Lesson 3 – Place

Curricular Fit: Grade 4, Topic A; Topic B

Time: 40-80 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 Objective:
Geography/Mapping
➤ use historical maps and map legends to locate the territories occupied by different Indian tribes, major fur trading posts and communities under study
➤ give possible reasons for the location of the major fur trading posts, fur trade routes, railroads and settlements, such as towns or cities

Participation Skills:
➤ participate cooperatively in group work by helping to make the rules, divide up the tasks, assign jobs and evaluate the group's performance
➤ accept the roles of leader and/or follower, as the situation requires
➤ plan and carry out an action that shows appreciation for a person/group of people in Alberta's history

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 lesson is designed to use the fun of the game "Adventures in Aspenland" to teach rudimentary mapping skills as well as vocabulary.

Materials:
➤ Computer with internet access, "Macromedia Flash Player" & a word processor for every student
➤ Whiteboard with markers
➤ Teacher computer with projection device and screen - optional
➤ Outline maps of Alberta, with the Red Deer River drawn and labeled as such
➤ Blank paper and pen/pencil per student group

Prerequisite skills:
1. Perform basic computer operations, which may vary by environment, including
powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down (ICT Div 1 Outcome F6 1.1)

2. Access and retrieve appropriate information from electronic sources for a specific inquiry (ICTDiv 1 Outcome C1 1.1)

Procedure:

Pre-Lesson:
1. Load the Women of Aspenland Virtual Exhibit (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. Make sure each computer has a copy of "Macromedia Flash Player" otherwise following the link on The Women of Aspenland Homepage

3. Divide class into groups of three. Try to group students with stronger computer skills with students with less developed computer skills. Also because there is higher level reading in this lesson, care should be taken to grouping weaker readers with stronger readers.

Lesson:
1. Students play "Adventures in Aspenland Game"

2. Each time they hit an obstacle, a multiple-choice question will appear on the screen. Students are to summarize the question and correct answer for each.

3. Students are to maintain a running list of troublesome vocabulary. Students can then use either a hard copy dictionary to define the words or an online dictionary such as Cambridge Dictionaries. If the teacher wishes to formally evaluate this portion of the lesson, students should be given a set number of words that they have to define, so that all students are defining the same number of words.

4. As they move down the river, one of the students in the group can trace their progress on the outline map, labeling centres of importance.

5. If the teacher wishes, she/he can keep track of "High Scores" or the mileage clocked by the various groups.

Evaluation:
Evaluation can be formative or summative. The teacher may wish to mark the Vocabulary exercise for each group. Likewise, the summaries could be graded. Note however that each group will have a different number of summaries based on the number of obstacles they hit. The outline map could also be submitted for grading.