Lesson 2 – People

Curricular Fit: Grade 4, Topic B (Homestead Settlement, 1890-1930)

Time: 40+ instructional minutes

Objectives:

Knowledge Objectives:
Major Generalization: People and events in the history of Alberta have affected each other, as well as development and settlement.
- Generalization: The contact between the Natives, the fur traders and the settlers in Alberta’s history brought changes to their lifestyles.
- Generalization: Albertans have been affected and challenged by historical events.
- Generalization: Albertans throughout the history of Alberta have contributed to its development.

Skill Objectives:
Process Skills
Locating/Organizing/Interpreting Information
- Acquire information by reading, viewing and listening to identify supporting details.
- Gather information by identifying the sequence of ideas or events
- Gather information by identifying time and place relationships (setting)
- Gather information by identifying cause and effect relationships
- Gather information by using definite time concepts such as decade and century

Analyzing/Synthesizing/Evaluating
- Compare and contrast the changes faced by several of the following: Natives, the fur traders, settlers, the people living during the Great Depression and World War II
- Identify how events in Alberta’s history affected the lifestyle of Albertans

Attitude Objectives:
- Appreciation of the contributions made by the many people/groups in Alberta’s history
- Appreciation of and tolerance toward the decisions made by Albertans in different times and under different circumstances

Rationale:

This activity is designed for students to explore the lives of some of the women who homesteaded in the Aspenland region. By comparing aspects of the women’s lives, common homesteading generalizations can be made.

Materials:
Computer with internet access & a word processor for every student
Women of Aspenland comparison chart (hard OR electronic copy)
Whiteboard with markers
Teacher computer with projection device and screen - optional

Prerequisite Skills:

Access and retrieve appropriate information from electronic sources for a specific inquiry (ICT Div 1 Outcome C1 1.1)
Edit complete sentences, using such features of word processing as cut, copy and paste (ICT Div 1 Outcome PI1 1.2)

Procedure:

Pre-Lesson
1. Load the Women of Aspenland Virtual Exhibit and navigate each to "The Women" section all the computers (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)

2. Divide class into groups of two. Try to pair students with stronger computer skills with students with less developed computer skills. - Optional

Lesson
1. Review intro to The Women of Aspenland Virtual Exhibit

2. Hand out comparison charts to students and explain activity to them.

3. Have students (singly or in pairs) complete the comparison chart.

4. Once complete, lead class discussion using "Questions and Issues for Inquiry" from the program of studies: How have changes and challenges caused Albertans to adjust their lifestyle? How have Albertans adjusted their lifestyles to meet changes and challenges? What impact did the influx of homesteaders have on Alberta?; e.g. Why did they come? What did they bring?

5. Leading statements could be written on the white board to help with generalizations and the connection with Aspenland. For example:
   - Women of Aspenland were . . .
   - Women of Aspenland brought . . .
   - Women of Aspenland helped . . .
   - Women of Aspenland came from . . .
Evaluation:

Evaluation should be informal and formative. A simple "Complete/Incomplete" record could be kept with regards to the comparison charts.
<table>
<thead>
<tr>
<th>Woman</th>
<th>Place</th>
<th>Occupation</th>
<th>Life</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>Caroline Hamilton Gaetz</td>
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<tr>
<td>Lydia Burghardt</td>
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<td>Olivine Delorme Miquelon</td>
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<tr>
<td>Irene Parlby</td>
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