

Teaching American History Project

Lesson Title: **What Possessions Did Immigrants Bring With Them to Western Canada?
From Carol Goulart**

Grade: 8 & 9

Length of class period: 45 – 50 min.

Inquiry (what essential questions are students answering, what problem are they solving or what decision are they making?)

1. Students will make decisions/hypotheses about the possessions/artifacts the Canadian immigrants brought with them from 1840-1900.
2. Students will decide why these possessions/artifacts were important or have any symbolic meaning.
3. Students will make decisions about what possessions (in their own life) they would bring with them if they had to move to another country and explain why.

How will you assess what student learned during this lesson?

1. Monitoring and assessment focuses on students' historical interpretation of the photos of immigrants' possessions.
2. Teacher communicates performance criteria to students and explains photo analysis worksheet questions and bookmark rubric.

Objectives: (What content and skills do you expect students to learn from this lesson?)

1. Students will interpret the possessions/artifacts immigrants brought with them and explain their interpretations.

Materials: (What primary sources are the basis for this lesson to interpret the past?)

1. Primary sources will be photos of possessions the immigrants brought with them from the following web sites:

<http://www.civilization.ca/cmhc/exhibitions/hist/advertis/adobobe.shtml> (Scroll down the menu and you will see immigrant possessions.)



<http://www.civilization.ca/cmcc/exhibitions/hist/advertis/images/adob6-2b.gif>

Activities (What will you and your students do during the lesson to promote learning?)

1. Students will be working in groups analyzing photos of immigrant possessions.
2. Students will make a list of five possessions, explain the objects, and explain their symbolic meaning on photo analysis sheet.
3. Students will then make another list of possessions they would take with them if they had to move to another country and draw and explain their significance of each item.
4. Teacher will act as a facilitator to the group.

Extended Activity

“Historical Baggage bookmark activity”

- Student will write down on one side of the bookmark titled “Past” - Five objects an immigrant might take with them.
- On the other side of the bookmark titled “Present” – Students will list five possessions they would take with them.

Connecticut Framework Performance Standards:

- Students will be able to analyze and draw conclusions on immigration from historical photographs and other artifacts.
- Students will be able to access information from a variety of primary and secondary sources including electronic media and artifacts
- Students will be able to interpret information from primary sources (e.g. artifacts and text)

Background Knowledge:

Background knowledge leading up to this lesson and activity

- Using a variety of materials, students have researched their own family history and wrote a research paper on immigration during this period of time.
- Students have looked at the Jackdaws photo collection on the immigration period to Western Canada.

<http://www.civilization.ca/cmc/exhibitions/hist/advertis/images/adob4-3b.jpg>



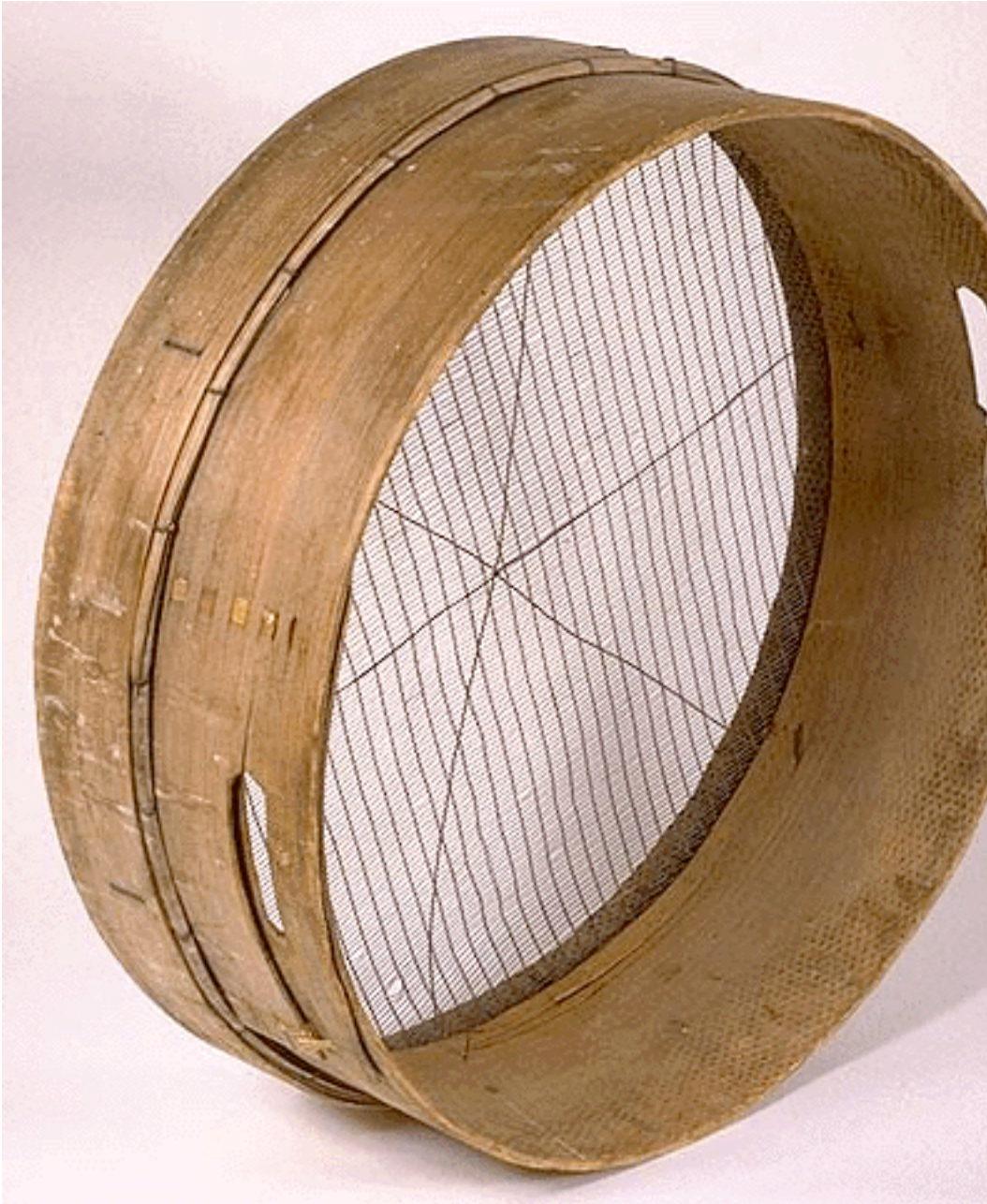


6 cm

<http://www.civilization.ca/cmc/exhibitions/hist/advertis/images/adob5-2b.jpg>



<http://www.civilization.ca/cmc/exhibitions/hist/advertis/images/adob8-2b.gif>



<http://www.civilization.ca/cmce/exhibitions/hist/advertis/images/adob4-2b.jpg>



<http://www.civilization.ca/cmce/exhibitions/hist/advertis/images/adob3-3b.gif>



<http://www.civilization.ca/cmcc/exhibitions/hist/advertis/images/adob4-1b.jpg>



Rubric For Bookmark

	3	2	1	Possible Points
1. Identification of the objects/possessions you drew on the bookmark	Was able to clearly draw and identify objects	Objects/possessions drawn was 50% clear	Objects/possessions was not clearly drawn, could not identify object	
2. Bookmark has to have five objects/possessions from the past on one side and five objects/possessions from the present on the other side.	Bookmark had five objects/five from past and five from present time	Bookmark had only eight objects drawn	Bookmark had under five objects drawn	
3. Objects/possessions drawn are historically accurate and significant	Objects/possessions drawn is 100% accurate, authentic and meaningful	Some objects/possessions drawn were not authentic and meaningful	Object/possession was not historically accurate or meaningful	
4. Bookmark exhibits creativity	Bookmark showed a great deal of creativity.	Bookmark showed some creativity.	Bookmark did not show creativity	
5. Bookmark design was colorful	Bookmark design was very colorful	Bookmark design was somewhat colorful	Bookmark design was not colorful	
				TOTAL

Photo Analysis Worksheet

I. Observation: Students will look at the photos of immigrant possessions, pick five objects, then answer and explain the following questions: Students are working in small groups.

1. Based on what you observed from the photo, what is the object you are looking at?

2. What might this object be used for? Explain.

3. Who would use this object? Explain.

4. Why would an immigrant bring this object to Canada? Explain.

5. What nationality /cultural group might this object come from?

6. How did looking at the objects help your better understand the people and their culture?
