

## SCHOOL PROGRAM TEACHER OVERVIEW

# HISTORY IN YOUR HANDS

### PROGRAM DESCRIPTION

Museum objects come in all shapes and sizes, and can tell us a great deal about the communities from which they come. Using various objects, students will have an opportunity to learn about the dozens of distinct Indigenous communities on Canada's Northwest Coast. Your students will handle primary sources from the Canadian Museum of History's learning collection, and use observation and historical thinking to discover what these objects are, what they're made of, and who might have used them.

### MAIN MESSAGE

Students can use the social studies inquiry process to critically inspect primary sources. This allows for a deeper understanding of the objects and tools used by the First Peoples of the Northwest Coast, now and in the past.

### GRADE LEVELS

**ON** GRADES 3 TO 5

**QC** CYCLES 2 AND 3

*Best curriculum link is to Grades 3 and 4/Cycle 2.*

### DURATION AND PROGRAM TIMES

- 45 minutes
- Start times: 10 a.m., 11:15 a.m. and 1 p.m.

### LEARNING OUTCOMES

In addition to providing a general appreciation of the material culture of the First Peoples of the Northwest Coast, this program offers your students experiences that will deepen their knowledge and understanding in a number of specific areas.

#### THROUGH THIS PROGRAM, YOUR STUDENTS WILL:

- Locate the territories of the First Peoples of the Northwest Coast, and describe the main features of this environment.
- Use the social studies inquiry process to explore "mystery" objects.
- Understand the role the Museum plays in preserving the heritage of Canada's First Peoples.

- Learn more about daily life among the First Peoples of the Northwest Coast, both past and present.
- Communicate the results of their historical inquiry, both orally and in writing.

### DELIVERY APPROACH

The Museum strives to tell the stories of Canadians through collected objects and the information these objects can provide. Our school programs aim to foster a creative learning environment for students, through hands-on and minds-on activities in which they feel free to take risks, ask questions and participate without being judged. By facilitating constructive collaboration with their peers and respect for one another's contributions, we encourage students to make personal connections with the past and develop a historical imagination, while making learning FUN!

### 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 for your visit:

Get your students excited about history! Initiate a classroom discussion and ask a series of questions to spark students' imaginations. This will engage your students in thinking about the Museum, encourage inquiry, and help students to anticipate the field trip in a positive way.



### *Suggested Questions:*

What is a museum?

Why do we have museums?

Why is it important to visit museums?

Where do you think all the items in a museum or exhibit come from?

Have you ever been to a museum? Which one? What was your experience like?

- Learn more about Canada's First Peoples by visiting the Museum's website at: [historymuseum.ca](http://historymuseum.ca).
- Locate British Columbia on a map of Canada and discuss its geographical characteristics (climate, terrain, hydrography, main cities, natural resources, etc.).
- Bring an unusual object to the classroom. Ask students to look at it and handle it carefully. Discuss the object as a class: What is it made of? What can it be used for? Who does it belong to? Where it is used? When it is used? How important is it for the user? Functional objects such as kitchen utensils (zester or manual egg beater), bike tools (e.g. a "spoon" to remove a tire from its rim), sewing tools, etc., are ideal.

## POST-VISIT ACTIVITIES

To help reinforce the lessons your students have learned during their Museum program, you may want to consider some of these follow-up activities:

- Visit the [U'mista Cultural Centre Education Page](#) for more lesson plans and information about the Kwakwaka'wakw people.
- Do the [Discovering Objects](#) activity, which will allow you to conduct new investigations with historical artifacts related to First Peoples from other parts of Canada.
- Use the social studies inquiry method to explore other objects of your choice.

## RECOMMENDED PAIRINGS

If you are interested in learning more about First Peoples, consider taking the school program *Traditions of the Anishinabe (Algonquin)*. To learn more about the Grand Hall, register your class for the *Grand Tour*.

## CURRICULUM CONNECTIONS

To support Ontario and Quebec curricula, this program has been tailored to enhance your classroom content.

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

- Communities in Canada, 1780–1850

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

- Early Societies, 3000 B.C. to A.D. 1500

### **QC** CYCLE 2: GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

- Competency 1: To understand the organization of a society in its territory
- Competency 3: To be open to the diversity of societies and their territories

## EVALUATION

To ensure that our programs remain helpful and relevant to your curriculum and to your students, we encourage all teachers to send in a post-program evaluation. Evaluation forms will be provided on site, and we hope you will take advantage of this opportunity to provide us with important feedback on your Museum experience.

## RESERVATIONS

To make a reservation, please call 819-776-7014, or email us at [information@historymuseum.ca](mailto:information@historymuseum.ca).

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## CANADIAN MUSEUM OF HISTORY

100 Laurier Street  
Gatineau QC K1A 0M8  
Canada  
[historymuseum.ca/education](http://historymuseum.ca/education)