

Provincial Variations on Lesson Plans for Quest - Grades 8 – 10

Alberta, Northwest Territories and Nunavut

Activity 1 - Complete the Online Quest Activity

General Goals of the Activity: Think historically, infer, organize, identify relationships, explore, retain information, examine, explore interactions, explore impacts (cultural, economic), and make connections between the past and the present.

Specific Goals of the Activity

1. Help students make connections between the villagers.
2. Engage students in historical study using an interesting and engaging “game-like” environment.
3. Help students extract useful information from general descriptions, and organize it for analysis.
4. Help students understand individual and social biases and how they might impact a first-hand account.
5. Help students connect their own time period with the past.
6. Entice students to study the social structure of the village.

Themes and Skills

Grade 8 – History and Geography

Topic B: Canada – History of the 20th-century

Themes

- Trade with Britain and France

Skills

Locating/Interpreting/Organizing

- Identify and define topic(s).
- Acquire information to find answers to questions through listening, observing, reading.
- Differentiate between main and related ideas.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory.
- Determine values underlying a position (identify, define, describe—value priorities, value conflicts).
- Make generalizations by stating relationships among concepts about significant events and contributions of individuals in Canadian history.

Participation Skills

- Converse with others in a variety of settings, including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes—staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.
- Appreciate the contributions of individuals, groups and events to the development of Canada.
- Consider opinions and interpretations different from their own.

Grade 9 - Canada: Responding to Change

Themes

- Responding to technological change
- How technological change affects quality of life
- How technology affects the way people work
- How individuals influence technological change
- How government influences technological change

Skills

Locating/Interpreting/Organizing

- Acquire information to find answers to questions through listening, observing, reading.
- Identify relationships among variables within charts, graphs and tables.
- Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
- Draw conclusions about technological change and its effect on quality of life.
- Determine values underlying a position (identify, define, describe—value priorities, value conflicts).
- Make generalizations by stating relationships among concepts about technological change and its effect on quality of life.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on responding to change.

Participation Skills

- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes—staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.
- Appreciate the varied effects of economic growth on our quality of life.
- Be aware that technology raises many ethical issues.
- Grasp that social issues are complex and may take time to resolve.

Subjects

- Tradespeople in 19th-century Quebec
- Women in history
- Hierarchical relationships and power
- Tools and artifacts
- Social history
- Economic history
- Interdependence in communities
- Logic puzzles / problem solving

Duration of Activity: One to two 1-hour class periods

Required Equipment and Materials

1. Computer lab with one computer for every two to three students
2. Paper and pens

Instructions for Setup

1. Divide students into groups of two or three (depending on the size of the class and the number of computer's available for use).
2. Direct students to the following link; <http://www.civilisations.ca/tresors/village/index.asp?lang=en>
3. Each student group will then complete the quest activity for their age group, following the on-screen instructions.

Instructions for Use

1. Students will enter the exhibition, and click “Quest”.
2. They will be presented with a mystery; to solve it they will need to complete ten tasks/quizzes.
3. Students will work to complete the ten tasks, exploring the village and receiving clues to help them solve the mystery.
4. After receiving all of their clues, students should be encouraged to talk in their group, and make an educated guess about how to solve the mystery. They must try at least once before being given the option to see the final answer.

5. After they have completed the quest, assign each group the following questions to complete:
- a. What does this quest tell you about the nature of eye-witness accounts? Were the villagers always honest? Were they deliberately misleading?
 - b. What types of questions would you have asked the villagers in order to get more information? What makes a good question?
 - c. What are possible sources of tension between the villagers?
 - i. Read the tradesperson summaries for each person you talked to (go to the “village” tab and enter the buildings). What are some of the major issues Quebec tradespeople were facing during this time period?
 - ii. Create a chart (see example below) to organize your information. Organize your information in a way that is useful for you.
 - iii. What are some of the common problems for many of the trades? What problems are unique to one trade?

Trade	Problem	Trades with Similar Problems
Carpenter	- Furniture increasingly being made in large cities; factories	
Teacher		
Blacksmith		

(etc.)

Activity 2 – Historical Questions and Research Activity

General Goals of the Activity: Examine continuity and change in Canadian society, explore interactions, explore the impact of technological innovation, think critically, inquire, verify, search, justify, participate, express opinions.

Specific Goals of the Activity

1. Students should learn to develop a research question, conduct research, and develop a hypothesis/thesis statement.
2. Teach students how to synthesize information and write a short report on their research.

Themes and Skills

Grade 8 – History and Geography

Topic B: Canada – History of the 20th-century

Themes

- Trade with Britain and France

Skills

Locating/Interpreting/Organizing

- Identify and define topic(s).
- Acquire information to find answers to questions through listening, observing, reading.
- Differentiate between main and related ideas.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory.
- Determine values underlying a position (identify, define, describe—value priorities, value conflicts).
- Categorize information to develop concepts—colonization, settlement, nationhood.
- Make generalizations by stating relationships among concepts about significant events and contributions of individuals in Canadian history. Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on the historical development of Canada.

Participation Skills

- Converse with others in a variety of settings, including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes—staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

- Appreciate the contributions of individuals, groups and events to the development of Canada.
- Consider opinions and interpretations different from their own.

Grade 9 – Canada: Responding to Change

Themes

- Responding to technological change
- How technological change affects quality of life
- How technology affects the way people work
- How individuals influence technological change
- How government influences technological change
- Citizenship, identity, quality of life

Skills

Locating/Interpreting/Organizing

- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Identify relationships among variables within charts, graphs and tables.
- Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
- Draw conclusions about technological change and its effect on quality of life.
- Determine values underlying a position (identify, define, describe—value priorities, value conflicts).
- Categorize information to develop concepts—technology, mixed economy, quality of life.
- Make generalizations by stating relationships among concepts about technological change and its effect on quality of life.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on responding to change.

Participation Skills

- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes—staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.
- Appreciate the varied effects of economic growth on our quality of life.
- Be aware that technology raises many ethical issues.
- Grasp that social issues are complex and may take time to resolve.

Subjects

- Tradespeople in 19th-century Quebec
- Women in history
- Hierarchical relationships and power
- Tools and artifacts
- Social history
- Economic history
- Interdependence in communities
- Logic puzzles / problem solving

Duration of Activity: One to two 1-hour class periods plus time at home for individual research

Required Equipment and Materials

1. Computer Lab with one computer for every two to three students
2. Topic List (written on the board, overhead projector, or a hand-out).

Instructions for Setup

1. Divide class into small groups (two to three students) depending on your class size.
2. Have each group choose a topic from the topic list (below).

Instructions for Use

1. Students will work in groups to develop an historical question based on their topic. It would be helpful to review with students what makes a good research question prior to starting this activity:
 - a. Narrow down the topic: The topics on this list are broad and general, but they relate to this web module. Students will need to narrow them down to form a question to guide their research. This can be done using a brainstorming web (start with a key word, and have students think of words related to it). For example; the topic “Women in Quebec Villages” could generate words such as “teacher”, “weaver”, “farmer”, “mother”, “postmistress”, etc.
 - b. Interesting questions could be: “What types of activities were done by women in the village?” or “How were women expected to behave in a 19th-century Quebec village?”
2. To help students get started, you may wish to take one topic from the list and work through the brainstorming and question-forming processes as a class.
3. After students have developed a question, ask them to investigate the village based on their question. Have them write down the information they find and discuss it as a group.
4. Once the groups have gathered information from the village, they will be asked to continue their research as individuals. Each student should work to formulate an answer to their research question (a thesis statement).
5. Using the village research as a base, students will need to find two additional information sources (book, document, internet site, etc.) on their topic.
6. Students should be given an appropriate amount of time outside class to work on their research questions. Once they have completed their research they will be asked to complete a three-to-four-page report supporting the answer to their research question.

Topic List

In your group, choose one topic to focus on for this activity.

1. Economic relationships
2. Men and women's roles
3. The role of a priest and religion in the community
4. The status of different villagers based on occupation – social hierarchy
5. The role of the general store – community and economic
6. The role of the teacher and the schoolhouse
7. The farmers wife: challenges and way of life
8. Social activities and customs
9. Technological changes, then and now
10. Rural life, then and now