

## SCHOOL PROGRAM TEACHER OVERVIEW

# THINK LIKE A HISTORIAN

### PROGRAM DESCRIPTION

When examining an object, museum historians begin with a series of questions. What is this? What is it made of? Who made it? Who used it? How did it get here? Using authentic “mystery” objects from the Canadian Museum of History’s Northwest Coast learning collection, this program trains your students to think like historians. From basic observations and descriptions of their mystery objects, students will build their inquiries to include historical thinking concepts. Further exploration of primary-source artifacts on display will help students identify aspects of continuity and change, as they absorb fresh historical perspectives.

### MAIN MESSAGE

Asking “good questions” of primary-source evidence, such as historical objects, allows students to gain a more critical understanding of the peoples, places and contexts of history — in this case, the First Peoples of the Northwest Coast, now and in the past.

### GRADE LEVELS

**ON** GRADES 6 TO 8

**QC** CYCLE 3 TO SECONDARY 2

*Best curriculum link is to Grades 7 and 8/Secondary 1 and 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:

- Recognize the diversity of the First Peoples of the Northwest Coast.
- Use historical thinking concepts to study “mystery” objects.
- Ask critical questions about their 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 study inquiry method to explore other objects of your choice.

## RECOMMENDED PAIRINGS

If you are interested in learning more about Indigenous peoples, consider taking the school program *Men and Women of the Fur Trade*. 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** GRADES 7 AND 8: SOCIAL STUDIES

- Introduction to historical thinking concepts and historical inquiry process

### **QC** SECONDARY 1 AND 2: HISTORY AND CITIZENSHIP EDUCATION

- Competency 1: Examine social phenomena from a historical perspective
- Competency 2: Interpret social phenomena using the historical method

## 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).

---

### CANADIAN MUSEUM OF HISTORY

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