

Urban and rural communities and lifestyles

Elementary
Junior High

This lesson could be used to teach about the concepts of urban and rural communities and lifestyles in the Social Studies curriculum. It could also be used in a Language Arts class in a unit or theme related to community.

This lesson introduces students to different types of historical sources, including photographs and textual sources.

By examining evidence of the communities and places in which the Famous 5 lived, students will learn about complexities and lifestyles of the Canadian West in the early 1900s. Students will also be asked to consider lifestyles of women during this time period.

Starting to learn

Begin the lesson by asking student to brainstorm characteristics of communities. Use a wall chart to create a word bank of these characteristic. Have students use the class word bank to identify which characteristics they would use to describe their own community. Provide students with a visual organizer such as the **Wheel** to help them record and illustrate the characteristics they identify.

Student resources

- Visual organizers: *Teacher resource guide*, pp. 74-79

Setting the stage

Have students work in small groups. Introduce the Famous 5 as an important group of women who worked to improve lifestyles for Canadian women. Provide each group of students with the **Backgrounder** student resources on each of the Famous 5. Ask each group to read the **Backgrounders** together and identify the communities in which the Famous 5 lived. Have groups label these communities on an outline map of Canada. Have them list communities outside Canada on the side or back of their maps.

Have students use library or classroom resources to find photographs of the communities in which the Famous 5 lived. Depending on available resources, these photographs can represent aspects of the communities in both the past and the present. Ask each group to use the **Setting the stage** student resource to record characteristics they think the Famous 5 would have identified in their own communities in the time period in which they lived. Students can be asked to record sentences and any illustrations to represent what they found out using the storyboard format of this student resource.

Ask students to think about the kinds of things that can be learned from photographs and textual sources. Students may be guided through the information on the **Finding sources** of information student resource. Have them add information on using different types of sources to their **How I use sources** student resource.

Ask students to consider what they might like to find out about how communities in the past compared to the present. Work with the students to create a list of inquiry questions. Students can use the **For my inquiry** student resource in this *Teacher resource guide* to record their questions.

Student resources

- Setting the stage: *Teacher resource guide*, p. 80
- Backgrounder: The Famous 5: *Teacher resource guide*, pp. 90-97
Alternatively, students may be provided with biographical overviews of each of the Famous 5 provided in the *Sourcebook*. Consider the reading levels and abilities of your students.)
- Outline map of Canada
- Classroom or library resources on Canadian communities
- For my inquiry: *Teacher resource guide*, p. 82
- Finding sources of information: *Annotated bibliography*, p. 20
- How I use sources: *Teacher resource guide*, p. 81

Examining the evidence

Tell students that they will continue to work in their groups to investigate what they can find out about the communities in which the Famous 5 lived. Provide each group with the *Sourcebook* pages listed below.

Have students use the sources to find out what the communities that the Famous 5 lived in might have been like. Have each group focus on one of the Famous 5. Ask them to use their research to create a collage that describes and illustrates aspects of the communities from both the past and the present. Students can be asked to use other sources of information, such as the Internet, to do further research on each of the communities in which the Famous 5 lived.

Emily Murphy - Cookstown, Ontario; Edmonton, Alberta

Henrietta Muir Edwards - Montreal, Quebec; Macleod, Alberta

Louise McKinney - Frankville Ontario; Claresholm, Alberta

Irene Parlby - London, England; Alix, Alberta

Nellie McClung - Chatsworth, Ontario; Winnipeg, Manitoba; Calgary Alberta; Victoria, British Columbia

Students may also be guided through or asked to use the **Analyzing a photograph** and **Analyzing a document** student resources to help them discuss and examine the sources.

Student resources

- Emily Murphy: Photograph scrapbook: *Sourcebook*, pp. 26-29
- Emily Murphy: An author's house: *Sourcebook*, pp. 3 1-33
- Henrietta Muir Edwards: Photograph scrapbook: *Sourcebook*, pp. 54-55
- Henrietta Muir Edwards: The reading rooms: *Sourcebook*, pp. 59-60
- Louise McKinney: Photograph scrapbook: *Sourcebook*, pp. 72-73
- Louise McKinney: A biography: *Sourcebook*, pp. 74-76
- Irene Parlby: Photograph scrapbook: *Sourcebook*, pp. 98-99
- Irene Parlby: A sense of place: *Sourcebook*, pp. 100-102
- Nellie McClung: Photograph scrapbook: *Sourcebook*, pp. 120-122
- Nellie McClung: Home and career: *Sourcebook*, pp. 123-128
- Analyzing a photograph: *Teacher resource guide*, p. 83-84
- Analyzing a document: *Teacher resource guide*, p. 85-87

Pulling it together

Have students investigate what their own community was like in the past and how it has changed. Ask them to compare their communities to those in which the Famous 5 lived.

There are a number of project ideas in both the *Annotated bibliography* and the *Sourcebook* designed for various grade levels; however, all of the project ideas can be adapted to meet the needs of your group of students. Select a project, or present a choice of different projects, that students can work on to synthesize and display their learning about families from the past. Provide students, or groups of students, with the **Project planning form** from the *Sourcebook* to plan their projects. Assessment rubrics are provided in this *Teacher resource guide*.

Student resources

- Project ideas: *Annotated bibliography*, pp. 9-13
- Teaching and learning strategies: *Sourcebook*, pp. 13-18
- Project planning form: *Sourcebook*, pp. 19-20
- Assessment rubrics: *Teacher resource guide*, pp. 68-72