

## Provincial Variations on Lesson Plans for Quest - Grades 5 – 7

---

### Alberta

#### Activity 1 - Complete the Online Quest Activity

**General Goals of the Activity:** Think historically, infer, organize, identify relationships, explore, and retain information.

#### Specific Goals of the Activity

1. Help students make connections between the people in the village.
2. Engage students in historical study using an interesting and engaging “game-like” environment.
3. Help students extract useful information from general descriptions.
4. Help students understand individual biases and how they might impact a first-hand account.

#### Themes/Strands

Grade 7 Social Studies

- Time, continuity and change
- Economics and resources
- Culture and community

#### Dimensions of Thinking

- Develop skills of critical thinking and creative thinking.
- Develop skills of historical thinking.
- Demonstrate skills of decision making and problem solving.
- Demonstrate skills of cooperation, conflict resolution and consensus building.

#### 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 computers available).
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, 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. Look at the clues each villager provided. What do these clues say about their personal beliefs, lifestyle and experiences?
  - b. How much of this is dependent on the time period in which they lived, and how much is dependent on their personal beliefs or personalities?
  - c. Divide the clues into “facts” and “interpretations”. Did the interpretations contain some facts? Did the facts need to be interpreted to solve the puzzle?
  - d. Find examples of modern bias and compare using the same analysis skills as they did for the village.