Lesson 5 - Putting it All Together

Curricular Fit: Grade 4, Topic A; Topic B

Time: 80-120 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.

Process Skills
- Locating/Organizing/Interpreting Information
  - acquire information by reading, viewing and listening to identify the main idea and supporting details
  - gather information by:
    - identifying the sequence of ideas or events
    - identifying time and place relationships (setting)
    - identifying cause-effect relationships
  - using definite time concepts such as decade and century
  - organize information by classifying pictures, facts and events under main headings/categories
  - organize information by arranging events in chronological order; e.g., time line in order to establish a framework

Communication Skills
- express ideas, in sentence and/or paragraph form, on how change has affected the lifestyle of Albertans, supporting main idea with appropriate detail

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

Materials:
- Computer with internet access, and a word processor for every student
- Whiteboard with markers
- Box or large container
- Digital Camera if using the digitization option
Rationale:

This lesson is designed to illustrate to the students that the Women of Aspenland have been preserved in a type of time capsule called the Virtual Exhibit. It further asks them to question themselves as to what is important in their personal lives, the life of their school community, and the life of the wider community and how this might be preserved for the future. They will reflect on this by revisiting the themes of People, Place, and Time within their own context.

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 (ICT Div 1 Outcome CL 1.1)

Procedure:

Pre-Lesson:
1. Divide the class into 3 groups.

Lesson:
2. Review Women of Aspenland Virtual Exhibit - this can be done by touring the students through the exhibit using the projection device.

3. Review the lessons in the sequence: People, Place, Time

4. Discuss the idea that these elements of Aspenland have been preserved on the web site so that the present can begin to understand what was important to the people that lived the past.

5. Assign each group a topic (People, Place, or Time)

6. Each group is to bring to school or create in school (picture, painting, model, etc) a depiction or group of depictions of what they would want the future (it would help to pick a date, either significant to your community or arbitrary) to know about their topic. The depiction should relate their topic to their school or classroom. Each depiction should have a written or typed explanation of its significance - why is it important. For example, a group might build a collage of student photographs to illustrate the people of their classroom.

7. Each student will also bring/create something personal for the time capsule following the guidelines above.

8. Students can then make predictions about how their community/class/school will look in the year it is opened.

9. The three groups of "artifacts" should then be placed in the container along with the personal items and a set of instructions for the future.

Digitization Option:
1. The timeline can become a "virtual timeline" by photographing the items with a digital camera and then mounting them in an electronic format - presentation software or web page for example. Students could also be encouraged to use digital video equipment if this is practical in the class situation. This type of project could be mounted on a class/school web page. These web pages can be "sealed" so that they can only be opened after the given date. See your web master concerning this. The important thing to remember that it must also survive in hard copy so that it can be sealed in the container and put away for the future regardless of platform problems.
Evaluation:

The project could be evaluated summatively by group using the following simple rubric:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Somewhat</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The written explanations are clear</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The items created/chosen reflect the school/class community</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Care/effect was taken in choosing/creating group items</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Care/effect was taken in creating/choosing personal items within</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>the group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The group members cooperated during the project</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Bringing students, teachers, or administrators from outside the class to see the "unveiling" of the project gives students a sense of recognition within the community that they are trying to portray to the future and can thus be important.