

A Community in the Past-How Did My Community Start?

Grade Two Social Outcomes	ICT Outcomes
<p>2.2.6.3 Students will identify community origins 2.2.6.4 Students will explain reasons for the establishment of their community 2.2.4 Students will appreciate how connections to a community contribute to one's identity 2.2.1 Students will appreciate how stories of the past connect to the present 2.1.1.3 Students will value oral history and stories of the past to connect to the present 2.2.6.1 Students will identify characteristics that define their community</p>	<p>C1 students will access, use and communicate information from a variety of technologies C5 Students will use technology to aid collaboration during inquiry. C6 Students will use technology to investigate and/or solve problems. C7 Students will use electronic research techniques to construct personal knowledge and meaning. P2 Students will organize and manipulate data. P3 Students will communicate through multimedia. P4 Students will integrate various applications. F1 Students will demonstrate an understanding of the nature of technology.</p>

Lesson Parts	Ideas/Best Practices
<p>1. Learning about stories from the past</p>	<p>Interview the grandparents of students and other community elders or a person who knows a person from the past to find out about the history of the community in which we live.</p> <ul style="list-style-type: none"> ● Send home a letter to parents telling the parents that we are learning about people to help start our community and asking them if they know of anyone that would be interested in coming into our school for an interview ● Generate a list of questions with the class that you could ask the volunteers. Make certain that you include some story telling type questions. Some examples of questions you could ask are: <ul style="list-style-type: none"> ○ Where were you born? ○ Has your family always lived in this community? ○ Can you tell me a story about what this community was like long ago? ○ Can you tell me a story about someone that knew from far ago? ○ Why did your ancestors come to Canada/our community? ● Try to get enough volunteers to come in so that you can have 3-4 students interviewing each person. Have students interview the volunteers using a digital voice recorder or using digital video. ● Make certain to practice interviewing with students prior to the interview. ● When all the interviews are completed allow the class to listen to all the interviews and discuss each interview and what students have learned. <p>Helpful Hints</p> <ul style="list-style-type: none"> ● Have a different volunteer come in each day of the week during center time when there is limited technology so that other students are actively engaged in learning activities when volunteers come in. ● If you are not able to find any grandparents or community elders, ask parents if they have any stories that could pertain to what you are looking for.

- If students really want to talk to their own grandparents a second option for this lesson would be to use SKYPE and to record the conversation.

2. How and why did my community start?

After reading student resource and delving further into the beginnings of their community the class will create a digital storytelling project using either old pictures or student created work to show what your community looked like in the past.

- Read student resource to discover how First Nations contributed to the development of different communities in Canada. Stress to the students the importance of aboriginals in our history and the roles they played in developing Canada.
- Ask students if they have any ideas of why the community you live in got its start. Ask students ways that we would be able to find out more about the beginnings of our community. (At this point you may want to consider a visit to a museum or a historical site or inviting in a historian that would know lots about the development of the community to come in)
- Keep track of all the information that you have learned on a class web or have students keep track on their own webs.
- As a class create story about the beginnings of your community and how it was in the past. (It can be straight facts or perhaps create a historical-fiction adventure as a class)
- Once the story is complete break the story up into parts and have student illustrate each part of the story using some sort of art medium (i.e. clay, paint, markers... anything goes.) Photograph the pictures using a digital camera or use a scanner to upload the pictures on the computer.
- Record the story using a digital voice recorder. You can either have several students record the story or ask the principal, janitor, music teacher etc to record the story.
- Work as a class to create a class digital storytelling project using iMovie©, Microsoft Moviemaker© or Photostory©.
















Assessment

- Microsoft Word Document
 - *Self-Evaluation-Working Together to Re-Create a Story From the Past*

Helpful Hints:

- To get an idea of what a digital storytelling project can look and sound like visit:
- <http://edcommunity.apple.com/ali/story.php?itemID=220>
- Photostory Tutorials <http://tinyurl.com/3c9y3c>
- Resources for Digital Storytelling <http://www.wired-and-inspired.ca/EDEL435/process>
- Keep students involved in the making of the digital storytelling project by allowing them to choose their fades and transitions.

Self Evaluation: Working Together to Re-Create a Story From the Past

I listened to what the person I was interviewing had to say			
I thought about what they said and asked good questions			
I did my best on the art part of the project			
I shared my best ideas			
I helped the group make a decision			
I was able to choose good transitions for my slide	