

Using this annotated bibliography with schools and community groups

The following activity suggestions are general starting points for schools and community groups to use the variety of sources and resources in this annotated bibliography. There are numerous opportunities to find links between the sources and resources provided and any social studies, history and Canadian studies curriculum.

Teachers and community leaders are encouraged to examine their programs and topics and decide how best to integrate the use of such source material. You will also have to make decisions about how to use different sources to meet the needs of your students.

Each section in the annotated bibliography contains an illustrated page that can be used to provide information on using primary sources, archives and museums to research topics from a variety of perspectives. Information is provided on ways to access the various sources and resources listed in this bibliography in the section that follows.

Activity suggestions for elementary schools

Displays and learning centres

Have students review the source material and use it to create their own facsimiles for their own classroom displays and learning centres.

Work with your students to create a special bulletin board display based on any one of the themes or topics in this annotated bibliography, have students find different resources that relate to the theme or topic, and display student activities.

Create a learning centre in the classroom that focuses on any one of the themes or topics, collect resources to include in the learning centre, and integrate activities that focus on the Famous 5, citizenship and women's history and rights.

Use learning centre activities that focus on specific subject areas such as Health, Social Studies, Language Arts, Drama and Art.

Have students work individually, with a partner or group to create their own slogan for the month related to one of the themes or topics in this annotated bibliography. Have them collect sources of information relating to this theme or topic and build a classroom or school display.

Organize an exhibition/display with local schools, featuring student projects, artwork and writing that relates to different sources of information from this annotated bibliography. Have each student or group of students select one source of information around which to create their project, artwork or a piece of writing.

Response journals and personal reflections

Once students have had a chance to look at and review different sources of information, have them create personal responses and write in a response journal.

Have students reflect in a response journal on a source of information they have found and read. Provide them with a focus that relates to any of the themes or topics in this annotated bibliography, such as the Famous 5, the 'Persons' Case, and women's history and accomplishments.

Discuss the importance of equal rights for all people with your students. Ask the class to respond to the question that is important to you?' or 'I like it when I can....' Get students to write about or draw their responses. Have students share their responses with others in their class, school or at home.

Newsletters and newspapers

Have students use and create facsimiles of source material to publish their own newspapers or newsletters.

Have students work in groups to create a monthly newspaper or newsletter that is based on a theme or topic in this annotated bibliography and incorporate and use different sources of information to put it together.

Have students distribute their newsletters in other classrooms in the school and/or community, or take them home to share with their families.

Interviews, projects and celebrations

Have students use different sources to find materials for completing an individual, group or class project. Have them use the sources to create a list of questions they could ask other people in an interview.

Invite seniors into the classroom to talk about lifestyles and the role of women during the mid 1900s. Invite women to talk about the different jobs with which they were, or are, involved.

Encourage students to make cards, stickers or projects that reflect different sources of information relating to the Famous 5, citizenship or women's rights and history. Select a different source of information each month that they can focus on.

Work with students to collect various sources of information relating to the themes and topics in this annotated bibliography. Organize an 'Open House' and invite family and community members to the school.

Have students create a 'guided tour' through a source of information they select from this annotated bibliography and share the source with a family or community member invited into the classroom.

Have students develop their own project idea from a group of sources they collect about the Famous 5, citizenship or women's history and rights.

Have them prepare an outline of their project plan, then work to develop their project. Provide students the opportunity to share their projects at a school display, fair or a community based fair such as the Heritage Fairs.

Activity suggestions for secondary schools

Displays and learning centres

Have students review the source material and use it to create their own facsimiles for their own classroom displays and learning centres.

Work with your students to create a special bulletin board display based on any one of the themes or topics in this annotated bibliography. Have students find different resources that relate to the theme and display student activities completed around the themes.

Create a learning centre in the classroom that focuses on any one of the themes or topics, collect resources to include in the learning centre, and integrate activities that focus on the Famous 5, citizenship and women's history and rights.

Have students work with a partner or group to design activities and create a mini-learning centre for other students around specific subject areas such as Social Studies, English/Language Arts, Health, Art, and Drama.

Organize an exhibition or display with local schools, featuring student projects, artwork and writing that relates to different sources of information from this annotated bibliography. Have each student or group of students select one source of information around which to create their project, artwork, or a piece of writing.

Response journals and personal reflections

Once students have had a chance to look at and review different sources of information, have them create personal responses and/or write in a response journal.

Have students reflect in a response journal on a source of information they have found and read. Provide them with a focus that relates to the themes in this annotated bibliography, such as the Famous 5, the 'Persons' Case, and women's history and accomplishments.

Have students consider the importance of equality and human rights and use different sources of information to prepare and document a position paper on the subject.

Debates and positions statements

Have students use a variety of sources to prepare position statements that relate to women's rights and issues.

Ask students to participate in discussions on human rights and equality. Have them prepare their positions using a variety of sources from this annotated bibliography. Videotape the discussions for local cable stations.

Hold a debate on how women are portrayed by the mass media, and compare the challenges faced by women today to those faced by women 70 years ago. Have students use a variety of sources from this annotated bibliography to prepare for their debate.

Newsletters and newspapers

Have students use and create facsimiles of source material to publish their own newspapers and/or newsletters.

Have students work in groups to create a collection of editorials on human rights, or create a monthly newspaper or newsletter that is based on the theme of equality and human rights. Have students use sources listed in this annotated bibliography to build their editorials and articles.

Have students distribute their newsletters to another classroom, throughout the school and community, or take them home to share with their families. Ask students to collect responses from family members or friends and use the feedback for another issue of their newsletter.

Have students work individually with a partner or group to create their own slogan for the month related to one of the themes or topics in this annotated bibliography. Have them collect sources of information relating to this theme and build a classroom or school display.

Interviews, projects and celebrations

Have students use different sources to find materials for completing an individual, group or class project. Have them use the sources to create a list of questions they could ask other people in an interview.

Have students prepare a picture book or piece of children's literature based on the Famous 5, a theme relating to citizenship, women's rights or women's history. Have them share their literature with a class of elementary students.

Have students list issues that relate to human rights and equality. Invite elected community officials to discuss these issues with the class. Have students respond to the discussion by writing letters.

Have students use a variety of sources from this annotated bibliography to organize a celebration of the Famous 5 and women's rights and history. Invite school and community members.

Invite students to form a student committee to deal with issues relating to discrimination, equality and human rights in the school setting. Ask the student committee to develop a policy statement proposal for the school.

Work with students to collect various sources of information relating to the themes and topics in this annotated bibliography. Organize an 'Open House' and invite family and community members to the school.

Have students create a 'guided tour' through a source of information they select from this annotated bibliography and share the source with a family or community member invited into the classroom.

Have students develop their own project idea from a group of sources they collect about the Famous 5, citizenship or women's history and rights. Have them prepare an outline of their project plan, then work to develop their project. Provide students the opportunity to share their projects at a school display, fair or a community based fair such as the Heritage Fairs.

Have students design and produce a poster and brochure highlighting citizenship in a democracy, and using examples from sources relating to the Famous 5 and other women's groups and organizations. Distribute the posters and brochures throughout the school and community.

Promote views of citizenship through the line arts. Have students write poems, perform plays or conduct interactive workshops based on the themes or topics in this annotated bibliography. Make a home movie that addresses issues relating to these themes. Have students use a variety of sources in this annotated bibliography to design their projects.

Finding sources of information

Historians are always asking questions. Using historical sources can involve finding the answers to two kinds of questions. First read or view to find out who created or wrote the source; then find out what the source says and where it was created or written. Then read or view again to answer why and how questions. Why was this source created? How did the writer feel when writing it? Sometimes imagination must be mixed with reality to try to come up with your own interpretation of the source's meaning and significance.

Sources to use

Collections are a series of sources that have been compiled about an individual, group, event or subject. A collection usually contains sources that have been gathered from different places or people.

A **fonds** is a type of collection. It contains the holdings of an individual or group. A fonds has not been compiled by outside people as a collection has. It contains sources that have been collected by the individual or group who is its subject.

Photographs and portraits are visual records of a person, place or event.

Audio and video sources can include sources such as audiotaped interviews, films, news reports, television shows, videotaped movies and documentaries.

Artifacts are items such as tools, household possessions, business and professional items that people used during a particular time period.

Biographies tell the stories of real people's lives. An autobiography is the story of the writer.

Historical narratives, books, articles and papers describe past events in historical form. A historical narrative can be written by someone who took part in the event, or lived during its time. A historical narrative can be a book, article or academic paper.

Media sources such as newspaper and magazine articles are published in periodicals. They are called periodicals because they are published at regular periods, such as weekly, monthly or at various points during a year.

Media sources can also include political cartoons.

Government records are records of events or people that the government has compiled. They can also be lists of facts the government has collected on a particular topic. They can include legal documents.

Places to look

Archives

Government and non-government organizations (NGOs)

Libraries

Media organizations

Museums

Websites