


Museum in a Box: Butter Churns and Irons

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	5 class periods	Enduring Understanding (purpose of the lesson)	Students investigate the changes in lifestyle of settlers in the prairies due to technological advances.
Developed By	Don Anderson and Sharon Richter		
Critical Challenge/Big Idea	Critically examine how technological advances in common use items changed the quality of life of the people who used them.		
Other Questions of Inquiry	Critically relate how this improved quality of life affected the development of Canada and specifically western Canada		
Values and Attitudes Outcomes	Knowledge and Understanding Outcomes	Skills and Processes Outcomes	
7.2.3 Appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP)	7.2.7 assess, critically, the impact of urbanization and of technology on individual and collective identities in Canada 7.2.7.3 – In what ways did technological advances contribute to the development of Canada? (ER, PADM)	Research for Deliberative Inquiry 7.S.7.1 Develop a position supported by information gathered through research 7.S.7.2 Draw conclusions based upon research and evidence 7.S.7.4 Organize and synthesize researched information 7.S.7.5 Formulate new questions as research progresses	

		<p>7.S.7.6 Integrate and synthesize concepts to provide an informed point of view on a research question or an issue</p> <p>7.S.7.8 Include and organize references as part of research</p> <p>Communication</p> <p>7.S.8.1 Communicate information in a clear, persuasive and engaging manner, through written and oral means.</p>
<p>Summative Assessment Strategies</p>	<p><u>Rubric</u> for "Museum in a Box" Inquiry Project</p>	
<p>Note to teacher:</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 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 the 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 (butter churns and irons):</p> <ul style="list-style-type: none"> Kerosene iron blue Coleman 83.388.2"5" – flat iron – no handle Flat iron with handle solid – flat bottom Geneva Illinois S97.115.10 – flat iron Butter press – 73.2.2"j" –b Pattern form 73.2.2"s" Pattern form 84.79.10 lj Butter paddle 73.2.s Rec centre paddle Paddle 84.79.11"s" Butter paddle (mechanical) wooden churn 81.232.1"s" all metal except paddles 	

	<p>2 paddle metal churn (mechanical) 73.2.3"s"</p> <p>(All items are from the Red Deer Museum and Archives. Similar items from other museums or private collections can be substituted)</p>
<p>Introductory Activity/ The Hook</p>	<p>Activity 1: Group items (as a class?)</p> <ol style="list-style-type: none"> 1. Figure out what items go together according to purpose and justify why they do. (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>	<p>Activity 2: What's the Purpose?</p> <ol style="list-style-type: none"> 2. Students choose one of the groupings. Items in that grouping will be passed around to the groups who chose it. 3. Students complete Object Investigation Retrieval Chart – Each group of students has ~10 minutes to record information about each object on separate charts. Students can record questions as they go, but their main focus should be observation of the objects. This will keep the objects moving around the room. 4. Students generate questions and decide where they can find answers – pair, share with other partner group. (Each pair should begin with four good questions → When they become a group of four they must narrow down the combined groups 8 questions into the best four.) Students must justify questions according to focus question. <p>Activity 3: Time sequence.</p> <ol style="list-style-type: none"> 5. Students order the objects with a common purpose according to a time sequence. Which came first and which came last? 6. Students find approximate dates for each item. This is also a good opportunity for them to locate visuals representing the "missing links" in the development of the item. <p>For suggested websites, see Resources section.</p> <p>Activity 4: Developmental Changes and Why They Occurred.</p> <ol style="list-style-type: none"> 7. Students answer the following questions: How have the objects shown a progression over time? How have they changed? Why have they changed?

	<p style="text-align: center;">What does a comparable object look like today? If you had this item at home, what would it look like?</p> <p>Activity 5: Criteria for Quality of Life.</p> <p>8. As a class, brainstorm criteria for quality of life, some suggestions include education/literacy, health care, employment, leisure time, etc. Narrow it down to the three most important. (Note: for differentiated instruction, number of criteria can be increased or decreased.)</p> <p>Activity 6: Draw Conclusions.</p> <p>9. Students choose one series of items. Using the criteria for the quality of life, students decide on how the progression of technology of each item would impact the lives of the people using it. Students record the conclusions in the Impact of Technology Chart, and then answer the question: How does the change in technology reflect the development of Western Canada?</p> <p>Presentation Options:</p> <p>10. Students will present their conclusions of the impact of the item’s development on the lives of the settlers. Students should have digital photos of object(s) and find more on the internet for comparison/progression.</p> <ul style="list-style-type: none"> Poster PowerPoint or electronic presentation Play/skit Dramatic Monologue
<p>Resources</p>	<p><i>Ways of Churning Butter</i> – lots of historical information http://webexhibits.org/butter/kitchen.html</p> <p><i>Butter Making: Home Churns and Utensils</i> http://www.oldandinteresting.com/history-butter-churns.aspx</p> <p><i>Butter Churn History</i> – scroll down to pages. Choosing individual types of churns gives pictures of each. http://www.butterchurnhistory.com/</p> <p><i>Get Your Grip on History: 1900 Butter Churning</i> – A how to for making butter http://www.lhf.org/cgi-bin/gygactivity.pl?50</p> <p><i>History of Ironing</i> – illustrated information http://www.oldandinteresting.com/antique-irons-smoothers-mangles.aspx</p>

	<p><i>Historical Irons</i> – lots of pictures http://www.designboom.com/history/iron_hst.html</p> <p><i>Irons</i> – from the White River Valley Museum http://www.wrvmuseum.org/journal/journal_ftbr_0497.htm</p>
Formative Assessment Strategies	<p>Checklists:</p>
Extension	<p>Students answer the question: Could you be a settler?</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'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&lq=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&lq=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&lq=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&lq=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



	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

Object Investigation Retrieval Chart



I. Preparation for Inquiry		
A. <i>Who are your Inquiry Team members, and what are their responsibilities?</i>		
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?		

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 might want when they have this.

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 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			