MUSÉE McCORD MUSEUM

VMC
VIRTUAL MUSEUM ✦ CANADA

For The Teacher
Overview of the Web Activity
"INQUIRE INTO A PAST PHENOMENON"
N.B. Inquiry ideas are suggestions linked to this activity.

Description:	Carry out an inquiry into a phenomenon in Canadian History using, among other resources, the McCord Museum Web site's database and produce a visual and written presentation.
Grades:	Quebec Secondary Cycles 1 and 2; Grades 7 to 12.
Duration:	Approximately 4 hours (in class or at home).
Process:	On the museum Web site and on paper.
Printable resources for students:	▪ Student Handout[1]; ▪ Inquiry ideas[2] (suggestions for research projects, if needed); ▪ Project contract.[3]
Web resources:	On the Museum Web site: • Digitized collection[4]: Database of 125,000 images, 2,200 of which are fully documented, mainly for the period 1840 – 1945; • Thematic tours[5]: short presentations about more than sixty subjects; • Games[6]: more than twenty games targeting various skills; • History texts[7]: summary, excerpts from textbooks and historians' texts, essays, etc.; • Links[8] for locating other images and documentation.
Tool:	The Web folder[9], 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]Check out the following address: www.mccord-museum.qc.ca/en/eduweb/Enqueter.Fiche.Eleve.EN.rtf
[2] www.mccord-museum.qc.ca/en/eduweb/activities
[3] www.mccord-museum.qc.ca/pdf/eduweb/Contract.EN.rtf
[4] www.mccord-museum.qc.ca/en/keys/collections
[5] www.mccord-museum.qc.ca/en/keys/webtours
[6] www.mccord-museum.qc.ca/en/keys/games
[7] www.mccord-museum.qc.ca/en/eduweb/texts
[8] www.mccord-museum.qc.ca/en/eduweb/links
[9] www.mccord-museum.qc.ca/en/folders/example

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[10] and to view some thematic tours.[11]

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.

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[10] www.mccord-museum.qc.ca/en/keys/games
[11] www.mccord-museum.qc.ca/en/keys/webtours

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. Notably, the EduWeb section recommends history texts[12], such as:

- summary for the period 1840 -1945;
- excerpts from history books;
- excerpts from historian's texts (linked to inquiry suggestions);
- essays from history students; and
- links[13] to institutional web sites, such as *The Canadian Encyclopedia*.[14]

Afterwards, doing research with the digitized collection means the students will try to find, in the ways listed below, images of 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 images, 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 complete their research and summarize what they have learned. They should indicate the sources they consult using the following formats:

Example of a book	Dickinson, John A. and Brian Young. *Diverse Pasts, a history of Québec and Canada,* Mississauga, Copp Clark, 1995, p. 190.
Example of a periodical	Barber, Dan. "Political Victory in Ottawa", *Canadian Illustrated News, vol. 5*, nº 27, July 2, 1874, p. 328.
Example of a Web site	Library and Archives Canada. *Website of Library and Archives Canada*, [On line]. www.collectionscanada.ca (consulted January 28, 2004).

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[12] www.mccord-museum.qc.ca/en/eduweb/texts
[13] www.mccord-museum.qc.ca/en/eduweb/links
[14] www.thecanadianencyclopedia.com

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 have their work published in the **EduWeb** section (by sending an e-mail with their folder's name to ClioClic@mccord.mcgill.ca).

Printable resources for students include an handout, a project contract and various inquiry ideas, for research projects.

3. Ideas for inquiries

More than twenty inquiry ideas[15] are suggested, linked to different curricula. They were conceived to ensure that the students can carry out productive research with the digitized collection and other available resources In general the ideas deal with living conditions in this country during the second half of the 19th century and the beginning of the 20th century, in the context of industrialization and urbanization; as well as the confederation debates, the national policy and the CPR, the women's movements, and Canada's participation in World Wars.

4. Resources

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

- the digitized collection[16]: a **database of 125,000 images (2,200 of which are fully documented),** 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

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[15] www.mccord-museum.qc.ca/en/eduweb/activities
[16] www.mccord-museum.qc.ca/en/keys/collections

Alexander Galt Museum & Archives (in Alberta), and the Musée minéralogique et minier de Thetford Mines (in Québec);

- in the EduWeb section, [history texts](17), some from other university collaborators, and [links](18) (to access other sources of information).

5. Tool for creating an inquiry: the Web folder

The work of the students takes the form of a Web folder, a visual and written presentation saved in the McCord Museum web site.

How to create a folder?

In three easy steps:

1) students search the collection and select images by clicking on the "Select image" link,

2) display their images selection (link on the general menu), and

3) from their selection, create a folder by clicking on the "Create folder" link.

A tool for gathering, dealing with and organizing information…

This folder creation 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.

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;

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[17] www.mccord-museum.qc.ca/en/eduweb/texts
[18] www.mccord-museum.qc.ca/en/eduweb/links

- 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 in the **EduWeb** section (by sending an e-mail with the name of folders to ClioClic@mccord.mcgill.ca)**.**

For more info, see the heading My Folders.[19]

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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 images relevant to their inquiry by:
  - by exploring thematic sets of images[20] and by doing several searches in the digitized collection[21];
  - 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;

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[19] www.mccord-museum.qc.ca/en/myfolders
[20] www.mccord-museum.qc.ca/en/eduweb/resources

- 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 the EduWeb section:

- the learning approach[22], and tips for demonstrating the site to your students;
- some curriculum components[23] in Canadian history and social studies, for Quebec, Ontario, New Brunswick, British Columbia, and Alberta.

For assessment, a rubric is provided below. A project contract[24] is also available.

In addition, you are encouraged to share your experience in working with these resources and to collaborate with your colleagues (see the page Tools from users[25]).

Finally, the EduWeb section comprises:

- a FAQ[26] (Frequently Asked Questions);
- a glossary[27];
- an information capsule entitled "How to interpret artifacts[28]."

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[21] www.mccord-museum.qc.ca/en/keys/collections
[22] www.mccord-museum.qc.ca/en/eduweb/process
[23] www.mccord-museum.qc.ca/en/eduweb/curriculum
[24] www.mccord-museum.qc.ca/pdf/eduweb/Contract.EN.rtf
[25] www.mccord-museum.qc.ca/en/eduweb/users
[26] www.mccord-museum.qc.ca/en/eduweb/faq
[27] www.mccord-museum.qc.ca/en/eduweb/glossary
[28] www.mccord-museum.qc.ca/en/eduweb/interpret

8. Assessment

A **student-teacher project contract**[29] provides a means to plan and keep track of the inquiry process.

The following rubric can be used with your students, as a group, when you view the completed folders.

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).

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

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[29] www.mccord-museum.qc.ca/pdf/eduweb/Contract.EN.PDF

10. Technical equipment

- o Ratio: 1 computer/2 students (recommended) unless you plan to have the teams take turns.

- o Technical parameters:

    - o *Internet Explorer 6* or *Safari* (latest versions);
    - o Macromedia Flash plug-in (latest version).

- o A high-speed connection maximizes observation of high-definition digital images.
- o Optional: a multimedia projector for presenting the site and the completed folders in class.

11. Curricula links

For more details, see **Ideas for Inquiries** for specific components of the curricula.

ALBERTA
 Social Studies, grade 7 **(2006)**
  ➢ **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 since World War I, Grade 10, Academic, CHC2D; Applied, CHC2P **(2005)**

➢ **Methods of Historical Inquiry and Communication:**
- Formulate questions on topics and issues in the history of Canada since 1914, and use appropriate methods of historical research to locate, gather, evaluate, and organize relevant information from a variety of sources;
- Interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- Communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Canada: History, Identity, and Culture, CHI4U **(2005)**

➢ **Methods of Historical Inquiry and Communication:**
- Use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources
- Interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- Communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

QUEBEC

Quebec Education Program, Secondary School Education, Cycle One **(2004)** *and Cycle Two* **(in French, document aux fins de validation, 2006)**

➢ **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.