

Interpreting the Past: Connecting to the Present

ICT Outcomes, Division 1

C.1 - Students will access, use and communicate information from a variety of technologies.

Specific Outcomes

1.1 access and retrieve appropriate information from electronic sources for a specific inquiry

C.6 - Students will use technology to investigate and/or solve problems.

Specific Outcomes

1.1 identify a problem within a defined context

1.2 use technology to organize and display data in a problem-solving context

1.3 use technology to support and present conclusions

Grade 2 S.S. Outcomes

General Outcome 2.1 **Canada's Dynamic Communities**

General Outcome

Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

Values and Attitudes

2.1.1 appreciate the physical and human geography of the communities studied:

- acknowledge, explore and respect historic sites and monuments (CC, LPP, TCC)

Knowledge and Understanding

Students will:

2.1.3 investigate the cultural and linguistic characteristics of an Acadian community in Canada by exploring and reflecting upon the following questions for inquiry:

- What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC)
- How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC)

Interpreting the Past; Connecting to the Present

Students will analyze pictures and record their observations using voice thread technology at <http://voicethread.com/>. See sample project titled “Interpreting the Past” at: <http://voicethread.com/view.php?b=1134>. This project was made public to allow you to have access. Photos of students were replaced with self portrait photos where requested.

A Voice Thread allows every child in a class to record audio commentary about the ideas and experiences that are important to them. Children can tell their story in their own voice, and then share it with family and friends. The Voice Thread is private, and only viewable by people whom you invite. You can even choose to add a page at the end of your book for the parents to leave their comments. When you send the invitation, your contact list will say “invite sent”. As parents visit the site, the contact list for those parents will read, “Invitation accepted”. In this way, you will know when everyone has viewed your project. There is a “doodle” tool available so that students can add drawings, arrows, or other marks as needed. For the call outs, we could have had the children draw arrows to indicate to which portion of the picture students were referring. Unfortunately, the school website would not allow us to connect. We had to use a digital voice recorder to record the student responses, and then tape the voices on a home computer.

1. The teacher should choose images related to Acadian communities. Pictures can be downloaded from various copyright free websites (check for copyright – if you have permission, visibly credit source of the image; include image number if applicable).
 1. Open the picture by double clicking on it.
 2. Right click on the picture.
 3. Save picture as...
 4. Choose location and file where you would like picture saved (i.e. **Desktop; Acadians** where you have created a new folder named Acadians on the desktop)

Websites to try:

- Canada’s Local Histories online: <http://www.ourroots.ca/>
- Images Canada: <http://www.imagescanada.ca/>
- History by the Minute: <http://www.history.ca/minutes/default.do?page=.index>
- Acadians: www.blackgold.ab.ca/ict/
- Acadians past (permission to use images for educational purposes): www.virtualmuseum.ca/Exhibitions/Acadie/000_e.html
- Tigana Learns About the Acadians: <http://people.uleth.ca/~runte/Meteghan/index.html>
- Images Collections: <http://www.blackgold.ab.ca/ict/divison1/2community/resources.htm>
- The Kid’s Site of Acadian Settlement: <http://www.collectionscanada.ca/settlement/kids/021013-2000-e.html>

2. Pictures can be posted onto the voice thread website. Add a new identity for each student, using a photo or icon and first name.
3. Students will examine pictures to determine the difference between past and present community life. Students respond to the chosen picture by answering questions (taken from Online Guide to Learning: Investigating Pictures lesson at http://www.onlineguide.learnalberta.ca/content-og/ssmt/html/investigatingpictures_mt.html) What is the person doing? Where is this?

Adapted from *Contributing to Family and Community*. Permission granted from The Critical Thinking Consortium for use by Alberta teachers.

Who is the person? Why is the person doing it? Students should relate events to the past and present of their community. Once they have studied the pictures and recorded their ideas, have students prepare to comment on the images by thinking about and writing a script for their commentary. They could add a callout to the picture and add text to the callout. This would give a hardcopy to use as part of the assessment. They would be able to rehearse for the Voice Thread by reading the call outs and adding details not included in the print. Voice thread allows students to communicate their ideas orally, which gives more freedom to students just beginning to develop writing skills. See the example included below:

Studying Pictures

Picture # _____

	Clues	Conclusions
What <i>is the person doing?</i>		
Where <i>is this?</i> (<i>What is the place?</i>)		
Who <i>is the person?</i>		
Why <i>is the person doing it?</i>		

This bucket is used to gather the water and carry it to where it is needed. It is made by the Acadians from wood slats held together by metal bands. Pails today are often made from metal or plastic. You buy them in stores.



This man could be a farmer. He is pumping water on his farm to feed his animals or to water his crops. He needs to do this so he will have animals to work for him and food to eat. He also could be taking water into his home to use for cooking and cleaning.

This water pump could be used by anyone tall enough and strong enough to reach the handle and pump it up and down to get the water to come out of the spout. The pipe goes deep into the ground to reach the water. In the beginning, the pumps were found outside. Later, pumps were moved inside the house. Today, we have sinks and taps and running water in the kitchen and bathrooms of our houses.

What is the person doing?

Where is this?

Who is the person?

Why is the person doing it?

Is there a modern replacement?

(Online guide questions as listed in "Investigating Pictures")

Teacher Checklist for Interpreting the Past

Student: _____

The student	Exceeds Expectations	Acceptable	Needs Improvement
<ul style="list-style-type: none"> Identified appropriate details that illustrated items from the past 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Made reasonable assumptions about possible uses based on connections to knowledge of present day items 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Successfully imported a picture into a word document and added information using callouts 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> successfully recorded ideas on VoiceThread 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> included facts that answered the questions including present day equivalent 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> presented information in a well-rehearsed, meaningful manner 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Studies/ICT Rubric
Investigating the Past; Connecting to the Present

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Insufficient
Describe the person and activity found in the picture.	Identified many appropriate details that illustrated activities from the past	Identified appropriate details that illustrated activities from the past	Identified some appropriate details that illustrated activities from the past	Identified few details that may be appropriate, that may illustrate activities from the past
Identify what you think the person is doing and what the purpose might have been.	Made reasonable and intuitive assumptions showing critical thinking about possible events based on connections to knowledge of present day items and activities	Made reasonable assumptions about possible events based on connections to knowledge of present day items and activities	Made some reasonable assumptions about possible events based on connections to knowledge of present day items and activities	Made assumptions that may or may not be reasonable about possible events lacking connections to knowledge of present day items
Identify what you think the person is doing and what the purpose might have been.	Made reasonable and intuitive assumptions showing critical thinking about possible events based on connections to knowledge of present day items and activities	Made reasonable assumptions about possible events based on connections to knowledge of present day items and activities	Made some reasonable assumptions about possible events based on connections to knowledge of present day items and activities	Made assumptions that may or may not be reasonable about possible events lacking connections to knowledge of present day items
Answer questions and tell what the item or activity might be today.	Included many facts that answered the questions including at least one meaningful present day equivalent	Included facts that answered the questions including a possible present day equivalent	Included some facts that answered the questions including a present day equivalent	Included few facts that answered the questions. Did not include a present day equivalent.

Import a picture into a word document and add information using callouts	Independently imported a picture into a word document and added pertinent information using several call outs	Imported, with some support, a picture into a word document and added pertinent information using more than one call out	Imported, with considerable support, a picture into a word document and added information using one call out	Needed one-to-one support to import a picture into a word document and add information using one call out
Record ideas on Voice Thread	Successfully recorded ideas on Voice Thread in a fluent, coherent, meaningful manner.	Successfully recorded ideas on Voice Thread in a fluent manner.	Recorded ideas on Voice Thread with some support. More rehearsal needed.	Needed one-to-one support in order to record ideas on Voice Thread. Did not rehearse.