textbook.
- Ask your teacher for the Unit 9 Worksheet.
- Read Chapter 9, *Citizens Effecting Change*, beginning on page 288. Remember it is best to read the whole chapter to get an overview of the content before you attempt to answer the questions on the worksheet.
- Answer the questions on the worksheet and be sure you know the definitions of the words in bold found throughout the chapter. At least some of them are sure to be on the test!
- When you are ready, ask your teacher for the Unit 9 Test or the Unit 9 Project. It is your choice which method you wish to use to evaluate what you have learned in the unit.
  
- Ask your teacher for the 'Global Transformations Project' worksheet for Theme #3. It covers the work you have done in Units 7-9. Follow the instructions and submit your project for marking when you are done. Remember, you can only submit the project once, so be sure to put your best effort in to it!

**Congratulations! You've finished Social Studies 9!**