

## GALLERY ACTIVITY SHEET TEACHER OVERVIEW

### EXHIBITIONS

#### The [Grand Hall](#)

This spectacular exhibition introduces the history, cultures and beliefs of the First Peoples of Canada's Pacific Coast.

#### [From Time Immemorial: Tsimshian Prehistory](#)

This exhibition shows a reproduction of an archaeological dig carried out from 1966 to 1978 in the Prince Rupert region of British Columbia.

#### The [First Peoples Hall](#)

This hall celebrates the history, diversity, creativity, resourcefulness and endurance of Canada's First Nations, Métis and Inuit peoples.

#### The [Canadian Stamp Collection](#)

This hall gives you an experience of the Canadian history through an outstanding collection of over 3,000 stamps — every stamp that Canada has ever issued!

### STUDENT EXPERIENCE

This activity sheet is intended for students who visit the Canadian Museum of History. It offers them an engaging and thought-provoking self-guided exploration of four permanent exhibitions located on Level 1 of the Museum: the Grand Hall, From Time Immemorial: Tsimshian Prehistory, the First Peoples Hall and the Canadian Stamp Collection. Students will make their way through the exhibitions by answering questions that require observation, comparison, reflection and exploration.

### GRADE LEVELS

**ON** GRADES 3 TO 8

**QC** CYCLE 2 TO SECONDARY 2

*Best curriculum link to grade 3 to 6 / cycles 2 and 3*

### DURATION AND PROGRAM TIMES

- 45 minutes (expected duration)
- During regular hours

### DOWNLOAD THE ACTIVITY SHEET

The activity sheet can be downloaded free of charge on the Museum's website, at [www.historymuseum.ca/education](http://www.historymuseum.ca/education).

### RESERVATIONS

To make a reservation for a school visit, or to obtain printed versions of the activity sheets (\$1 per student), please call 819-776-7014 or email us at [information@historymuseum.ca](mailto:information@historymuseum.ca).

# IT'S YOUR HISTORY

### CURRICULUM CONNECTIONS

In order to support Ontario and Quebec curricula, these activities have been tailored to enhance your classroom content. Specific curriculum links for each level are outlined below.

#### **ON** GRADE 3: SOCIAL STUDIES

- Heritage and Identity: Communities in Canada, 1780–1850

#### **ON** GRADE 4: SOCIAL STUDIES

- Heritage and Identity: Early Societies, 3000 B.C.E. – 1500 C.E.
- People and Environments: Political and Physical Regions of Canada

#### **ON** GRADE 5: SOCIAL STUDIES

- Heritage and Identity: First Nations and Europeans in New France and Early Canada

#### **ON** GRADE 6: SOCIAL STUDIES

- Heritage and Identity: Communities in Canada, Past and Present

#### **QC** CYCLE 2: SOCIAL SCIENCES

- Competency 1: to understand the organization of a society in its territory
- Competency 2: to interpret change in a society and its territory

#### **QC** CYCLE 3: SOCIAL SCIENCES

- Competency 2: to interpret change in a society and its territory
- Competency 3: to be open to the diversity of societies and their territories



## PREPARING YOUR CLASS

To ensure that your class gets the most out of this unique educational experience, we encourage you to consider the pre-visit activities below.

### Build anticipation of your visit.

Get your students excited about history! Initiate a classroom discussion and ask questions to spark their imagination. This will encourage enquiry, get your students thinking about the Museum and make them look forward to their visit.

Suggested questions:

- What is a museum?
- Why do we have museums?
- Why is it important to visit museums?
- Where do you think all the objects in a museum or an exhibition come from?
- Have you ever been to a museum? Which one? What was your experience like?

To learn more about the First Peoples of Canada, visit the Museum's website: [www.historymuseum.ca](http://www.historymuseum.ca)

## THE DAY OF YOUR VISIT

- Tell your students that they will need approximately 45 minutes to tour the exhibitions with the activity sheet.
- You may want to suggest that they work together in small groups.
- Encourage them to read exhibition labels, and look carefully at objects and images. They will find most of the answers in the exhibitions, but not all. They will also need to reflect on their own experiences and offer their own opinions.
- Let your students know that other people will also be visiting the exhibitions, so they must show consideration for them.

## AFTER YOUR VISIT

Back in the classroom, review the activity sheets with your students. Ask if they had trouble finding any information. Use group knowledge to fill in any blanks.

## ADDITIONAL ACTIVITIES

To build on what your students learned at the Museum, you may want to consider the following resources:

- [Gateway to Aboriginal Heritage](#)
- [Morning Star – Gambeh Then](#)

## ANSWER KEY

1. At the entrance of Chief Qomoqua's house
2. A — House 4, Central Coast house  
B — House 1, North Coast house (Tsimshian house)  
C — House 5, Nuu-chah-nulth house  
D — House 3, Nuxalk house
3. Petroglyphs
4. In winter, Alex Janvier's ancestors used the morning star as a guiding light.
5. William Commanda received the title "Grandfather."
6. Norval Morrisseau
7. Whalebone
8. "To put something on top"
9. Caribou
10. Corn, beans and squash
11. Beaver
12. The Métis of Alberta
13. Lacrosse
14. False, false, true, true, true

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### CANADIAN MUSEUM OF HISTORY

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[historymuseum.ca/education](http://historymuseum.ca/education)