

# **WHAT MAKES A LEGEND?**

Is it someone who makes a difference by taking a risk?



The Famous Five- Unveiling of bronze tablet in lobby of Canadian senate, Ottawa, Ontario. June 11, 1938 [NA-3043](#) Used With Permission

Or... is it a narrative that people tell as a true story. Sometimes the details are difficult to confirm, but usually the story names people and identifies locations. The person telling the story usually does not claim to be an eyewitness to the events. Legends often contain a moral or a lesson and are told to uphold the values of the community.

~ Windsor Public Library 2004


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 <p><a href="#">The Task</a></p>	 <p><a href="#">Assessment Rubric</a></p>	 <p><a href="#">Movie Maker</a> <a href="#">Movie Maker Tutorial</a></p>
 <p><a href="#">Historical Resources</a></p>	 <p><a href="#">Outcomes</a></p>	 <p><a href="#">ICT Outcomes</a></p>

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**Criticized by some,**

Admired by others,

Loved by all!

Women did not always have access to education and well paying jobs. In fact, women were not considered "persons" under the British North America Act until the early twentieth century. Because of the actions of five Canadian women, the role of women in Canadian society has changed.

## The Task

An educational multimedia company has selected you to create a 3-5 minute digital documentary on one of the above women. You have been selected to choose and research one Canadian woman and the key event with which she is associated from above. After exploring sources connected to the woman and event, you will use your knowledge and understanding to critically assess the impacts of social and political changes on individual and collective identities in Canada. You must then decide the extent to which these women should be considered legends. You will present your findings through a digital documentary.

<a href="#">STEP ONE</a>	<a href="#">STEP TWO</a>	<a href="#">STEP THREE</a>	<a href="#">STEP FOUR</a>	<a href="#">STEP FIVE</a>	<a href="#">STEP SIX</a>
					

(to return to above chart, click on footprints)



### Step One: Choose Your Woman and Event

Click on the names of the significant women to view a Historica minute clip and gain an understanding of their perspectives on the events that occurred.

After viewing all five women, you will need to decide which historical character and event you would like to use for your research.

#### *Introduction to the Significant Women*

[Agnes Macphail](#)

[Emily Murphy](#)

[Jennie Trout](#)

[Laura Secord](#)

[Nellie McClung](#)



## Step Two: Inquiry

Using the [Historical Resources](#) research the social and economic effects on Canadian society of the woman and event you chose. Narrow the story to one central idea. Consider the short term effects, the long term effects, and the number of people affected. Explain what happened to these women, why it was a significant event and why it is important to tell their story. When you have gathered your information, decide the extent to which the woman can be considered a Legend in Canadian History. Use the following criteria to make your judgment: courageous, sound moral judgment, selfless.



## Step Three: Preparing For The Digital Documentary

You will need to become familiar with the [Seven Steps](#) in creating a Digital story and plan an accompanying [storyboard](#). Have your storyboard approved by the teacher before you begin creating your digital documentary. Using the Internet, locate audio and visuals that you will need for your digital documentary. Be sure to use images and audio which are copyright friendly or for which you can gain permission. Gather the appropriate information to cite your sources.



## Step Four: Creating the Digital Documentary

To better understand Windows Movie Maker, go over the [Microsoft Movie Maker Tutorial](#). Using Windows Movie Maker begin working on creating your digital documentary. Place the images you would like in the video editor and include a title, texts, special effects, and transitions. Use the assessment [rubric](#) to ensure that you are meeting all criteria.



## Step Five: References

You will need to [cite all of your sources](#) in your presentation credits.



## Step Six: Reflection

Print, complete and hand in the [Digital Story Checklist](#)

You will be required to present your digital documentary to the class!

Have fun with this project!

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## Historical Resources

<b>Agnes Mcphail</b>	<b>Emily Murphy</b>	<b>Nellie McClung</b>	<b>Jennie Trout</b>	<b>Laura Secord</b>
<a href="#">Wikipedia</a> <a href="#">Collections Canada</a>	<a href="#">Collections Canada</a> <a href="#">Wikipedia</a> <a href="#">Alberta Heritage</a>	<a href="#">Wikipedia</a> <a href="#">Collections Canada</a> <a href="#">Alberta Heritage</a> <a href="#">Nellie McLung</a>	<a href="#">Wikipedia</a> <a href="#">Rootsweb</a>	<a href="#">Galafilm</a> <a href="#">Rootsweb</a> <a href="#">Canadiana Connection</a>

## What Makes a Legend? 🌙

### Rubric

Level Criteria	Excellent	Proficient	Adequate	Limited
<b>Explains contributions</b> (7.2.6.3)	Uses <b>pertinent</b> information to describe social and economic effects	Uses <b>relevant</b> information to describe social and economic effects	Uses <b>suitable</b> information social and economic effects	Uses <b>trivial</b> information to describe social and economic effects
<b>Analyzes historical context</b> (7.S.2.1, 7.S.2.3, 7.S.2.4)	Provides an <b>insightful</b> examination of the historical context that allowed the individuals to be influential	Provides a <b>meaningful</b> examination of the historical context that allowed thinkers to be influential	Provides an <b>appropriate</b> examination of the historical context that allowed thinkers to be influential	Provides a <b>superficial</b> examination of the historical context that allowed thinkers to be influential.
<b>Draws and supports conclusions</b> (7.S.7.1, 7.S.7.2, 7.S.7.6, )	Researched evidence used to support conclusions is <b>compelling</b>	Researched evidence used to support conclusions is <b>convincing</b>	Researched evidence used to support conclusions is <b>believable</b>	Researched evidence used to support conclusions is <b>weak</b>
<b>Communicates information</b> (7.S.7.15, 7.S.8.1, 7.S.8.6)	Communicates information in a <b>captivating</b> manner	Communicates information in a <b>substantially engaging</b> manner	Communicates information in a <b>partially engaging</b> manner	Communicates information in an <b>minimally engaging</b> manner



**General Outcome 7.2:** Students will demonstrate an understanding and appreciation of how political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

<u>Values and Attitudes:</u>	<u>Knowledge and Understanding:</u>	<u>Skills and Process:</u>
<p>7.2.3: Appreciate the challenges that individuals and communities face when confronted with rapid changes.</p>	<p>7.2.6: Critically assess the impacts of social and political changes on individual and collective identities in Canada since 1918</p> <p>7.2.6.3 What are the social and economic effects of the changing roles and images of women in Canadian Society (i.e., right to vote, working conditions, changing family structures)? (ER, I)</p>	<p><b>critical thinking and creative thinking</b> <b>7.S.1.6</b> Access diverse viewpoints on particular topics, using appropriate technologies.</p> <p><b>historical thinking</b> <b>7.S.2.1</b> Analyze historical issues in order to form or support an opinion <b>7.S.2.3</b> Explain the historical contexts of key events of a given time period <b>7.S.2.4</b> Distinguish cause, effect, sequence and correlation in historical events, including the long and short term causal relations of events</p> <p><b>apply the research process:</b> <b>7.S.7.1</b> Develop a position supported by information gathered through research <b>7.S.7.2</b> Draw conclusions based upon research and evidence <b>7.S.7.4</b> Organize and synthesize researched information <b>7.S.7.6</b> Integrate and synthesize concepts to provide an informed point of view on a research question or an issue <b>7.S.7.15</b> Analyze and synthesize information to produce an original work</p> <p><b>oral, written and visual literacy:</b> <b>7.S.8.1</b> Communicate information in a clear, persuasive and engaging manner, through written and oral means <b>7.S.8.6</b> Use selected presentation tools to demonstrate connections among various pieces of information</p>

**OUTCOMES**

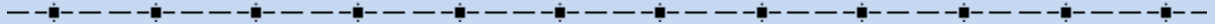
## Purpose

To Understand history and its relation to themselves, students need to appreciate it, and need to identify ways in which the past has shaped society.

➤ To Learn what the social and economic effects of the changing roles and images of men (e.g. right to vote, working conditions, and changing family structures).

➤ To identify how social and political changes affect ideas of citizenship. They will gain insights into legends that helped shape Canada and influenced the idea of citizenship that shapes the country.

➤ To distinguish cause, effect, sequence and correlation in historical events, including the relations of events.



### **Other ICT Outcomes that may be addressed not included in Social Studies**



#### **These outcomes are not summatively assessed in the task.**

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

3.3 access and operate multimedia applications and technologies from stand-alone and

3.4 access and retrieve information through the electronic network

*C.2 - Students will seek alternative viewpoints, using information technologies.*

➤ 3.3 use information technology to find facts that support or refute diverse viewpoints

*C.3 - Students will critically assess information accessed through the use of a variety of technologies.*

3.2 evaluate the relevance of electronically accessed information to a particular topic

*C.5 - Students will use technology to aid collaboration during inquiry.*

3.1 access, retrieve and share information from electronic sources, such as common files

*C.7 - Students will use electronic research techniques to construct personal knowledge and meaning.*

➤ 3.2 make connections among related, organized data, and assemble various pieces into a

*F.3 - Students will demonstrate a moral and ethical approach to the use of technology.*

3.1 use time and resources on the network wisely

3.4 cite sources when using copyright and/or public domain material

3.5 download and transmit only materials that comply with the established network use

3.6 model and assume personal responsibility for ethical behavior and attitudes and technologies and sources in local and global contexts

*P.3 - Students will communicate through multimedia.*

3.1 create multimedia presentations that take into account audiences of diverse size, age, gender, ethnicity and geographic location

3.2 create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from remote sources

*P.5 - Students will navigate and create hyperlinked resources.*

3.2 demonstrate proficient use of various information retrieval technologies

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

3.1 communicate with a targeted audience, within a controlled environment, by using such communication technologies as email and web browsers

3.2 demonstrate proficiency in accessing local area network, wide area network and Internet services, including uploading and downloading text, image, audio and video files

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