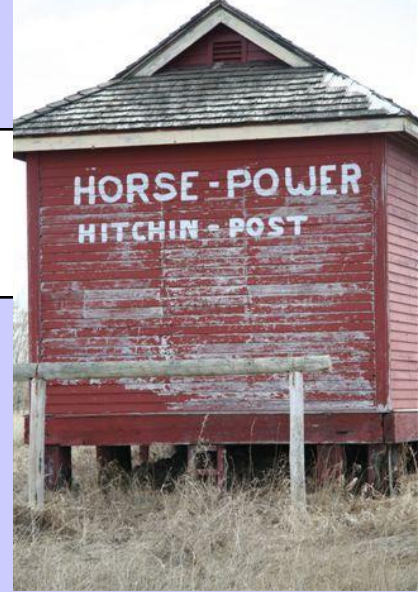


# How the West Was Settled...



Who were the people that settled Alberta?

What are their stories?



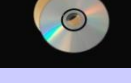

To find out, you will dig deep into the historical archives of Alberta. Let's explore what it was like to live—

## 'A Day in the Life of...'

Your historical video will vividly detail what life was like for settlers during the 18th and early 19th century in Alberta by either exploring the life of an individual or exploring how you would deal with being a settler in Alberta.

Start with looking through the Digital Storytelling site so that you understand what your final project might look like by clicking on the image below.



<b>BECOMING AN EXPERT</b> 	<b>PROJECT LINKS</b> 	<b>VIDEO JOURNAL</b> 	<b>RUBRIC</b> 
--	---	---	--



## Becoming an Expert

Your team has been assigned a specific cultural group. You may choose to follow the life of a real person involved in the settling of Alberta or you may choose to examine your life as a settler at the time within that cultural group.

Use the links provided as well as other resources (library, textbooks, etc.) to become experts on what life was like for your cultural group during the settlement of Alberta.



### Step One

Create an **Alberta Stories folder** under your **user name**. Download the:

- task organizer sheets,
- planning a historical journal and the
- journal entry page into your folder.

Refer to the benchmarks and rubric and self-evaluation criteria to help guide your work. This will allow you to create an authentic historical description based on your findings.



### Step Two

Research your cultural group finding all the information you can on their lifestyle, problems they face, solutions they attempt, and their successes. Save all possible images for your historical description into your **Alberta Stories folder**.

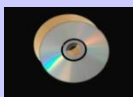
**\* Remember to include the URL of the pages you take information from so you can return to it and use it as a citation.**



## Project Links

<p><b><i>European Immigrants</i></b></p> <p>Home, Home on the Plains</p> <p>Albertans: Who Do They Think They Are?</p> <p>Forging Our Legacy</p>	<p><b><i>Francophone Community</i></b></p> <p>Alberta's Francophone Heritage</p> <p>Albertans: Who Do They Think They Are?</p>	<p><b><i>British Community</i></b></p> <p>How the West Was Young</p> <p>Methodist Missionaries in Alberta</p> <p>The Hudson Bay Company-Our History</p>
<p><b><i>Photo Libraries</i></b></p> <p>Edmonton Archives</p> <p><u>Images Canada</u></p> <p><u>Our Future Our Past</u></p>	<p><b><i>Other Sites</i></b></p> <p><u>Yesterday's Alberta People</u></p> <p><u>Alberta's History-Edmonton Public Library</u></p> <p><u>Mavericks: An Incurigible History of Alberta</u></p>	<p><b><i>Music Suggestions</i></b></p> <p><u>FreePlay Music</u></p>

[RETURN TO TOP](#)



## Video Journal

Use the information, pictures, movies, etc. from the websites you've explored to create your video. Remember to express your viewpoint and tell the story of your life in a new land.



### Step One

Download the [storyboarding template](#) so that you can map out your video. You may use this template or poster board and sticky notes to plan out your video.



### Step Two

Plan out your historical video using a storyboard. Make sure you record which images you will use, what voice or music you will incorporate and what text will appear on each slide.

**\* Get teacher approval of your storyboard.**



### Step Three

Write your narration based upon your notes on your storyboard.

**\* Get teacher approval of your script.**



### Step Four

Now you are ready to create your historical video. On your computer, go into Programs □ Movie Maker. Do the following:

- A. Download your pictures/video/effects
- B. Create titles/sounds/credits
- C. Drag your pictures into the movie
- D. Add your narration voice/story and have two people give you feedback on your movie
- E. Produce your movie



### Step Five

Present your historical video to the class.

[RETURN TO TOP](#)



**RUBRIC**

Level Criteria	Excellent	Proficient	Adequate	Limited
<b>Explains historical context</b> (4.2.2)	Provides an <b>accurate</b> description of life of a settler using <b>comprehensive</b> detail.	Provides a <b>substantial</b> description of life of a settler using <b>thorough</b> detail.	Provides a <b>rudimentary</b> description of life of a settler using <b> cursory</b> detail.	Provides an <b>undeveloped</b> description of life of a settler using <b>little or no</b> detail.
<b>Demonstrates perspective</b> (4.S.1.2)	Provides an <b>insightful</b> consideration of perspective.	Provides a <b>logical</b> consideration of perspective.	Provides a <b>simplistic</b> consideration of perspective.	Provides an <b>unsupported</b> consideration of perspective.
<b>Develops and supports a conclusion</b> (4.S.7.2, 4.S.7.3)	Synthesizes information to develop a <b>perceptive</b> position supported by <b>significant</b> evidence.	Synthesizes information to develop a <b>convincing</b> position supported by <b>relevant</b> evidence.	Synthesizes information to develop a <b>plausible</b> position supported by <b>general</b> evidence.	Synthesizes information to develop a <b>vague</b> position supported by <b>weak</b> evidence.
<b>Communicates information</b> (4.S.8.1, 4.S.8.4)	Communicates information in a <b>compelling</b> manner to <b>engage</b> the audience.	Communicates information in a <b>purposeful</b> manner to <b>interest</b> the audience.	Communicates information in a <b>straight-forward</b> manner that <b>generally holds the attention</b> of the audience.	Communicates information in an <b>ineffective</b> manner that <b>does little to sustain attention</b> of the audience.

---

Created By Karen Laszuk for:

Central Alberta Regional Consortium

April, 2007

---