

WEB QUEST #1

TEACHER INFORMATION

Before sending your students on the Alex Decoteau Web Quest it might be helpful to take your students to a museum for a guided tour. This will expose students to a wide variety of displays and also give them an idea of the responsibilities of a museum tour guide.

Cover the concept of the Timeline. You might want to show them some examples of textual and illustrated timelines so that they have an understanding of chronological order and correct format. You can explore the following sites for examples.

<http://collections.ic.gc.ca/alberta>

<http://collections.ic.gc.ca/pasttopresent>

<http://collections.ic.gc.ca/abnature>

<http://collections.ic.gc.ca/abpolitics>

<http://www.albertasource.ca>

The concept of artifacts may also be something you wish to explain to your students. This could be done at the museum or in the classroom.

Cross Curricular Potential

This Web Quest can cover other areas of the curriculum aside from Social Studies. Some Art objectives should come into play if students decide to build their own artifacts using paper mache or other materials, and sketches or drawings can also be used. The living mannequins (or tableaus) and the tour guide role can meet some of the objectives set out in the drama curriculum in the disciplines of speech and movement. Language Arts objectives dealing with letter writing and news articles (The 5 W's) can also be met through this project.

Social Studies Curriculum

This project was designed with Topic B of the Grade 4 Social Studies curriculum in mind. The path through the curriculum is as follows:

Questions and Issues For Inquiry

How have changes and challenges caused Albertans to adjust their lifestyle?
How have Albertans adjusted their lifestyles to meet changes and challenges?
How did the Europeans influence the Native people's way of life?
How did the Natives influence the European's way of life?

Knowledge Objectives

Generalization

Albertans throughout the history of Alberta have contributed to its development.

Concept

Contribution

Related Facts and Content

Shared knowledge with others

Defended / represented our province and country

Contributions of individuals

The project has three phases that use Skill and Attitude objectives from the curriculum.

Phase #1-Group Research

Process Skills

- Locating/Organizing/Interpreting Information
- Acquire information by reading, viewing to identify main idea and supporting details
- Gather information by:
- Identifying sequence of ideas / events
- Identifying time and place relationships

Mapping / Geography

- Use historical maps and map legends to locate territories occupied by different Indian tribes, communities under study

Participation Skills

- Participate cooperatively in group work by helping make the rules, divide the tasks
- Accept the roles of leader and/or follower as the situation requires
- Plan out an action that shows appreciation for a person/group of people in Alberta's history

Phase #2-Creation / Rehearse

Process Skills

- Organize information by classifying pictures/facts/events under main headings
- Organize information by arranging events in chronological order; e.g., time line to establish a framework

Note: All objectives from the Communication and Participation section of the curriculum are being met in this stage of the project. Any Art, Drama, and English objectives you can justify would also fit in here.

Phase #3-Guided Tour Presentation

Communication Skills

- Orally present information on a period / person of Alberta's history, based on prepared notes and supported by pictorial materials giving consideration to the audience, use of social studies terms, content and organization
- Role play

Participation Skills

- 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

There may be other curriculum objectives that can be used with this project. These are just the specific objectives used to guide the project.

WEB QUEST

INTRODUCTION

Your school is interested in creating a temporary museum honouring people who contributed to Alberta's rich past. Your group is assigned to create and present a display dealing with the life and accomplishments of Alex Decoteau, a famous Aboriginal distance runner. Decoteau is an interesting person because he was able to contribute to society at-large while at the same time honouring his Cree heritage. Today, Decoteau is an inspiration and role model for Canadians of any race.

TASK

Your team should be made up of four members who are hard workers and excellent researchers. The school would like the display to highlight the incidents of cultural bridging in his life, as well as his contributions and accomplishments as an Edmontonian, Albertan and Canadian. The display must include the following items

- Pictures
- Artifacts (something made by humans like a watch or a trophy)
- Maps
- Timelines (your teacher will go over what a timeline is)
- Living mannequins
- Written or printed material
- Furthermore, the display should have a tour guide that will help present the information contained in the display once it is completed and ready for the public.

Process: Stage 1

1. Each person in your group is to select one of the following areas for research and collection.
 - a) Pictures - collages, sketches, printed photos
 - b) Artifacts - cardboard or paper mache replicas
 - c) Maps/Timelines - Cree reserves, settlement of Edmonton, order of events
 - d) Textual information - letters, news articles, birth certificates

NOTE: Remember that all information collected for your display must have something to do with Alex Decoteau.

2. Begin navigating the websites listed under **resources** as well as this site under the headings student resources, Focus Materials, Links, and any other resources you may have access to, in order to collect the information for your display. Keep in mind that you should have a good reason for choosing the content and that it is in line with what the assignment is asking for. Good luck and have fun!!

Process: Stage 2

1. Once the content has been collected
 - a) Sit down with group and go through it
 - b) Each group member will explain how content fits with assignment
 - c) Provide each other with feedback on ideas and content
 - d) Try to be as creative as possible
2. At this point ask your teacher to sit down with the group to review the final selections for your display. Keep in mind your teacher will be asking why you have chosen the information, so do not skip the above step.

3. Now that your teacher has given their approval for the content of the display, it is time to start thinking of the actual exhibit. Things to consider are
 - a) Creating a display is like telling a story! It should have a beginning, middle, and an end.
 - b) Sketch out a rough model of the display on paper before you actually build it.
 - c) What type of displays does your group find interesting?
 - d) What are you going to build the display with? Poster board? Cardboard?
 - e) What colors will you use? Is it pleasing to the eye? Are you being as creative as possible?
 - f) How big should the text be? How much text will you use?
 - g) Does the display tell the story in the order it actually happened?

4. Once your group has considered the above suggestions and any others you came up with, it's time to start building the actual display.
 - a) All text and photos/drawings should be carefully glued or taped on construction paper so that it looks nice, neat, and organized.
 - b) If you have built any artifacts they might be displayed on a small table covered with a cloth and an explanation of the object's importance.
 - c) Do your very best work in all aspects of your display.
 - d) Would YOU pay money to see it! If the answer is no, you might want to make some changes.
 - e) Have the teacher check your rough draft to make sure it is appropriate before you move on.

5. Now that the display has been assembled you are ready to consider the presentation / guided tour of your mini-museum display to the public (your classmates and teacher).
 - a) Which member of your group will take on the task of tour guide?
 - b) Which members will act as living mannequins?
 - c) What events or people in Alex's life will the living mannequins try to show?
 - d) What type of costumes will they be wearing?

6. It is important for your group to practice the presentation of your display. Try to think of it as a mini play or movie. Actors do not just show up at the theatre or movie set and start acting for the audience right away. Actors put in many hours of rehearsal before they are ready for an audience. Your group needs to take this approach with your presentation so that everything runs smoothly and your audience enjoys the guided tour. When you rehearse it is important to do everything that you will do in the actual graded presentation. There should be no surprises! Ask your teacher to take a rehearsal tour in order to give you some feedback before you move to the final presentation.

Presentation

Hopefully your group is well rehearsed and ready for the graded performance. Do a quick check to make sure everything is where it is supposed to be, have your living mannequins 'freeze' in position, and begin your guided tour through the mini-museum display you have created. Good luck and have FUN!!

Resources

Here is a list of resources you will need to create your exhibit.

Alex Decoteau the Athlete

1912 Olympic Games Men's results

Results for the Men's 5000m final

http://62.232.35.140/athletics-heroes/stats_athletics/olympics/1912_m.htm

Runners of the Plains

Short comment on Aboriginal runners. It features Alex Decoteau among others

http://www.aafila.org/Sports Library/NASSH_Proceedings/NP1988/NP1988c.pdf

City of Edmonton Archives Online Catalogue

Use this site for all headings

<http://www.albertasource.ca/edmontonarchives>

Sports History in Edmonton

Photographs of Alex Decoteau

<http://www.epl.ca/EPLSportsHistory.cfm>

Alberta Sports Hall of Fame

2001 Hall of Fame Inductees. Alex Decoteau for Pioneer Award

<http://www.albertasportshalloffame.com/inductees.htm>

Alex Decoteau the Soldier

Remembering Our Heroes: Saskatchewan First Nations Veterans

Contains information on First Nation heroes with profiles and images

<http://collections.ic.ga.ca/heroes/>

Alberta Report, May 18, 1998 Internet Edition

Article on the unsung heroism of Canada's Aboriginal Soldiers

<http://www.albertareport.com/25arcopy/25a22cpy/2522ar04.htm>

Commonwealth War Graves Commission

Record of Commemoration for Alex Decoteau. Contains a few errors

<http://www.cwgc.org.uk/register.nsf/detailed.asp?casualty=461212>

Alex Decoteau the Cree

Aboriginal Faces of Saskatchewan

Contains images, stories and achievements on Aboriginal men and women

<http://collections.ic.gc.ca/faces/>

Biography on Alex Decoteau

Biographical information on his life and achievements. Contains some errors

<http://www.publib.saskatoon.sk.ca/sports/pages/N1.html>

Aboriginal People Who are Making a Difference

A list of Aboriginal People who are making a difference

http://www.arnold.ca/products/cr6/addinfo/cr6ai_aboriginals.html

Timeline Examples

<http://www.smartdraw.com/resources/examples/business/grant10.htm>

<http://www.smartdraw.com/resources/examples/business/grant11.htm>

www.ieanea.org/features/Chicago/chitime.htm

NOTE: You may also want to use any information found in textbooks or encyclopedias on Alex Decoteau.

EVALUATION

This is a group project so everyone will receive the same grade for the process and presentation. Hopefully this will encourage your group to work together cooperatively and fairly in pursuit of a common goal, which in this case is an informative and creative display. The process portion of your grade will take into consideration your actual input and feedback during the research and creation of the display. The presentation portion of the group grade will deal with the overall impression and content of your display. There will be grading rubrics included in the teacher section of this Web Quest.

CONCLUSION

Hopefully once you have completed the Web Quest you will understand and appreciate the contributions of people in Alberta's past, Alex Decoteau in particular. The life and accomplishments of Decoteau should help you realize that anyone can overcome obstacles (such as cultural boundaries) and make contributions to the wider society, and in the process serve as an excellent example for people of all ages and races.