

Museum in a Box: Building a Community CARC Social Studies

Please note, all black line masters are after the lesson plan template beginning on page 9. Each black line master is linked in the lesson plan.

Click on the red push pin () in each master to return to the lesson plan template.

Grade Level	4	General Outcome	4.2 Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.
Time Frame	5 – 6 classes	Enduring Understanding (purpose of the lesson)	This challenge utilizes Object Based Inquiry to allow students to gain background information to complete the challenge. Students explore objects and the stories they tell about the lives of people and the communities they built.
Developed By	Karen Kenney, Sylvia Kennedy, Don Anderson, Sharon Richter		
Critical Challenge/Big Idea	What aspect of becoming part of a European community would have had the biggest benefit for the quality of life of homesteaders?		
Value and Attitude Outcomes	Knowledge and Understanding Outcomes	Skills and Process Outcomes	
<p>4.2.1 appreciate how an understanding of Alberta’s history, people and stories contributes to their own sense of belonging and identity</p> <p>4.2.1.7 demonstrate respect for places and objects of historical significance (I, LPP, TCC)</p>	<p>4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time</p> <p>4.2.2.8 how did British institutions provide the structure for the settlement of newcomers in Alberta? (GC, I, PADM, TCC)</p> <p>4.2.2.9 how did European immigration contribute to the establishment of communities in Alberta in the late 19th century and the early 20th century? (CC, GC, I, TCC)</p>	<p>Critical Thinking and Creative Thinking</p> <p>4.S.1.5 Seek responses to inquiry from various authorities through electronic media</p> <p>Historical Thinking</p> <p>4.S.2.1 use photographs and interviews to make meaning of historical information</p> <p>4.S.2.2 use historical and community resources to understand and organize sequence of local historical events</p>	

	<p>4.2.2.10 how did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP)</p> <p>4.2.2.11 how are agriculture and the establishment of communities interconnected? (ER, LPP)</p>	<p>4.S.2.3 explain the historical context of key events in a given time period</p> <p>Research for Deliberative Inquiry</p> <p>4.S.7.1 develop the skills of skimming and scanning to gather relevant information</p> <p>4.S.7.3 use graphic organizers, such as webbing or Venn diagrams, to make meaning of information</p> <p>4.S.7.4 draw and support conclusions, based on information gathered, to answer a research question</p> <p>Oral, Written and Visual Literacy</p> <p>4.S.8.1 organize and present information, taking particular audiences and purposes into consideration</p>
<p>Summative Assessment Strategies</p>	<p>Rubric for Building a Community</p>	
<p>Notes to the Teacher:</p>	<p>The items listed in this challenge are from the Red Deer Museum and Art Gallery. Similar items from other museums or private collections may be substituted.</p> <p>Using Objects in the Classroom – see heritage education website http://www.mtsu.edu/~then/Objects/index.html</p> <p>Teach proper care of the objects – ensure students understand how fragile the items are and that they are uncommon. These items must be handled with the utmost care and must be returned in the same condition in which they are found.</p> <p>Have students sketch or take digital photos of the items in the kit so students can refer to them after the kits are returned. The advantage of having students sketch the items is that they will often pay more attention to the details. Optimally, do both.</p> <p>Teachers do not need to know all of the answers. This entire project is about students’ inquiring and discovering answers.</p>	

Depending on the time available, this set of activities can be set up in stations and students can move from station to station filling in the charts and answering the questions at each, or the activities can be done in a jigsaw fashion. Likely a combination of both is appropriate.

A useful method to teach students to analyse images is a quadrantal analysis. To do this, students cover three of the quadrants of the image with construction paper so only one quadrant is visible. This will help students pay more attention to the details of that quadrant. Once one quadrant is carefully considered, students should follow the same procedure through the remaining three quadrants. This will be a useful method to analyse both the photographs and the posters.

Also in this particular challenge, stations are set up according to themes rather than type of object being analysed. Thus each station, depending on the items for that theme, may require any or all of the inquiry charts. Depending on the items available, themes may include North West Mounted Police, immigration, agricultural implements, communication, school life, household items, communication, etc. This particular challenge will look at toys, school life, communication, immigration, and the household. These items are the hook to bring students into the critical challenge.

See annotated list of [Websites of Interest](#) below that will help with images of the themes and information that can be used to supplement the stations.

Suggested Items For Museum Box:

Note: continue to check the items in the Red Deer Museum and Art Gallery, as they add to the collection often.

Station 1: Toys

Wooden Cannon – 51998.81.4
Wagon – 51998.81.3
Tambourine
Ping pong paddle – 589.6.1.a
Table tennis net spool – 589.6.1d

Station 2: School Life

Ink well – 2000.66.2a
Eye glasses – 8479.2a "S"

Station 3: Communication

Simplex typewriter s87.2.1c
Wooden radio s90.104.1
Canadian Westinghouse S87.2.1.1a
Black telephone – like ours 1998.115.1

Station 4: Immigration

Post card set of Calgary
Planer (W. Greenslade Bristol) –
594.92.2
Nabob glass coffee dispenser
Mounted horses model

Station 5: Household items

83.388.2"5" – flat iron – no handle
Butter press – 73.2.2"j" –b
2 paddle metal churn (mechanical) -
73.2.3"s"
Strainer – 591.36.6
Meat grinder – 587.451c
Meat grinder – 587.451c
Wooden spool – 586.171.1p

	Copper tea kettle Bed pan – 590.86.1
Introductory Activity/ The Hook	<p>Activity 1: Group items (as a class?).</p> <p>Explain to students that they will be looking at very old items that came from the time of early European settlement in the west. Introduce students to the proper method to handle artefacts. Using the items in the museum box, students identify which items go together according to purpose and justify why they do. At this point, the teacher can demonstrate the proper handling as the class groups the items as he/she shows them to the class. Students may not have the correct answers as to what the items are, but the teacher should not indicate at this point the purpose of the items. (Note: items can be grouped in various ways, e.g., manufactured items, time period, and repaired items. For our purposes, students should look at use.)</p>
Teaching/ Learning Strategies and Activities	<p>Activity 2: Object Analysis.</p> <p>At this point the teacher should distribute items to the appropriate theme stations. This will give students clues as to the function of any items they could not identify.</p> <p>Explain that students will be moving from station to station. Each station has different objects at it according to that theme. If there are photographs at the station, each group will use the Photograph Analysis worksheet, one for each photo. An alternative to this form is the Photo Inquiry handout that can be used separately or in conjunction with the Photograph Analysis worksheet. They will also need to use one Object Analysis worksheet for each object at the station, and so on. Other handouts that may be useful depending on the objects at each station are the Poster Analysis and the Print Material Analysis handouts. Remind them that they are to work through each of the items together, and that their discussion of the items and the reasons for their answers are more important than the answers themselves.</p> <p>Students are then invited to move in small groups to a station. They will likely require 10 – 15 minutes at each station, but the required time may vary depending on the group. It is more important that students have experience with each type of object than it is that they attend all stations.</p> <p>Activity 3: Class Discussion</p> <p>As students may not have worked at all stations, or may not have answered the questions in the same way, it is important that they share their findings with the class, including their questions at the end of the charts. The class can then generate more questions for that particular object and places they might find the answers.</p> <p>Activity 4: Research.</p>

Invite students to research the answers to their questions. Some site suggestions for information are listed in the [Resources](#) section.

Activity 5: Community

Invite students to share their findings with the class.

Have students read the sections in the text which deal with community. Discuss the characteristics of a community, and why homesteaders would want to live in a community.

Activity 6: Drawing Conclusions.

Students choose one theme of items from the stations. Using the items they analysed, students address the question: What aspect of becoming part of a European community would have had the biggest benefit for the quality of life of homesteaders? For criteria for making this judgment, students can use brainstorm aspects of quality of life, e.g. nice place to live, parents or other adults who care, nutritious food to eat, freedom to act on one's beliefs, sense of purpose in life, access to education, feel safe, affordable health care, treated with respect, clean water, reasonable sanitation, sense of hope, emotional stability.

To help them organize their information, students may use the [Impact on Quality of Life](#) chart below.

Remind students that their reasons are more important than their decision. Encourage students to consider how homesteaders would get the items, communicate in their own language, get help from neighbours with items, etc.

Activity 7: Presentation

Students can present their conclusions on the greatest benefit of communities. Students must include in their presentation:

- ✓ A description of the historical context
- ✓ Their choice for greatest benefit
- ✓ Justification for their choice

Students can have digital photos of object(s) and find more on the internet. Their presentation options include:

- Poster
- PowerPoint or electronic presentation
- Play/skit
- Dramatic Monologue

and should consider audience and purpose to meet the outcome.

<p>Resources</p>	<p>Library and Archives Canada; Passageways: True Tales of Adventure for Young Explorers. (Eng. & Fre.) Tells the stories of exploration in Canada, contains historical maps, a list of books and links about explorers, and lesson plans and activities for teachers to use. Contains information on those who explored in Alberta.</p> <p>A Little History.com Contains historic photos and accounts of life in Western Canada, talks about the Mounties, homesteading, life on the farm; all with the use of personal stories, diary entries and memoirs; "samples of Western Canadian history." This unique assortment of eight files begin with the "Wild West" in 1874 and end with predictions for the future in the "2010 Life in the Future" file."</p> <p>Alberta Source – Alberta's Online Encyclopedia Multiple links to many links related to this and other outcomes. Be sure to check the History Now and Learning sections! Worth exploring. Alberta Source – Quick Links Page http://www.abheritage.ca/</p> <p>Mavericks – an Incurable History of Alberta (Eng. & Fre.) A fantastic site utilizing artifacts from the Glenbow Museum in Calgary. Multiple themes are the focus. Includes a great teacher sections, timeline, maps, etc.</p> <p>A more extensive annotated list can be found at: http://www.carc.red-deer.com/social/webresources/gr4.html</p>
<p>Formative Assessment Strategies</p>	<p>Group work Large group discussions</p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

Websites of Interest

The Virtual Museum of Canada is an excellent site for many topics. When you enter the site, search your term and find many resources just in the Virtual Museum. Here is an annotated list of a few that are really worth checking.

One Room Country Schools

In the rolling foothills of Alberta, there were at one time 14 country schools around Caroline, a small town just east of the Rockies, each school the hub of its community, where children learned lifelong lessons of honesty, thrift, respect and citizenship and neighbours gathered for pie socials and picnics. This site offers numerous photos and stories of school life. Students can gain an excellent idea of school life during this time.

http://www.virtualmuseum.ca/pm.php?id=exhibit_home&fl=0&lg=English&ex=219

The Virtual Museum of Canada's Community Memories is a good place to see photos and stories of Canadian communities.

<http://www.virtualmuseum.ca/PM.cgi?LM=CommunityMemories&LANG=English&AP=getIndex>

On the left side of the page is an explore button with lots of options for you and your students. Some examples are listed below.

A Prairie Mountain Promenade - Prairie Mountain Regional Museum Inc.

Shoal Lake, Manitoba -

http://www.virtualmuseum.ca/pm.php?id=exhibit_home&fl=0&lg=English&ex=118

A collection of photographs and stories of the early years in the Manitoba.

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http://www.virtualmuseum.ca/pm.php?id=exhibit_home&fl=0&lg=English&ex=219

Arrival of the Mounted Police - Fort Saskatchewan Museum - Fort Saskatchewan, Alberta

In 1874, the North West Mounted Police made their incredible trek across the prairies, where the main force established Fort Macleod.

http://www.virtualmuseum.ca/pm.php?id=exhibit_home&fl=0&lg=English&ex=227

Arriving at the 6th Siding - Mountain View Museum (Olds Historical Society) - Olds, Alberta

In 1890, a rail handcart moved down a ribbon of steel, the Calgary and Edmonton Rail line that was under construction. Mr. David Shannon, the section foreman, looked around at the land as he pumped his cart to the 6th siding. He saw a sea of grass to the east, and grass quickly rising to dense forests and the snow-capped Rocky Mountains to the west. He decided that this was the place for his family to settle.

http://www.virtualmuseum.ca/pm.php?id=exhibit_home&fl=0&lg=English&ex=131

SOS History – S.O.S. History is a historic quest, designed especially for players age 12 and up. It's an ideal way for secondary students to brush up on history in the classroom or at home, as they step into Montréal's past in different periods, meet key historic figures and see how people lived in days gone by.

http://www.memoireenperil.net/main_en.htm

5 Generations - Exhibit

Garden Welcome to 5 Generations, a virtual exhibit that tells the history of Japanese Canadians over one century.

http://www.iccc.on.ca/heritage/five_gen/index.html#ack

Immigration in Canada

Immigration has always played a major role in Canadian policy. In the decades following Confederation, federal immigration policies and programs focused on preserving the distinct, primarily British, character of Canadian society. This bias was particularly noticeable when it came to the important task of settling Western Canada, as certain European nationalities were openly favoured over applicants from other countries. Throughout the first half of the twentieth century, federal legislation reinforced this racial discrimination.

<http://www.mapleleafweb.com/features/general/immigration/index.html>

Emma Louisa Averill (née Peacey), was born in England's Cotswold Hills country. In 1870, Emma married Octavius Averill and the couple settled on rented property near the village of Tetbury. Seeing no future for their children in England, the Averill family set sail for Canada on board the S.S. Sardinian on April 1, 1880. A year after leaving her home in England, Emma Averill wrote a journal which gives her account of the trip from Liverpool to the 'Far West of Manitoba' and the experiences in establishing a homestead near Minnedosa.

<http://www.gov.mb.ca/chc/archives/rearview/averill/index.html>

The Canadian West virtual exhibition contains over 200 items from the holdings of the National Archives of Canada. In addition to the navigation provided in the menu bar (above), it is also possible to view the exhibition according to the following:

- By Type of Media (art, photos, text, etc.)
- By Section of the Exhibition
- By Year

<http://www.collectionscanada.ca/canadian-west/index-e.html>

Saskatoon Western Development Museum – 1910 Boomtown

The railway played a crucial role in hastening settlement in Western Canada. It imported settlers and supplies, and exported Saskatchewan's produce. Railway sidings developed into meeting places and became railway towns where groceries, hardware, lumber, blacksmithing, mail, express and freight services were provided. Urban life revolved around serving the grain-based economy and rural life revolved around the farm and the railway towns.

<http://www.wdm.ca/stoon.html>

Alberta Land of Opportunity The Land of Opportunity

In 1869 the Dominion of Canada negotiated with the Hudson's Bay Company for the transfer of what had then been known as the "Northwest" to the new country for a sum of \$1.5 million. Not long after, the federal government began to survey the region to prepare for the large-scale settlement they had envisioned for their newly acquired "North West Territories".

<http://www.abheritage.ca/pasttopresent/opportunity/index.html>

Edukit Learning

Explore provincial, national, and international history in a virtual classroom filled with lesson plans, activities, games, and interactive multimedia content specially designed to meet the standards of the Alberta educational curriculum.

www.Edukits.ca is a new kind of learning resource that draws on the expertise of heritage institutions and organizations for public education purposes. Developed and maintained by the Heritage Community Foundation, the site is a dynamic, ever-growing content source that brings a world of knowledge to your fingertips.

<http://www.edukits.ca/index2.htm>

"Building a Community" Rubric

	Excellent	Proficient	Adequate	Limited
Explains Historical Context (4.2.2.9, 4.2.2.10, 4.5.2.1, 4.5.2.3)	Provides a comprehensive description of the historical context	Provides a thorough description of the historical context	Provides a cursory description of the historical context	Provides a sketchy description of the historical context
Justifies Choice (4.5.7.4)	Provides compelling evidence to support choice based on criteria.	Provides convincing evidence to support choice based on criteria.	Provides believable evidence to support choice based on criteria.	Provides weak evidence to support choice based on criteria.
Communicates Information (4.5.8.1)	Communicates key ideas and information in a captivating manner	Communicates key ideas and information in a engaging manner Interesting	Communicates key ideas and information in a interesting manner Straightforward	Communicates key ideas and information in a partially engaging manner ineffective

PHOTOGRAPH ANALYSIS

Using the photographs at your station, fill in the following chart. Use one chart for each photograph.

	Response	Evidence (how you know)
What time of day is the photo taken? (early, midday, evening?)		
What is the season?		
What is the climate?		
What is the vegetation like?		
What geographical features do you see?		
Who is in the picture?		
Why do you think this picture was taken?		
Who is the audience? (Who was meant to see it?)		

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Now that you have some information, what else could you find out about this topic from other sources?

Step 1 Observation

- A. Study the photograph for (2) two minutes. Form an overall impression of the photograph and then examine individual aspects of the item.
- B. Divide the photograph into quadrants and study each section to see what new details become visible.
- C. Use the chart below to list people, objects, and activities in the photograph.

PHOTO	PEOPLE	OBJECTS	ACTIVITIES

Step 2. Inference

Based on what you have observed above, list three things you might infer/learn from this photograph. From whose point of view is the photograph taken?

OBJECT ANALYSIS

Use the following space to draw each of the objects at this station from different angles. Use the top half of the page for the front views, and the bottom half for the side views of the objects.



The image shows a large rectangular area divided into two equal horizontal sections by a single horizontal line. This area is intended for drawing the front and side views of objects.

Using the objects at your station, fill in the following chart. Use one chart for each object.

	Answer	Evidence (how do you know?)
What is the shape of the object?		
What is it made of? (wood, metal, plastic, animal, plant, stone?)		
What is its function or purpose?		
What cultural group would find this object useful?		
Is there any religious or spiritual significance to this object?		
What features make it unusual? (moving parts, print, etc.)		

Now that you have some information, what else could you find out about this topic from other sources?

POSTER ANALYSIS

Using the poster at your station, fill in the following chart. Use one chart for each poster.

	Response	Evidence (how you know)
What are the main colours used in the poster?		
What symbols are used?		
Are the symbols clear, memorable, and/or dramatic?		
Are the messages in the poster primarily visual, verbal, or both?		
Who is the intended audience?		
What is the intention of the poster? What is it trying to do?		

Now that you have some information about the topic of this poster, what else could you find out about this topic from other sources?

PRINT MATERIAL ANALYSIS

Using the print material at your station, fill in the following chart. Use one chart for each print item.

	Response	Evidence (how you know)
What sort of print material is this artefact?		
Who is the intended audience?		
When was it written?		
Who is the intended audience?		
What is the purpose of the artefact?		

Now that you have some information, what else could you find out about this topic from other sources?

IMPACT ON QUALITY OF LIFE

In each section of the chart, indicate the impact on the characteristic of quality of life of each aspect of the community.

Quality of Life Aspect of Community			