Lesson #9: Jasper Avenue Time Line Project

Generalization: Changes in my community have taken place in the past, are taking place today and may occur in the future.

Concepts: Community, change, past, present and future

Related Facts and Content: Indefinite time concepts such as past, present, future, long ago, etc. What the community area was like before settlers came. Changes in transportation, land use, shelter and communication as well as the positive and the negative results of change

Knowledge Objectives: Identify possible sources and location of information, acquire information by listening to or reading simple historical accounts, arrange events, facts and or ideas in sequence, compare information gained from two different sources to see if it is similar or different, draw conclusions about community changes, past and present, and predict future changes in the community

Communication Skills: On a time line record events in the community’s history. Draw or collect pictures of ways in which the community has changed or may change

Participation Skills: Make meaningful contributions to discussions supporting ideas with facts and reasons, participate in a small group activity by following rules, stay on task and offer encouragement and approval to those with whom one works

Attitude Objective: Appreciation for change

Cross Curricular Connections

Language Arts Curriculum: Contribute ideas for developing a class plan to access and gather ideas and information. Use text features such as titles, pictures, headings and labels to access information. Review information to determine its usefulness in answering research questions. Present ideas and information on a topic, using a pre-established plan. Work cooperatively with others in small groups on structured tasks. Contribute ideas and information on topics to develop a common knowledge base in the group.

ICT Outcomes: Access and retrieve appropriate information from electronic sources for a specific inquiry. Share information collected from electronic sources to add to a group task. Work collaboratively to share limited resources.

Main Lesson

Students will begin by working individually on this project. Each student will be given a time range (e.g. 1875-1900) to search for pictures of Jasper Avenue from the Picture Gallery Section of the Student Zone. Some time ranges may overlap a bit, but this is okay. As the teacher you must decide the time ranges and frameworks that you would like to use.
Each student must choose a minimum of five pictures from their time range. Students will record the date of the picture plus any important information about it. The students must also print off each picture that they have chosen. The students will arrange their pictures in order.

Arrange students into groups of four. The group must arrange all of the photos in order, making sure that the dates and information about the pictures are underneath the photos. The students may have to decide how to show Jasper Avenue in the **same year**, but with many photos taken from different locations. They can then glue their pictures down on large pieces of paper.

Each group will present their timeline to the class and put it up on the wall. As other groups present, the students should note how the timelines are the same and different from their own.

Initiate a class discussion using the following:
- Discuss whether or not the changes of Jasper Avenue have been good.
- Discuss how you think Jasper Avenue could change in the future.

**Supplementary Lesson**

Each student in the class will draw one change that they think Edmonton might have in the future. Underneath the picture, have the students explain what they drew and why they think it will change in that way.