

For The Teacher

Overview of the Learning and Evaluation Situation using the Resources of the McCord Museum Web Site

“Canadian Societies and Trades, around 1900”

| | |
|-------------------------|--|
| Description : | Students learn about the diversity of Quebec, Prairie and West Coast societies around 1900 by creating a <i>Web album</i> on the trades found in these societies, using the McCord Museum on-line database of images. |
| Grades: | Primary Education, Cycle Three. For more details, see heading <i>9. Curricula Links.</i> |
| Duration: | Approximately 6 hours (in class or at home). |
| Process: | On the museum Web site and on paper. |
| Student Handout: | Log Book ¹ . |
| Web resources: | On the Museum Web site ² : <ul style="list-style-type: none"> • Observation games; • Thematic tours (movie clips); • Database of 110,000 images pertaining to Canadian history; • Excerpts from history books. Additional site: <ul style="list-style-type: none"> • <i>The Canadian Encyclopedia</i>³. |
| Tool: | The Web folder , available on the McCord Museum Web site, for creating visual and written presentations. The folder is largely made up of images found on the site or taken from other sources. Students may view it under different formats (album, tour, etc.). It is saved on the Museum Web site from which it can be printed or presented in class. |

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¹ Check out the following address : www.mccord-museum.qc.ca/notman and choose « Educational Activities».

² McCord Museum: www.mccord-museum.qc.ca

³ The Canadian Encyclopedia: www.thecanadianencyclopedia.com

1. Pedagogical intent

Pedagogical intent:

- Students learn about the diversity of Quebec, Prairie and West Coast societies around 1900 by using a research and information-processing approach to study these societies, their territories, economic activities, goods and services, and available trades.

Specific objectives of the activity:

- To use ICT;
- To use information;
- To formulate questions;
- To observe;
- To describe;
- To compare;
- To establish links;
- To summarize.

For more details, see heading **9. Curricula Links** (see p.13).

2. Process

These activities follow the process of researching and working with information in history.

A. Learning about a problem...

To begin, the teacher invites students to participate in various observation games as a group and to compare images of urban landscapes, past and present, available on the Museum Web site⁴. These games allow students to consider the changes that have taken place in Montreal since the close of the 19th century.

For the **role-play exercise**, the teacher explains the problem faced by a fictitious family living in a rural area of Quebec around 1900. There will be no land available in the future.

⁴ Check out the following address : www.mccord-museum.qc.ca/twolenses .



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"After leaving church, a farming family comes upon a poster. The mother reads it to her husband and their 12 children. It is a public notice inviting young people to settle on the Prairies. The notice claims that life is better out there and offers many benefits to newcomers. The older boys seem interested, as do the male suitors of the older girls.

These young people are presented with a difficult choice. Since land is scarce where they now live, should they take their chances in Montreal, the country's largest city, or leave for the vast Prairie frontier or perhaps the West Coast? All three destinations have their advantages and disadvantages. Once dinner is over and the youngest children are in bed, the family discusses the matter and wonders which area is the best choice for an honourable life: Where can the young people earn a living, follow the teachings of their religion, make friends, and provide food and shelter for their future families?

Remember, school is not mandatory in Quebec during this period⁶. Child labour laws have just raised the minimum working age to 13 for boys, and 14 for girls⁷. It is understood that children may eventually become shop or factory apprentices. Thanks to improved education, many trades are available to them. These trades contribute to the production of goods and services needed for the new consumer society taking root in Canada.

In order to help the students' draw upon their previous learnings, the teacher organizes a brainstorming session on the three societies being studied, their

⁵ *Family group, hoeing, about 1915*, Anonymous, MP-0000.25.483, McCord Museum. The teacher may display this photo by entering its number in the Museum Web site's search engine.

⁶ Dufour, 1997, p.59.

⁷ In Quebec, the minimum age was raised in 1903. *Statuts du Québec, 1885 à 1934*, cited by Crevier, 1992, p. 50.

territories and main economic activities. Students also discuss some of the trades that were available to young people (boys and girls).

CHARACTERISTICS OF EACH SOCIETY ABOUT 1900

| Societies | Quebec | The Prairies | The West Coast |
|----------------------------|---------------------------|--------------|----------------|
| Territory | | | |
| Economic activities | (Montreal, in particular) | | |
| Available trades | (Montreal, in particular) | | |

The teacher briefly explains the **task** at hand. Students must research their subject and prepare a visual presentation on the McCord Museum Web site in which they:

- compare two societies (Quebec and the Prairies; or the Prairies and West Coast), around 1900, in terms of their territories, economic activities and goods and services;
- present two trades available to young men or women (one from each society);
- choose a location where they would prefer to live, based on the information gathered, and explain that choice.

B. Asking questions...

The teacher organizes students into teams of two and gives them a log book to use as they conduct their research.

In their log book, students then complete the chart outlining the characteristics of each society, describing what they know about its territory, economic activities, goods and services, and trades. They then write down the questions they would like answered.

To complete the role-play exercise, the teacher presents to the class one of the following thematic tours (in the form of video clips, approximately three minutes long):

- "Montreal 1896-1914: The Canadian Metropolis"⁸;
- "Go West! Settling Canada's Prairies"⁹;
- "Moodyville: Legend and Legacy"¹⁰ (an industrial community, now North Vancouver, in British Columbia);
- "Big Cities, New Horizons"¹¹.

The teacher points out that these *tours* are examples of the kind of visual presentations the students will soon be doing.

C. Planning research...

Using the list created with the students and outlining the characteristics and trades of each society, the teacher now gives a detailed presentation of the **task** at hand. In teams of two, the students must conduct research on two of the three societies (Quebec and the Prairies, or the Prairies and the West Coast) and create a visual presentation of their findings on the McCord Museum Web site.

The students' presentations must include approximately eight images, with commentary, documenting:

- the differences between these societies in terms of territory, economic activities, and goods and services produced;
- the reasons for these differences;
- the consequences of these differences;
- two trades available to young men or women (one trade for each society);
- the life that students would choose, based on the information gathered.

The teacher divides the work between teams, ensuring that several teams will compare Quebec and the Prairies, and several will compare the Prairies and the

⁸ Check out the following address: www.musee-mccord.qc.ca/en/keys/webtours/VQ_P3_4_EN.html

⁹ Check out the following address: www.musee-mccord.qc.ca/en/keys/webtours/VQ_P3_1_EN.html

¹⁰ Check out the following address: www.musee-mccord.qc.ca/en/keys/webtours/VQ_P2_15_EN.html

¹¹ Check out the following address: www.musee-mccord.qc.ca/en/keys/webtours/VQ_P2_6_EN.html

West Coast¹². In their log book, students indicate which societies they plan to study.

The teacher then accesses the Museum Web site to provide students with a quick demonstration on how to create their *Web album* (see item 4, page 10). He or she explains that their presentation can include images taken from locations other than the McCord Museum Web site, as long as they can be saved on a computer. Students may use this opportunity to familiarize themselves with the Museum Web site by learning the steps involved on their computers. The teacher can give students the time to explore the site and try the games presented on the EduWeb page.

D. Gathering and processing information...

Students begin the search by consulting their log book for the name of a Web site they may visit.

The teacher asks students to consult the McCord Museum Web site¹³ in order to locate images linked to their subject that may contain relevant descriptions. Students select the images they find interesting along the way. To locate information more easily, they may explore the sets of images already prepared on the following subjects:

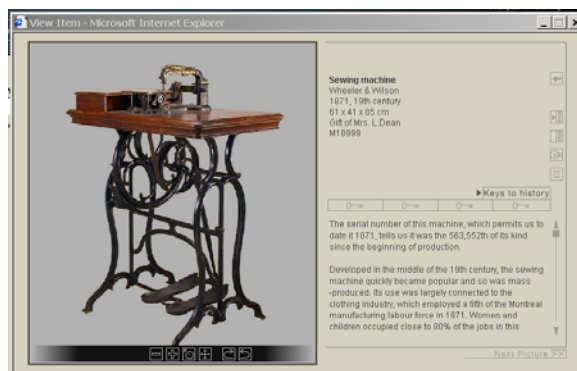
- "Life in Montreal";
- "The Prairies about 1900";
- "The West Coast about 1900";
- and "Working".

¹² As explained in the *Québec Education Program*, students study the "principal differences between Québec society and Canadian society in the Prairies around 1900" as well as the differences between the Canadian society of the Prairies and on the West Coast around 1900: (MÉLS, 2001, p.202)

¹³ Check out the following address: www.mccord-museum.qc.ca/collections

Students may also consult the database of images, using the search engines and key words. To more easily locate the documented images, they have to select: "Sort by Description Availability."

Students will try to find, in the ways listed below, images that have a direct bearing on the questions that they are researching:



- through their observation of it;
- through examining the accompanying label;
- through reading the description that comes with it (if applicable).¹⁴

Before leaving the McCord Museum Web site, students must save their selection of images. To do so, they must display their list of images and create a personal folder. In their log book, they must be careful to note their *folder's* name and password in order to access it later on. They must also write down their main observations as well as any information they remember.

Students continue their search for information and images by visiting the other site proposed in their log book:

- Excerpts from history books found on the McCord Web site, in the Pedagogical Guide ClioClic¹⁵;
- Web site of *The Canadian Encyclopedia*¹⁶.

¹⁴ Approximately 2,000 of the 110,000 images found on the McCord Museum Web site include descriptions.

¹⁵ Check out the following address : www.mccord-museum.qc.ca/student/resources choose "excerpts from history books". It includes numbered excerpts on the following subjects :

- #7 "Major industries in Quebec, during the second half of the 19th century";
- #15 "Major trends of Canada's economy at the turn of the 20th century";
- #17 "The Maritimes, the West and the industrialization";
- #21 "The forest industry in British Columbia";
- #29 "Factors in urban Canadian growth, in the 20th century";
- #49 "Life and work for the city dwellers at the turn of the 20th century";
- #59 "Working conditions for the working class in the early 20th century".

¹⁶ Check out the following address : www.thecanadianencyclopedia.com. Click on "english".

If they find interesting images, they must save them on their computers or on a diskette in order to access them later on. In their log book, students report their observations and discoveries.

E. Organizing information...

To process the information already gathered, students may enter the main differences and similarities between the two societies they have studied in the diagram of their log book.

Students then return to their *folder* on the Museum Web site in order to organize their presentation (under the **My Folders** tab). They may now add the images they have found on other sites and then choose, from among all the images gathered, the ones which will make up their final *folder*.

After removing the images they don't wish to include, students organize their presentation by deciding where to place each image. If possible, students must arrange their images in a manner that establishes a link between the two societies being studied (territories, economic activities, goods and services produced), and the two trades they have documented.

Students must then write their text using the notes they have recorded in their log book:

- In the introduction, students write their name and grade level, the name of their school, as well as the subject of their work: the societies being studied and the documented trades.
- For each selected image, students record the information they have found.
 - They compare the two territories.
 - They compare the two economic activities.
 - They compare the goods and services produced.
 - They compare the two trades.
- In the conclusion, students summarize what they have learned and theorize on the causes of differences between the societies being studied. They may briefly describe the way of life associated with the documented trades and decide where, in their opinion, it would be best to live. They also write down any new questions they may have.
- Students indicate their sources and save their work.
- Students choose how they would like to view their folder (album).

The students should indicate the sources they consult using the following formats:

| | |
|------------------------------|---|
| Example of a Web site | <i>Website of Library and Archives Canada</i> , [On line]. http://www.collectionscanada.ca/index-e.html (page consulted June 28, 2004). |
| Example of a book | Dickinson, John A. and Brian Young. <i>Diverse Pasts, a history of Québec and Canada</i> , Mississauga, Copp Clark, 1995, p. 190. |

F. Communicating the results of research...

The students are encouraged to present the *Web albums* that they create in class and to comment on the work during a class presentation of the projects.

The students may also print a copy of what they have done for evaluation. They can also save a copy of their work in a computer. If they want, students can have their *album* published on the Museum Web site. To do so, they must email its name to ClioClic@mccord.mcgill.ca. Students' work will be published in the **EduWeb** section.

By viewing each other's *albums*, students are able to share their knowledge and reflect on the trades that are specific (or not) to different societies, as well as on the goods and services produced by these different Canadian societies. By synthesizing information, students are able to draw up hypotheses regarding the differences, similarities or complementary nature of the societies being studied. Quebec may be an important industrial centre, but the Prairies and West Coast each represent a particular market for the goods that Quebec produces¹⁷. It is now time to gather any new question the students may have, in preparation for the next activities.

3. Web Resources

You and your students have access on this Web site to a variety of resources:

- Observation games;

¹⁷ "Third, let us mention that western settlements also represent a major factor of Canadian prosperity. (...) Many of these immigrants become farmers and specialize in the intensive production of wheat, half of which makes its way to international markets. In 1916, wheat and flour accounted for one third of Canadian exports. As avid consumers of manufactured goods from central Canada, farmers from the West also contributed to transportation networks and industrial development." [transl.] http://www.orghistcanada.ca/files/conference_papers/2002/2a-Rouillard-feb03.pdf, p.8.

- thematic tours (movie clips) on many subjects;
- a database of 110,000 images, from the digitized collections of the McCord Museum and its museum partners¹⁸;
- a tool for creating a Web folder capable of generating various visual presentations (album, tour, etc.);
- Excerpts from history books, found in the Pedagogical Guide ClioClic.

4. Tool for creating an inquiry: the Web folder

The work of the students takes the form of a *Web folder* that will be viewed as an album on the McCord Museum Web site.

A tool for gathering, processing, and organizing information ...

This tool will help the students at each step of their work in developing an inquiry. Students follow three easy steps:

1. Search the images database;
2. Select images by clicking on the "Select" icon;
3. From their list, create a folder in order to save it.

It enables them to structure the information that they collect, and to process and synthesize that information, while deciding afterwards which form their presentation will take (an album, a tour, etc.). Because the folders created by the students are exploratory in nature rather than exhaustive, it is recommended that their albums comprise about eight images. However, it is up to you to define what is required.

A flexible, multi-purpose tool...

A *Web folder* may:

- include digitized images from other sources, such as other museums;
- include hyperlinks to other Web sites;
- be viewed at any time on the Museum's Web site (as an album, a tour, etc.);

¹⁸ For this database of images called *Keys to History*, the McCord Museum's partners are: the New Brunswick Museum; the *Centre d'études acadiennes de l'Université de Moncton*; the North Vancouver Museum & Archives; the Guelph Civic Museums (in Ontario); the Sir Alexander Galt Museum & Archives (in Alberta), and the *Musée minéralogique et minier de Thetford Mines* (in Québec).

- be presented in class when it is completed using a computer hooked up to the Internet and a multimedia projector;
- be printed for the purposes of evaluation;
- be saved in a computer;
- be published on the Museum's Web site (by sending an e-mail with the name of their *folder* to ClioClic@mccord.mcgill.ca).

5. The teacher's role

You will be involved in the pedagogical and technical aspects of the project.

Pedagogical aspects...

You will help students structure their inquiry by, for example:

- helping them locate images relevant to their inquiry by:
 - doing several searches using the different search engines available on the site,
 - looking for concrete items related to the subject;
- encouraging them to use the other information sources available on the site (excerpts from history books) or elsewhere;
- helping them develop a coherent report;
- reminding them to acknowledge their sources;
- having them view each other's *albums* in order to share knowledge and reflect on the trades which are specific (or not) to the different societies, as well as on the goods and services produced.

Technical aspects...

You will help students use the site by:

- reminding them to save their *folder* frequently;
- reminding them to make careful note of the name of their *folder* and the password that they selected;
- suggesting that they make a back-up copy of the *folder* (saved under another name).

6. Evaluation

The log book can be the first tool used to monitor the students progress. It allows the students to better plan and record the inquiry process. The teacher is encouraged to consult this tool to monitor and evaluate the students' work, and if necessary, add his or her own observations to guide the process.

The following evaluation keys are to be used with your students, as a group, when you view the completed *albums*. They form the second tool associated with this learning situation.

Rate each element by circling a number. Calculate the total.

RESEARCH SUBJECT:

WEB FOLDER NAME (ON WEB SITE):

A. General:

| | | | |
|--|---|---|---|
| Folder accessible on the Museum Web site | 0 | 1 | |
| Quality of work | 0 | 1 | 2 |

B. Process :

| | | | |
|---|---|---|---|
| Introduction: subject and questions raised | 0 | 1 | 2 |
| Clear organization of images and information | 0 | 1 | 2 |
| Relevant commentary linked to inquiry | 0 | 1 | 2 |
| Information properly worded | 0 | 1 | 2 |
| Identification of differences between societies | 0 | 1 | 2 |
| Identification of the causes of these differences | 0 | 1 | 2 |
| Identification of relevant trades | 0 | 1 | 2 |

C. Use of diversified sources and references: 0 1 2

D. Written expression:

| | | | |
|---|---|---|---|
| Beginning of simple revision and editing decisions | 0 | 1 | 2 |
| Appropriate choices about structures and features of the text | 0 | 1 | 2 |

E. Originality: 0 1 2

TOTAL NUMBER OF POINTS: /25

Comments:

7. Schedule

Plan on using about six periods (of an hour) to carry out all of the steps (from the initial exploration to the presentation of the completed *albums* in class)

- Since some steps are done on computer, the students can eventually work at home or in the computer lab, outside of classroom time.

8. Technical equipment

- Ratio: 1 computer/2 students (recommended) unless you plan to have the teams take turns.
- Technical parameters:
 - *Internet Explorer 6* (or latest version), or *Internet Explorer Macintosh* (versions 5.2);
 - Macromedia Flash plug-in (version 7).
- A high-speed connection maximizes observation of high-definition digital images.
- Optional: a multimedia projector for presenting the site and the completed *albums* in class.
- Speakers (for the sound portion of movie clips and games on the Museum Web site).

9. Curricula links

QUÉBEC

Quebec Education Program, Preschool Education, Elementary Education (2001)

- **Broad Area of Learning : Environmental Awareness and Consumer Rights and Responsibilities**
 - Focuses of development : "Awareness of his/her environment : sensitivity to the natural and human environment, understanding of certain characteristics and phenomena of his/her environment [...], identification of connections between elements characteristic of the local or regional , awareness of interdependence between the environment and human activity."
 - Focuses of development : "Awareness of social, economic and ethical aspects of consumption: interdependence of individuals and peoples and their activities; origin of products consumed; [...]; working conditions of those who produce consumer goods or services and ways to improve them."

- **Cross-Curricular Competencies::**
 - Competency 1: Uses information;
 - Competency 6: Uses information and communications technologies;
 - Competency 9: Communicates appropriately.
- **Social Sciences :**
 - Competency 3 : To be open to the diversity of societies and their territories.
 - **Learnings related to competency 3 :**
 - ◆ **Canadian Society in the Prairies and on the West Coast around 1900**
 - ◆ **Québec Society and Canadian Society in the Prairies around 1900**
 - ◆ Principal differences : Composition and distribution of the population, characteristics of the territory occupied, economic activities, languages, religions.
-
- **English Language Arts :**
 - Competency 1 To read and listen to literary, popular and information-based texts.
 - Competency 2: To write self-expressive, narrative and informative-based texts.

The proposed learning and evaluation situation could also be adapted for New Brunswick classrooms, if structured to include the following elements:

NEW BRUNSWICK

Empowerment, grade 7 (Revised Version, August 29, 2003)

- **Outcome : 7.5.2 Describe the impact of Industrial Revolution on industry and workers in the Maritimes and across Canada**
 - Describe the typical workday, working conditions, and regulations for the following groups of workers: factory workers, resource industry workers, women and children in the work force.

References

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Credits

These proposed activities were first developed by Émilie LeBoeuf, teacher, during her studies at the McCord Museum in the spring, 2005, as part of her Master's Degree in Museology (at the *Université du Québec à Montréal*). These activities also benefited from the comments and suggestions of the following individuals: Katia Fornara, teacher, *École Laurier*, and Robert Archambault, Lynda O'Connell, and Martin Bellemare, educators, *RÉCIT-primaire, Commission scolaire de Montréal*; François Rivest, educator, *RÉCIT*, Bianca Duceppe and Régine Gilles, social environment educational counsellors, *Commission scolaire de la Pointe-de-l'Ile*; Nicole Lebrun and Anik Meunier, professors, *Faculté d'éducation, Université du Québec à Montréal*.

From the McCord Museum: Dr. Marie-Claude Larouche.