

# Stories of Early Canada Through PowerPoint

An Exploration of Various Groups of People who  
Settled, Developed and  
Helped to Create Canada's Identity

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## Overview

Students will use a variety of software to develop an understanding of the stories of early Canada. This project can be adapted for group, pair or independent work. Assessment rubrics are included to assess each part of the project.

Students can create a story through independent research, planning and the development of a PowerPoint. Some possible topics from the program of studies are listed below.

### Possible Topics for the Scrapbook Stories From the Program of Studies

**5.2.3 critically examine ways of life in New France by exploring and reflecting upon the following questions and issues:**

- How do stories and legends of the coureurs des bois and voyageurs inform us about Francophone history, culture and presence throughout Canada? (I, CC, TCC)
- What do stories about the habitants tell us about Francophone history, culture and presence in Canada? (I, CC, TCC)

**5.2.4 critically examine ways of life of the fur traders by exploring and reflecting upon the following questions and issues:**

- How are the stories of the Métis people, their culture and heritage rooted in the fur trade? (CC, I, TCC)
- How do stories about ways of life in fur trade forts reflect the British influence in Canada? (CC, TCC, PADM)
- What were the main languages spoken by fur traders and their families in the fur trade forts? (I, CC, TCC, ER)

**5.2.5 critically examine ways of life of the United Empire Loyalists by exploring and reflecting**

**upon the following questions and issues:**

- What do stories of the United Empire Loyalists tell us about the British culture and presence in Canada? (CC, I, TCC)
- How did the diversity of United Empire Loyalists contribute to Canadian diversity? (I, CC, TCC, LPP)

**5.2.6 critically examine the ways of life of immigrants from the British Isles during the Great**

**Migration by exploring and reflecting upon the following questions and issues:**

- What do stories of Irish and Scottish immigrants tell us about their heritage and presence in Canada? (CC, I, TCC)
- What do the stories of the British peoples tell us about the British history, culture and presence in Canada? (CC, I, TCC)

**5.2.7 critically examine how the North-West Mounted Police shaped ways of life in Canada by**

**exploring and reflecting upon the following questions and issues:**

- What do stories of the North-West Mounted Police tell us about the settlement and development of Western and Northern Canada? (LPP, PADM)
- How have stories of the North-West Mounted Police shaped identity in Western and Northern Canada? (I, TCC, PADM)

**5.2.8 critically examine ways of life of non-European immigrants by exploring and reflecting**

**upon the following questions and issues:**

- How do the stories of the Chinese immigrants contribute to an understanding of the development of Canada (i.e., railway workers)? (CC, I, TCC)
- What do stories of the Underground Railroad tell us about the history and presence of Black communities in Canada? (CC, I, TCC, LPP)
- How do stories of immigrants from India contribute to an understanding of diversity in Canada? (CC, I)

## Part A: Using Thinkature Software to Compile Ideas

***What is Thinkature?***

Thinkature is a free software program that helps to develop, link and share ideas through webbing, text and images. It is simple to operate and can be an effective tool for the organization and sharing of ideas.

***Where can I find it and how can I use it?***

Thinkature is located at [www.thinkature.com](http://www.thinkature.com). An email address, username and password will suffice to create an account. This site offers a space where you can try out the Thinkature software or take a tutorial. Within the tutorial, it will teach you how to create, move, and size cards. It will also teach you how to record ideas on cards, draw diagrams, use arrows to link ideas, incorporate images, chat, and collaborate. This tutorial is simple enough for students to explore independently.

***Can it be a collaborative tool?***

Thinkature can be collaborative in two ways. You can have students work under the same username or students can have their own username and invite one another to share in the creation of an idea board. The benefit of this program is that you can invite others in and work with them in real time from other computers.

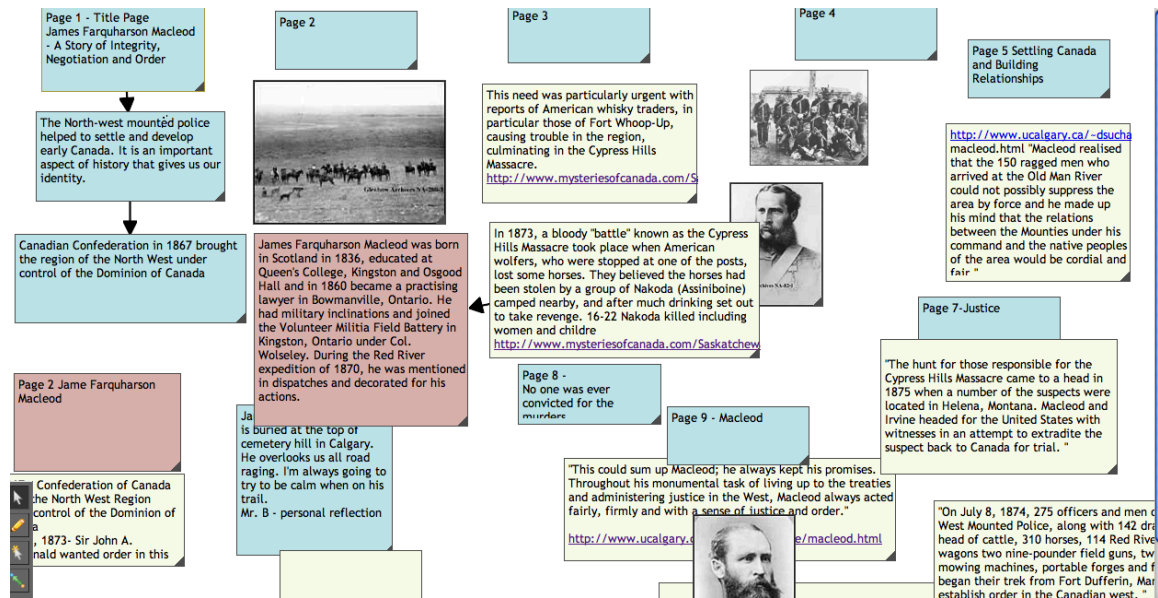
***How can I assess this?***

Students can print off their work or ideas to show process and the development of their ideas. Another option is the teacher can enter their Thinkature account to assess work or even give feedback during the process. A possible rubric is located on the next page.

## Thinkature Planning Rubric

	5	3	1
Ideas	The ideas are thorough enough to develop the story.	The ideas are on topic. Some important ideas are missing.	There are few ideas or the ideas are off topic.
Content	The content is expressed in the students' own words in jot-note notation. There is clear evidence historical facts and development of some appropriate fictional ideas to build the story.	Some of the content is expressed in the students' own words. There are some facts that show the history and there is some development of fictional ideas to build the story.	The content has been taken from the internet or there are not enough facts to develop the story or development of fictional ideas to build a story.
Documentation	Sources and images are always documented.	Sources and images are often documented.	Sources are not documented.
Organization	The information is ordered in a chronological order. Colours, layout and arrows have logical structure. The layout of the future PowerPoint is clear with attention given to the content, images, and text which may appear on each slide.	The information is usually easy to follow and shows some organization. The layout of the future PowerPoint is emerging. It is not very clear which content, images and text might appear on each slide.	There is little organization in the presentation of the page. The layout of the future PowerPoint is not apparent and needs greater organization to show what will appear on each slide.

## A Picture of Planning with Thinkature:



## Part B: Creating the PowerPoint

After the planning stage, students should have their ideas organized so that they can develop their PowerPoint slideshow.

Process:

1. For students who are less informed with using PowerPoint, they may want to have time to develop skills around the software through exploration or the tutorial found at this website:  
<http://www.actden.com/pp/>
2. Students can begin to develop their PowerPoint by using their Thinkature plan. From this plan, images and facts should be easy to access. If needed, they can add to their Thinkature plan as they work, developing word choice, perspective, and creative language that is appropriate. From this, students can integrate it into the PowerPoint slideshow.
3. After students are satisfied with their storyline, they can begin to incorporate such things as a background texture, fonts, music, interesting transitions and other special effects that they feel will enhance their story.
4. Students can share or present their PowerPoint.
5. Possible assessment for the PowerPoint is located on the following page.
6. An example of a created PowerPoint is included.

## Rubric for the Scrapbook PowerPoint

	5	3	1
Content	Historical facts are accurate, relevant, and indicate a rich understanding of the history.	Historical facts are often accurate, relevant, and indicate an overall understanding of the history.	Historical facts are occasionally accurate, relevant and there is little understanding of the history.
Story	The story has been adapted to the student's own words with care for attending to historical facts in an interesting manner that includes a beginning, middle and ending. The story is told in a rich and provoking manner that accurately honors the event, person or group.	The story is written in the student's own words. Occasionally the historical facts or the development of an interesting story is sacrificed. The work either becomes a list of historical facts or a creation that does not honor the moment in time.	There are few facts and the story is confusing or non-existent. The main idea of the historical event, person or group is lost.
Perspective/ Voice	The perspective chosen illustrates a profound understanding of the event, person or group. There is careful consideration given to motivations, cultural background, and situations that might influence how history unfolded.	The perspective chosen illustrates overall understanding of the event, person or group. There is some consideration given to motivations, cultural background, and situations that might influence how history unfolded.	The perspective chosen illustrates little understanding of the event, person or group. There is no consideration given to motivations, cultural background, and situations that might influence how history unfolded.
Technology and Presentation	The student demonstrates strong capability to use PowerPoint as a medium and has carefully selected fonts, backgrounds, music and images to build the story.	The student demonstrates some capability to use PowerPoint as a medium and has selected fonts, backgrounds, music and images that help develop the storyline.	The student demonstrates little capability to use PowerPoint as a medium and has not selected fonts, backgrounds, music and images to build the story.
Planning	The planning is always evident in the building of the PowerPoint scrapbook.	The planning is occasionally evident in the building of the PowerPoint scrapbook.	The planning is rarely evident in the building of the PowerPoint scrapbook.

### ICT Outcomes:

**C.5** - Students will use technology to aid collaboration during inquiry. **Specific Outcomes** 2.1 retrieve data from available storage devices, such as a shared folder, to which a group has contributed 2.2 record group brainstorming, planning and sharing of ideas by using technology 2.3 extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and email.

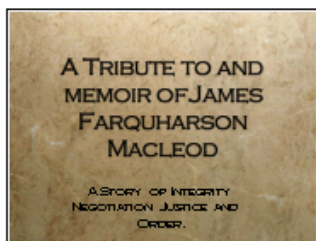
**Specific Outcomes** 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) 2.2 organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by

communicating effectively, through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes.

**P.6** - Students will use communication technology to interact with others.

**C.7** - Students will use electronic research techniques to construct personal knowledge and meaning. **Specific Outcomes 2.1** use a variety of technologies to organize and synthesize researched information **2.2** use selected presentation tools to demonstrate connections among various pieces of information.

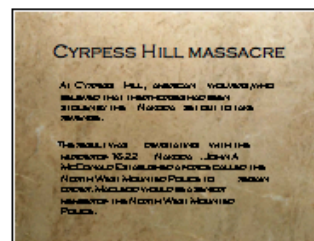
### Example PowerPoint:



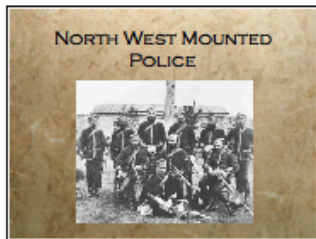
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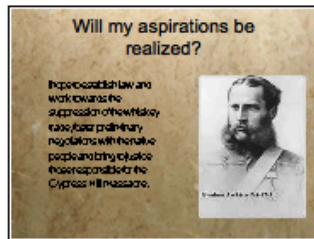
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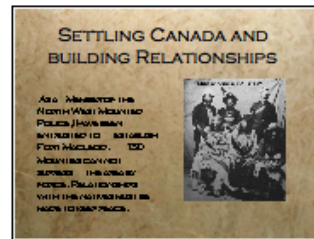
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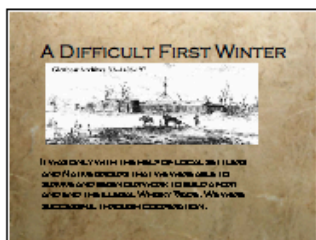
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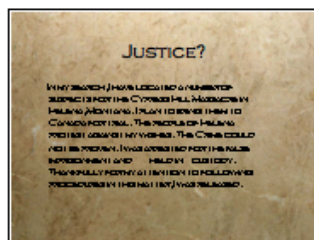
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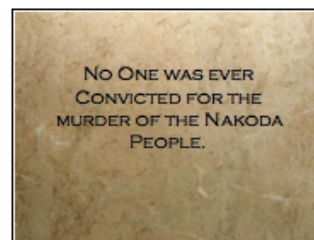
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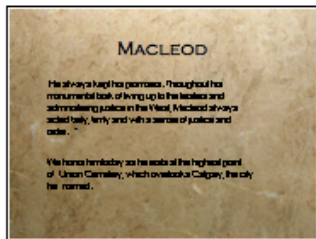
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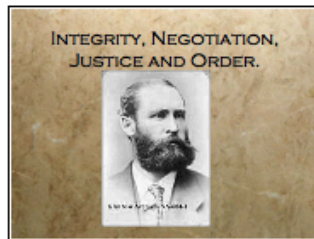
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