Lesson 1 – Introduction/Site Exploration – Quiz Show

Curricular Fit: Grade 9

Time: 80 instructional minutes

Objectives:

2.1 Use comprehension strategies to identify explicit and implicit ideas and information in texts
2.1 Use comprehension strategies to preview complex texts as to their intent, content and structure, and use this information to set a purpose and select strategies for reading
2.1 Use knowledge of visual and textual cues and structural features when skimming and scanning various print and other media texts to locate relevant information effectively and efficiently
2.1 Apply and explain effective procedures for identifying and comprehending words in context; adjust procedures according to the purpose for reading and the complexity of the texts

Rationale:

This lesson uses a game show format to explore the various aspects of The Women of Aspenland Virtual Exhibit. The specific information and general knowledge of the exhibit will help facilitate the following lessons in the sequence.

Materials:

- Computer with internet access & a word processor for every student
- Quiz Show Student Handout per student
- Whiteboard with markers
- Teacher computer with projection device and screen – optional
- "Prize" or recognition for the students with the most points - optional

Prerequisite Skills:

1. Access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) (TCT Div 2 Outcome Cl 2.1)
2. Navigate through a document that contains links to locate, copy and then paste data in a new file (TCT Div 2 Outcome P5 2.1)
3. Create and revise original text to communicate and demonstrate understanding of forms and techniques (ICT Div 2 Outcome Pi 2.1)
4. Edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style (ICT Div 2 Outcome Pi 2.2)

Procedure:

Pre-Lesson:
1. Load the Women of Aspenland Virtual Exhibit. Loading the site on each student computer prior to the lesson can help with operational time, although it is not necessary. (This will save time both at the beginning of the lesson as well as operational time as it will cache the site which will put less strain on the network, hopefully making it run faster)

Lesson:
1. Introduce the Women of Aspenland Virtual Exhibit. Tour the students through the site
using the teacher computer and projection device. Emphasize the following aspects of the exhibit:

- The focus - women and their contribution to an identifiable community
- The different areas of exploration - The Women, The Social Landscape, The Region
- The different media embedded within the site - use examples - i.e. play a "Heritage Trails" segment for the class
- The technology within the site - audio, search functions.

2. Have students work through the game grid (hard copy or electronic copy) - answering the questions.

3. Students should word process their answers in a grid that corresponds to the game grid they are given. This may require the teacher to review how to build a grid/table in the particular word processor you are using.

4. Prizes could be awarded to the students with the most points.

5. Note: The questions are not necessarily to be answered from memory. Students should use the search function on the site to help in finding answers to the questions.

6. Option - The teacher may use the projection devise to display the grid and use a more traditional group oriented "Game Show" format. This works best when students play the game in teams.

Evaluation:

As this is an introductory activity, evaluation will be formative and diagnostic. Teachers should note students who could and could not finish the activity in time and the reasons for this. Teachers should also note students who struggle with the technical skills, as these are important to the rest of the lesson sequence.

Procedure:

Pre-Lesson:

1. Load the Women of Aspenland Virtual Exhibit. Loading the site on each student computer prior to the lesson can help with operational time, although it is not necessary. (This will save time both at the beginning of the lesson as well as operational time as it will cache the site which will put less strain on the network, hopefully making it run faster).

Lesson:

1. Introduce the Women of Aspenland Virtual Exhibit. Tour the students through the site using the teacher computer and projection device. Emphasize the following aspects of the exhibit:
   - The focus - women and their contribution to an identifiable community
   - The different areas of exploration - The Women, The Social Landscape, The Region
   - The different media embedded within the site - use examples - i.e. play a "Heritage Trails" segment for the class
   - The technology within the site - audio, search functions.

2. Have students work through the game grid (hard copy or electronic copy) - answering the questions.

3. Students should word process their answers in a grid that corresponds to the game grid they are given. This may require the teacher to review how to build a grid/table in the particular word processor you are using.

4. Prizes could be awarded to the students with the most points.

5. Note: The questions are not necessarily to be answered from memory. Students should use the search function on the site to help in finding answers to the questions.

6. Option - The teacher may use the projection devise to display the grid and use a more traditional group oriented "Game Show" format. This works best when students play the game in teams.
Evaluation:

As this is an introductory activity, evaluation will be formative and diagnostic. Teachers should note students who could and could not finish the activity in time and the reasons for this. Teachers should also note students who struggle with the technical skills, as these are important to the rest of the lesson sequence.
## The Game

<table>
<thead>
<tr>
<th>Points</th>
<th>The Women</th>
<th>The Social Landscape</th>
<th>The Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>This woman married a Blacksmith and lived in Innisfail in 1911.</td>
<td>This was the name of the Canadian West before 1880.</td>
<td>The Region Central Alberta is part of what Natural Region.</td>
</tr>
<tr>
<td>200</td>
<td>This woman was a Trustee of the Red Deer Public School Board from 1955-1966.</td>
<td>What generally happened to the native wives of fur traders when the fur trader retired and returned to Europe?</td>
<td>The Saskatchewan Land and Homestead Company encouraged people from what countries to settle in Central Alberta?</td>
</tr>
<tr>
<td>300</td>
<td>This Central Alberta woman served as Canada’s Ambassador to the United Nations.</td>
<td>What church set up The Alberta Ladies College in Red Deer?</td>
<td>What is the largest city in Aspenland?</td>
</tr>
<tr>
<td>400</td>
<td>This woman served for 40 years as a missionary in Northern India</td>
<td>Who was known as Alberta’s First Woman Guide and Outfitter?</td>
<td>Prior to European settlement, what did aboriginals call Sylvan Lake?</td>
</tr>
<tr>
<td>500</td>
<td>This woman organized the Woman’s Missionary Society and taught school into her 70s.</td>
<td>What kinds of activities did the Red Deer Quota Club organize?</td>
<td>Where was The North West Fur Company’s first trading post established?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What First most of Al Saskatchewan</td>
</tr>
</tbody>
</table>
## Answer Key

<table>
<thead>
<tr>
<th>Points</th>
<th>The Women</th>
<th>The Social Landscape</th>
<th>The Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Jane Elizabeth Rook <strong>Daines</strong></td>
<td>Rupert's Land</td>
<td>The Parkland Natural Region</td>
</tr>
<tr>
<td>200</td>
<td>Margaret Parsons</td>
<td>They stayed behind</td>
<td>Eastern Canada or Great Britain</td>
</tr>
<tr>
<td>300</td>
<td>Irene Parby</td>
<td>the Presbyterian Church</td>
<td>Red Deer</td>
</tr>
<tr>
<td>400</td>
<td>Beryl Finch</td>
<td>Myrtle Raivio</td>
<td>Snake Lake</td>
</tr>
<tr>
<td>500</td>
<td>Elsie Augusta Smith</td>
<td>Musical recitals, theatre, opera and ballets</td>
<td>Rocky Mountain House</td>
</tr>
</tbody>
</table>