

For The Teacher

## Overview of the Web Activity "INQUIRE INTO A PAST PHENOMENON"

<b>Description:</b>	Carry out an inquiry into a phenomenon in Canadian History (1850-1945) using, among other resources, the McCord Museum Web site's database and produce a visual and written presentation called a Web folder.
<b>Grades:</b>	Grades 7 to 12; Secondary II to IV For more details, see heading <b>11. Curricula Links</b> .
<b>Duration:</b>	Approximately 4 hours (in class or at home).
<b>Process:</b>	On the museum Web site and on paper.
<b>Student Handout:</b>	Ideas for inquiries: <ul style="list-style-type: none"> <li>▪ Suggested in the "<b>Student/Ideas</b>" section.<sup>1</sup></li> </ul> Project contract (reminds students of the steps in an inquiry): <ul style="list-style-type: none"> <li>• Available in the "<b>Student/Inquire</b>" section.<sup>2</sup></li> </ul>
<b>Web resources:</b>	On the Museum Web site: <ul style="list-style-type: none"> <li>• Database of 125,000 images (2,200 of which are fully documented) mainly for the period 1840 -1945, pertaining to Canadian history: see the <b>COLLECTIONS</b> heading (on the general menu of the Web site);</li> <li>• Excerpts from history books and historians' texts;</li> <li>• Links for locating other images and documentation; see the "<b>Student/Ressources</b>" section.<sup>3</sup></li> </ul>
<b>Tool:</b>	The <b>Web folder</b> , a tool for preparing reports and visual presentations using images available on this site or elsewhere. The Web folder is saved on the Museum Web site.

1. Objectives .....	2
2. Games and inquiries .....	2
3. Ideas for inquiries .....	4
4. Resources .....	5
5. Tool for creating an inquiry: the Web folder.....	5
6. The teacher's role.....	6
7. Pedagogical tools.....	7
8. Evaluation .....	7
9. Schedule.....	8
10. Technical equipment .....	9
11. Curricula links .....	9

<sup>1</sup> Check out the following address: [www.mccord-museum.qc.ca/clioclic](http://www.mccord-museum.qc.ca/clioclic), select "**Student**", then "**Ideas**."

<sup>2</sup> Check out the following address: [www.mccord-museum.qc.ca/clioclic](http://www.mccord-museum.qc.ca/clioclic), select "**Student**", then "**Inquire**."

<sup>3</sup> Check out the following address: [www.mccord-museum.qc.ca/student/resources](http://www.mccord-museum.qc.ca/student/resources) .

## 1. Objectives

### Main objective of the activity:

- ❑ To carry out an inquiry related to Canadian history, consulting a variety of sources of information and using a Web creation tool.

### Specific objectives of the activity:

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

For more details, see heading **11. Curricula Links.**

## 2. Games and inquiries

By playing the observation games and carrying out their inquiry, the students, working either alone or in teams, are invited to experience the discovery or the reconstruction of history, in accordance with the learning approach used in social studies. You may adapt the resources to a situational problem.

### Stimulate the historical curiosity of students...

Initially, this involves encouraging the students to become familiar with the site and to take part in its various observation games that use artifacts<sup>4</sup>.

### Encourage students to ask questions ...

Somewhat like a historian, the students carry out an inquiry into a historical phenomenon that intrigues them, or that raises a problem to be investigated.

They can:

- formulate their own question for an inquiry, or
- take advantage of the inquiry ideas proposed by ClioClic, for which they are assured of finding appropriate resources on the Museum's Web site.

Before undertaking the inquiry in the digitized collections of the Museum, they must draw upon their prior knowledge and formulate one possible answer to their question.

---

<sup>4</sup> Check out the following address: [www.mccord-museum.qc.ca/eduweb](http://www.mccord-museum.qc.ca/eduweb) , and choose "games."  
 McCord Museum of Canadian History, ClioClic Pedagogical Tool  
 "Inquire into a past phenomenon" Activity, April 2006  
[www.mccord-museum.qc.ca/clioclic](http://www.mccord-museum.qc.ca/clioclic)

## Structure an inquiry...

Prior to their use of the images database, students may consult another historical source of information, in order to better define their subject (whether it be excerpts from history books or other written resources available on this site<sup>5</sup>, or a site as *The Canadian Encyclopedia*).<sup>6</sup>

Doing research with digitized collections (**125,000 images**, available under the tab **COLLECTIONS**) means the students will try to find, in the ways listed below, artifacts that have a direct bearing on the question that they are researching:



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

The students select their artifacts, save them by creating a folder and process the information that they have gathered. They thus take advantage of the workspace provided during their creation of a Web folder.

## Provide more extensive documentation...

The students may use the other sources of information suggested by ClioClic<sup>7</sup>:

- excerpts from history books;
- excerpts of historians' texts;
- a written summary of the period 1840-1945;
- essays by history students;
- hyperlinks to resources available on other Web sites;
- any other relevant sources.

<sup>5</sup> Check out the following address: [www.mccord-museum.qc.ca/student/resources](http://www.mccord-museum.qc.ca/student/resources)

<sup>6</sup> Check out the following address: [www.thecanadianencyclopedia.com](http://www.thecanadianencyclopedia.com)

<sup>7</sup> Check out the following address: [www.mccord-museum.qc.ca/student/resources](http://www.mccord-museum.qc.ca/student/resources)

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

<b>Example of a book</b>	Dickinson, John A. and Brian Young. <i>Diverse Pasts, a history of Québec and Canada</i> , Mississauga, Copp Clark, 1995, p. 190.
<b>Example of a periodical</b>	Barber, Dan. "Political Victory in Ottawa", <i>Canadian Illustrated News</i> , vol. 5, n° 27, July 2, 1874, p. 328.
<b>Example of a Web site</b>	Library and Archives Canada. <i>Website of Library and Archives Canada</i> , [On line]. <a href="http://www.collectionscanada.ca/index-e.html">http://www.collectionscanada.ca/index-e.html</a> (page consulted January 28, 2004).

### Present the results of their inquiry...

The students are encouraged to present the Web folders that they create in class and to comment on the work.

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.

Finally, the students may publish their work under the tab **EduWeb/ Students' Work** (by sending an e-mail with their folder's name to [ClioClic@mccord.mcgill.ca](mailto:ClioClic@mccord.mcgill.ca)).

In the Student section, look under the tab **Inquire** for a list of the steps in an inquiry (they are included in the "Student-Teacher Project Contract"). Look under the other tabs for information on **Ideas for Inquiries**; **Resources**; and the **Web folder**.

## 3. Ideas for inquiries

The suggested ideas are linked to different curricula. In general the ideas deal with living conditions in this country during the second half of the 19th century and the beginning of the 20<sup>th</sup> century, in the context of industrialization and urbanization; as well as Canada's participation in World Wars. They were conceived to ensure that the students can carry out productive research with the digitized collection and other available resources. See the tab **Teacher/Ideas**.<sup>8</sup>

<sup>8</sup> Check out the following address: [www.mccord-museum.qc.ca/clioclic](http://www.mccord-museum.qc.ca/clioclic), select "**Teacher**", then "**Ideas**."

## 4. Resources

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

- a **database of 125,000 images**, from the digitized collections of the McCord Museum and its museum partners: 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);
- and **written documents**, some from other university collaborators, and **hyperlinks** (to access other sources of information).

For more information, look under the tab **Teacher/Resources**.<sup>9</sup>

## 5. Tool for creating an inquiry: the Web folder

The work of the students takes the form of a Web folder. In three easy steps, students search the collection and select images by clicking on the "Select image" link, display their images selection (link on the general menu) and from their selection, make a folder by clicking on the "Create folder" link.

### **A tool for gathering, dealing with and organizing information...**

This tool will help the students at each step of their work in developing an inquiry. It enables them to save their initial selection of images, to organize and structure the information that they collect, to synthesize that information and to present the results of their inquiry.

Because the folders created by the students are exploratory in nature rather than exhaustive, it is recommended that their folders comprise about ten images. However, it is up to you to define what is required.

---

<sup>9</sup> Check out the following address: [www.mccord-museum.qc.ca/clioclic](http://www.mccord-museum.qc.ca/clioclic), select "**Teacher**", then "**Resources**."

## 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, to access specific information;
- be viewed at any time on the Museum's Web site;
- 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 under the tab **EduWeb/Students' Work** (by sending an e-mail with the name of their folder to [ClioClic@mccord.mcgill.ca](mailto:ClioClic@mccord.mcgill.ca)).

For more info, see the heading **My FOLDERS** (on the site's general menu).

## 6. The teacher's role

Beyond the suggestions in the chart "General teaching/learning approach", 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:

- directing their inquiry toward concepts proposed in the curriculum;
- helping them locate artifacts relevant to their inquiry by:
  - doing several searches using the different search engines available on the site (under the tab **COLLECTIONS** on the general menu),
  - looking for concrete items related to the subject;
- encouraging them to use the other information sources available on the site (excerpts from history books, historians' texts, written summaries, essays, etc.) or elsewhere;
- helping them develop a coherent report;
- reminding them to acknowledge their sources.

### Technical aspects...

You will help students use the site by:

- 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).

## 7. Pedagogical tools

You have access to tools that can help you plan the projects. These tools are found in this Teacher section under the tabs:

- **Approach:** the teaching/learning approach with a guide for demonstrating the Web site;
- **Curriculum:** the components of the curriculum in Canadian history, in English or French, for Quebec, Ontario, New Brunswick, British Columbia and Alberta.

A summative evaluation guide is provided below. There is a project contract available in the section "**Student/Inquire**".

In addition, you are encouraged to share your experience in working with these resources and to collaborate with your colleagues:

- under the tab **EduWeb/Pedagogical Tools**.

Finally, the section **FAQ/Toolbox** comprises:

- a **FAQ** (Frequently Asked Questions);
- a **glossary**;
- an information capsule entitled "**How to interpret artifacts.**"

## 8. Evaluation

A **student-teacher project contract** provides a means to plan and keep track of the inquiry process<sup>10</sup>.

The following evaluation keys are to be used with your students, as a group, when you view the completed folders.

<sup>10</sup> Check out the following address: [www.mccord-museum.qc.ca/pdf/eduweb/Contract.EN.PDF](http://www.mccord-museum.qc.ca/pdf/eduweb/Contract.EN.PDF)  
 McCord Museum of Canadian History, ClioClic Pedagogical Tool  
 "Inquire into a past phenomenon" Activity, April 2006  
[www.mccord-museum.qc.ca/clioclic](http://www.mccord-museum.qc.ca/clioclic)

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

SUBJECT OR IDEA:

FULL NAME OF REPORT:

WEB FOLDER NAME (ON WEB SITE):

**A. General:**

Folder is complete and functional	0	1	2	
Deadlines were met	0	1	2	3
All steps of contract completed	0	1	2	
Quality of work	0	1	2	3

**B. Approach:**

Introduction: title, subject, question, components of answer	0	1	2	
Comments pertinent to the inquiry	0	1	2	3
Conclusion: summary of results	0	1	2	

**C. Use of diversified sources and references:** 0 1 2 3

**D. Written expression:** 0 1 2 3

**E. Originality:** 0 1 2

**TOTAL NUMBER OF POINTS:** /25

Comments:

## 9. Schedule

Plan on using about four periods (of varying length) to carry out all of the steps (from the initial exploration to the presentation of the completed folders 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.

## 10. Technical equipment

- Ratio: 1 computer/2 students (recommended) unless you plan to have the teams take turns.
- Technical parameters:
  - *Internet Explorer 6* or *Safari* (latest versions);
  - Macromedia Flash plug-in (latest version).
- A high-speed connection maximizes observation of high-definition digital images.
- Optional: a multimedia projector for presenting the site and the completed folders in class.

## 11. Curricula links

For more details, see the tabs **Curriculum** and **Ideas** for specific components of the curricula.

### ALBERTA

#### *Social Studies, grade 7 (Validation Draft, Sept. 2003)*

- **7.S.7** Apply the research process:
  - [ICT] Plan and conduct a search, using a wide variety of electronic sources; [ICT] analyze and synthesize information to produce an original work.
- **7.S.8** Demonstrate skills of oral, written and visual literacy:
  - [ICT] Use selected presentation tools to demonstrate connections among various pieces of information.

### BRITISH COLUMBIA

#### *Social Studies, grade 10 (1997)*

- **Application of Social Studies:**
  - Plan and conduct library and community research using primary and secondary print and non-print sources, including electronic sources.

#### *Social Studies, grade 11 (1997)*

- **Skills and Processes II:**
  - Demonstrate appropriate research skills.

### NEW BRUNSWICK

#### *Canadian History, 122 (1998)*

- **Historical Thinking:**
  - 3. Students will employ processes of critical historical inquiry to reconstruct and interpret the past

### ONTARIO

#### *History: grade 8 (revised 2004)*

- **Inquiry/Research and Communication Skills:**
  - Formulate questions to facilitate research on particular topics; Use a variety of primary and secondary sources to locate relevant information; Describe and analyse conflicting points of view about a historical issue or personality; Communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs.

***Canadian History in the Twentieth Century, Grade 10, Academic, CHC2D (1999)***

- **Change and Continuity:**
  - Demonstrate an understanding of the impact of technological developments on Canadians.
- **Methods of Historical Inquiry:**
  - Use a variety of information sources effectively when researching historical topics or issues, accurately record relevant information, and then organize this information in a meaningful way;
  - Analyse and evaluate information when researching historical topics or issues;
  - Communicate effectively the results of research in presentations, and demonstrate an ability to apply insights from history to other situations.

***Canadian History in the Twentieth Century, Grade 10, Applied, CHC2P (1999)***

- **Methods of Historical Inquiry:**
  - Use a variety of information sources to research historical topics or issues, and then organize the information in a meaningful way;
  - Evaluate information when researching historical topics or issues;
  - Communicate the results of research in oral and written presentations

**QUEBEC**

***Quebec Education Program, Secondary School Education, Cycle One (2004)***

- **History and citizenship education:**
  - Competency 1: Examines social phenomena from a historical perspective.
  - Competency 2: Interprets social phenomena using the historical method.
- **Cross-Curricular Competencies:**
  - Competency 1: Uses information;
  - Competency 6: Uses information and communications technologies;
  - Competency 9: Communicates appropriately.