


Museum in a Box: Communication Technology CARC Social Studies

Please note, all support materials are after the lesson plan template beginning on page 6. Each support page is linked in the lesson plan. Click on the red push pin () in each support page to return to the lesson plan template.

Grade Level	7	General Outcome	7.2 Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities
Time Frame		Enduring Understanding (purpose of the lesson)	In this challenge, students investigate the relationship between the CPR, the settlement of the west and communication technology.
Developed By	Don Anderson and Sharon Richter		
Critical Challenge/Big Idea	Analyse the relationship between communication technology, the development of the CPR and the settlement of the West between 1870 - 1905.		
Note to teacher	<p>Using Objects in the Classroom – see heritage education website http://www.mtsu.edu/~then/Objects/index.html</p> <p>Teach proper care of objects – ensure students understand how fragile the items are and that they are uncommon. These items must be handled with the utmost in care and must be returned in the same condition they are found.</p> <p>Have students sketch items 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> <p>Items in Museum Box (Communication Technology): Simplex typewriter s87.2.1c S87.2.1.1a</p>		

Black telephone – like ours 1998.115.1
 Wooden radio s90.104.1 Canadian Westinghouse
 Typewriter with case s86.45.1a,(b),(c)
 Need to find - telegraph key, telegraph wire (piece), insulator(s) (different styles)

(All items are from the Red Deer Museum and Archives. Similar items from other museums or private collections can be substituted)

**Values and Attitudes
Outcomes**

7.2.1 appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP)

**Knowledge and Understanding
Outcomes**

7.2.5 Evaluate the impact of Confederation an of subsequent immigration on Canada from 1867 to the First World War

7.2.5.5 - In what ways did the building of the Canadian Pacific Railway affect the growth of Canada? (TCC, PADM, ER, LPP)

7.2.7.3 - In what ways did technological advances contribute to the development of Canada (e.g., aviation, farming equipment, radio transmissions, electronics, multimedia)? (ER, PADM)

**Skills and Processes
Outcomes**

Historical Thinking

7.S.2.1 analyze historical issues to form or support an opinion

7.S.2.2 use historical and community resources to organize the sequence of historical events

7.S.2.3 - Students will explain the historical contexts of key events of a given time period

Research for Deliberative Inquiry

7.S.7.1 develop a position that is support by information gathered through research

7.S.7.2 Students will draw conclusions based upon research and evidence

7.S.7.4 organize and synthesize researched information

7.S.7.6 integrate and synthesize concepts to provide an informed point of view on a research question or an issue

7.S.7.7 practice the responsible and ethical use of information and technology

7.S.7.8 include and organize references as part of research

7.S.7.12 evaluate the relevance of electronically accessed information to a particular topic

Oral, Written, and Visual Literacy

7.S.8.1 - Students will communicate information in a clear, persuasive and engaging manner, through written and oral means

Note: 7.S.7.7 and 7.S.7.8 are not summatively assessed, but should be a requirement for acceptable projects.

Summative Assessment Strategies	<u>Rubric</u> for "Museum in a Box" Inquiry Project
Introductory Activity/ The Hook	<p>Activity 1: Analysing Artifacts</p> <ol style="list-style-type: none">1. Using the objects from the Museum box, students must complete the Object Based Inquiry Retrieval Chart (Note: the chart may be changed, adapted, or modified to meet the needs of the inquiry) <p>Once the chart is completed, each student should have created a number of questions about the artefacts and their relationship to settlement and the CPR.</p>
Teaching/ Learning Strategies and Activities	<p>Activity 2: Conducting Research</p> <ol style="list-style-type: none">2. Using the questions generated in the Object Based Inquiry Retrieval Chart, students will research the artefacts and their relationship to the CPR and settlement. There are many questions in this retrieval chart; teachers may use any or all of them. Remind students to refer back to the focus question frequently to stay on track. Also remind them to record dates and references, and to find pictures of artefacts. <p>Activity 3: Creating a Timeline</p> <ol style="list-style-type: none">3. Using the research from the previous activity, students will create a timeline representing the 3 separate but interrelated points. To do this, students will create 3 separate timelines and put them on one chart. This will help to show the relationships among the artefacts, the development of the CPR and settlement patterns. Students will put the common dates across the top of the page and the three points, i.e., communication technology, CPR and settlement patterns, down the left side. Here are some examples can be found at: <p>http://www.galegroup.com/reference/archive/199910/comp3.gif http://sonic.net/mnitechpub/pccafe/reviews/grolier1999/timeline.jpg</p>

	<p>It is important that students use different colours for the different categories, i.e., different colours for the CPR, communication technology, and settlement patterns. Students should also illustrate the timeline with images of artefacts, the CPR and events happening at the time.</p> <p>Activity 4 – What If . . .</p> <p>4. Ask students to consider various scenarios:</p> <p>What if . . .</p> <ul style="list-style-type: none"> - communication technology had not developed at this time. How would society be different today? - the CPR had not developed at this time. How would society be different today? <p>5. Students will write an editorial answering one of the above questions. (Note, the format for students’ demonstration of knowledge may be changed or modified to provide choice for students. The rubric, though, should NOT need to be modified)</p> <p>Information on how to write an editorial can be found at http://www.snn-dr.ca/snn/nr_reporterstoolbox/writingeditorials.html</p>
<p>Resources</p>	<p>Railway Websites: Canadian Pacific Railway Archives http://www.cprheritage.com/</p> <p>Canadian Pacific Ingenuity: A Brief History http://www8.cpr.ca/cms/English/General+Public/Heritage/A+Brief+History.htm</p> <p>Canadian Pacific Ingenuity: The Story of the Canadian Pacific Railway http://www8.cpr.ca/cms/English/General+Public/Heritage/Children/default.htm</p> <p>Communication Websites: From Carrier Pigeons To Cell Phones: Ways We Communicate http://library.thinkquest.org/04oct/00451/index1.htm</p> <p>History of Communication: Better than Shouting http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=aa93</p> <p>Historical Forms of Communication and their Significance http://www.is.wayne.edu/DRBOWEN/inetf00/forms_of_comm.htm</p>

Formative Assessment Strategies	Checklist
Extension	Is society better off or worse off because of the advances in communication technology?

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'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.

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.

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.jccc.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>

Edukits 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>

Rubric for "Museum in a Box" Inquiry Project



Level Criteria	Excellent	Proficient	Adequate	Limited
Describes historical context (7.2.5.5, 7.2.7.3)	Describes historical situation in a comprehensive manner	Describes historical situation in a thorough manner	Describes historical situation in a cursory manner	Describes historical situation in a incomplete or confusing manner
Researches appropriate information (7.S.7.12)	Accesses and retrieves pertinent information from a variety of sources	Accesses and retrieves meaningful information from a variety of sources	Accesses and retrieves appropriate information from a variety of sources	Accesses and retrieves trivial information from a variety of sources
Draws conclusions and supports recommendation (7.S.7.1, 7.S.7.2, 7.S.7.6)	Synthesizes information to develop a perceptive recommendation supported by significant evidence.	Synthesizes information to develop a convincing recommendation supported by relevant evidence	Synthesizes information to develop a simplistic recommendation supported by general evidence	Synthesizes information to develop a vague recommendation supported by weak evidence.
Communicates information (7.S.8.1)	Communicates information in a captivating manner	Communicates information in a substantially engaging manner	Communicates information in a partially engaging manner	Communicates information in an minimally engaging manner

Impact of Technology

Choose one series of items. For each item decide on how the progression of technology of the item would impact the lives of the people using it. Use the chart below to help you.

Item	Impact on lifestyle	What else people would want when they have this.

Object Investigation Retrieval Chart

I. Preparation for Inquiry		
A. Who are your Inquiry Team members, and what are their responsibilities?		
B. How will we best record our findings and thoughts? (e.g. drawing, information retrieval templates, digital pictures, etc.)		
C. What do we need to examine this object? (e.g. white cotton gloves, rug scrap, tweezers, safe area)		
D. For what reason(s) are we examining this object?		
II. Initial Impressions and Reactions		
Hold the Object and Use Your Imagination 1. Imagine it being used. 2. Imagine it being made.		
	Answers/Opinions	Questions to lead Research
1. Does it appear to be the "real thing" or a copy of an object? Why do you think that to be the case?		
2. What possible use(s) might it have had?		
3. What other questions come to mind?		
4. What do you think it is/was? Why do you think this?		
III. Collection of Detailed Information		
A. Construction		
1. How is it held together?		
2. What materials were used to make it?		
3. Are there any other distinguishing		

elements?		
B. Additional sensory examination		
1. What smells are noticeable?		
2. What sounds does it make?		
3. What textures are evident?		
C. Make a sketch(es) or take photo(s) of the object.		
1. What are the distinguishing features and what might their purpose(s) have been?		
2. What color(s) is the object? What reason(s) may there have been for this?		
3. Are there any text or print elements evident? What do they say and suggest?		
4. What shape(s) can be found in the object? Do they serve any specific function?		
5. What moving parts can be identified?		
6. What are the object's measurements, size, etc?		
7. What distinct parts are identifiable?		
IV. Hypothesis (What We Think)		
A. What likely purpose(s) were there for this object(s)? Why do you think this?		
B. Who likely used this object(s)? Why do you think this?		

C. What do you think the object(s) value to peoples' life was then and now? Why do you think this?		
D. Why it was made this way? Why do you think this?		
E. If there were any sequences involved in the object(s)? What do you think it was?		
V. Further QUESTIONS that examination of this object(s) have surfaced?		
VI. Application A. How does this relate to what we already know		
B. How does this object compare to anything today?		
C. How might we share what we have discovered?		
D. What were our learnings (information, process and feelings) as we studied this object?		

Checklist for Presentations



	Yes	It's coming	Not quite
Presentation clearly shows the progression of technology			
Presentation clearly shows the impact of the item on the lifestyle of individuals			
Presentation clearly shows an appreciation of the challenges that people faced			
Presentation clearly shows evidence for conclusions			
Presentation clearly shows the references used in research			

Checklist for Timeline

	Yes	It's coming	Not quite
Timeline clearly shows the progression of technology			
Timeline clearly shows the impact of the item on the lifestyle of individuals			
Timeline clearly shows an appreciation of the challenges that people faced			
Timeline clearly provides evidence for conclusions to be drawn			
Timeline clearly shows the references used in research			

Checklist for Editorial

	Yes	It's coming	Not quite
Editorial clearly shows the progression of technology			
Editorial clearly shows the impact of the technology on the lifestyle of individuals			
Editorial clearly shows an appreciation of the challenges that people faced			
Editorial clearly shows evidence for conclusions			
Editorial clearly shows the references used in research			