North Vancouver MUSEUM & ARCHIVES

SCHOOL PROGRAMS 2019/20

Time Travel

Teacher's Package

Program Description

This program will introduce grade 4 through 6 students to notable individuals and landmarks that have played a significant role in the development of North Vancouver. Students will learn what an Archives' is, investigate a variety of sources and explore how migration and natural resources have shaped North Vancouver's identity and economy. Students will work hands on with archival documents to ask questions, communicate findings and better understand some of the people and places that shaped the community of North Vancouver.

Format

Students and accompanying adults will be greeted at the Community History Centre at 3203 Institute Road in North Vancouver and escorted to the presentation room for an introduction to the program. During the introduction, students will participate in an activity, discuss what an Archives' is, and be introduced to a brief historical overview of North Vancouver.

Following the introduction students will be divided into two groups* and rotate between a behind the scenes tour of the Archives and a document based activity in the reference room.

** Please have students wear name tags and organize your class into two groups with an adult assigned to each group, prior to your arrival at the Archives.*

Materials

The North Vancouver Museum and Archives will provide worksheets and pencils for the students to use in the Archives.

Program Objectives:

A. To realize the importance of archives to a community, as a research and preservation service.
B. To understand the importance of documents and artifacts as evidence and to learn how to work with them, asking questions, recording observations and making inferences.
C. To research the achievements and contributions made by prominent North Vancouverites.

Educational Approach: BC's Social Studies Grade 4 through 6 Curriculum

Big Ideas:

- The pursuit of valuable natural resources has played a key role in changing the land, people and communities of Canada
- Immigration and multiculturalism continue to shape Canadian society and identity.

Competencies:

- Ask questions, gather, interpret and analyze ideas; and communicate findings and decisions.
- Construct arguments defending the significance of individuals, groups, places, events and developments.

- Ask questions, corroborate inferences and draw conclusions about the content and origins of different sources (evidence)

Evaluation
We value your feedback. Information gathered following the program will provide guidance for future program development.

Preparation Activities

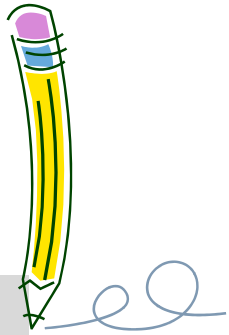
Vocabulary List:

The following terms will be used throughout the program. Please have the students become familiar with their meanings. A word game is attached.

Note: All definitions are taken from the ***Oxford Pocket School Dictionary*****.** Museums and archives in Canada use the American spelling of "artifact".

Achievement (n)	A thing done successfully with effort, skill, or courage.
Archives (n)	The historical documents and photographs of an organization, community, family or individual.
Artifact (n)	A man-made object.
Citizen (n)	A person who lives in a city or town, a member of a state.
Community (n)	A social group whose members live in the same place and have a common government.
Curator (n)	A person in charge of a museum collection.
Document (n)	A written or printed paper giving information about something.
Famous (a)	Celebrated, well known.
History (n)	(1) What happened in the past; (2) study of past events.
Innovation (v)	Introduction of something new, making changes.
Interpret (v)	Explain what something means.
Investigate (v)	Find out as much as possible about something.
Museum (n)	A place where interesting, objects are cared for, studied and displayed.
Oral (adj.)	Spoken, not written.
Pioneer (n)	A person, organization, or the like that is among the first in anything.
Technology (n)	Science of industrial arts.
Volunteer (n)	Person who voluntarily offers services.

Word Puzzle



Z	A	C	H	I	E	V	E	M	E	N	T
H	I	N	T	E	R	P	R	E	T	L	I
I	N	N	O	V	A	T	I	O	N	X	N
S	X	L	O	A	W	E	I	M	W	L	V
T	R	A	L	R	V	C	N	U	C	D	E
O	F	S	C	C	O	H	X	S	U	O	S
R	A	K	O	H	L	N	L	E	R	C	T
I	M	R	M	I	U	O	V	U	A	U	I
A	O	X	M	V	N	L	A	M	T	M	G
N	U	L	U	E	T	O	T	R	O	E	A
A	S	R	N	S	E	G	W	W	R	N	T
A	R	T	I	F	E	Y	O	P	X	T	E
W	E	W	T	Q	R	X	N	E	W	X	L
O	T	S	Y	A	R	T	I	F	A	C	T

The following words are hidden in the puzzle.
Find and circle them. Good Luck!

Museum
Archives
Document
Historian
Oral
Investigate
Innovation
Curator
Achievement
Volunteer
Community
Artifact
Interpret
Famous
Technology

Follow-up Activities

A Gallery of Community Landmarks

North Vancouver's history is reflected in the buildings, streets and parks that inhabit the landscape. In fact, local history is all around us. Your job is to explore the stories behind these landmarks and produce a poster that details what the original site or building looked like, what's happened to it over the last century and how it's being used today.

You may find it useful to visit the North Vancouver Museum & Archives to complete this project. The Archives is located at 3203 Institute Road in North Vancouver and is open to the public from Thursday and Friday between 12-5 pm and Saturday from 10 am-5 pm

1. Pick a historic building, landmark or park. Find an image of it from the early 20th Century, the earlier the better. The North Vancouver Museum & Archives may have a photo in their collection. Print out the picture and be sure to include the date and site address of the historical photo.

2. Research your landmark and answer the following questions:
    a. Where is the building, park or landmark you chose?
    b. When was the landmark, building or park created?
    c. What was the original purpose of the landmark, building or park?
    d. List three interesting facts about your building, landmark or park.
    e. What is the building, landmark or park being used for today?
    f. Why is it an important part of North Vancouver's history?

3. Take a selfie in front of your building, landmark or park. If possible, take your picture from a similar angle to the historical photo you found in step 1.

4. Visit the North Vancouver Museum & Archives and ask the staff to help you locate a document related to your landmark. Photocopy the document and include it on your poster.

5. Present your photos, document and research on a poster. Be creative in your use of colour, framing and layout to make the poster easy to read and eye-catching.

Possible Landmarks:

- PGE Railway Station
- Coronation Block (105 -111 West Esplanade)
- Syndicate Block (51-59 Lonsdale Avenue)
- Aberdeen Block (79-90 Lonsdale Avenue)
- Bank of Hamilton Building (92 Lonsdale Avenue)
- Keith Block (91-99 Lonsdale Avenue)
- BC Telephone Co. (117 West 1st)
- Beasley Block (101-109 Lonsdale Avenue)
- Grouse Mountain
- Harbour Manor (250-254 East 1st Street)
- Hamersley Gardener's Cottage (364 East 1st Street)

- Hamersley House (350 East 2nd Street)
- Wartime Administration Building (131 East 2nd Avenue)
- Barraclough's Building (201 – 203) Lonsdale Avenue)
- Fourth Lynn Valley School (3203 Institute Rd)
- Fromme Block (Lynn Valley Rd and Mountain Hwy)
- Mollie Nye House (940 Lynn Valley Rd.)
- Lynn Canyon Park
- Wigwam Inn
- Capilano Suspension Bridge
- Cleveland Dam
- St. Paul's Church

Canadian Inventors & Achievers

Year after year, the United Nations Human Development Report has ranked Canada as one of the best countries in the world in which to live. Not only have Canadians made our country great, but Canadians have also played an important role on the world stage. Many famous people are Canadian. Many great inventions which benefit the world were developed in Canada.

- **Did you know that a Canadian developed the treatment for diabetes?**
- **Did you know that a Canadian developed the first light bulb two years before Thomas Edison?**
- **Did you know that a Canadian invented the cartoon character of Superman?**
- **We all know that ice hockey is a very popular Canadian sport, but did you know that basketball was developed by a Canadian?**

Canadian Inventors: Have the students research the following individuals to determine their contributions to Canadian culture and worldwide developments.

1.	Alexander Graham Bell	the telephone
2.	Joseph-Armand Bombardier	the snowmobile
3.	Geoffrey Ballard	fuel cells
4.	Sir Frederick Banting	insulin
5.	Reginald A. Fessenden	TV
6.	Dr. James Naismith	basketball
7.	Gideon Sundback	the zipper
8.	Joe Shuster & Jerry Siegel	creators of *Superman*
9.	Phil Nuytten	the *Newtsuit* submersibles
10.	Olivia Poole	the *Jolly Jumper*
11.	Sir Sandford Fleming	established universal standard time
12.	Harry Wasyluck	the garbage bag (green plastic)
13.	Gugliemo Marconi	inventor of wireless communiction

14. Peter L. Robertson	invented the square head screw
15. John MacIntosh	*MacIntosh* apple
16. William Chalmers	*Plexiglas*
17. Elijah McCoy	rubber-soled shoes
18. Henry Woodward	electric light bulb
19. John A. MacLaughlin	*Canada Dry Ginger Ale*

Canadian Super Achievers: *Canada has been home to many accomplished individuals. Some are famous and some are not as well known. Test your knowledge of these achievers.*

1. Bryan Adams	musician
2. Terry Fox	marathon runner/icon
3. Jim Carrey	comedian
4. Nelly Furtado	singer
5. Mike Meyers	comedian
6. Alex Trebek	game show host
7. John McCrae	poet (*In Flanders Fields*)
8. Emily Carr	artist
9. Wayne Gretzky	hockey player
10. Joshua Slocum	adventurer
11. Louis B. Mayer	founder of *MGM* (movie company)
12. William Fox	founder of *Twentieth Century Fox* (movie company)
13. Pierre Burton	author/historian
14. Keanu Reeves	actor
15. Avril Lavigne	singer
16. Pauline Johnson	poet
17. Sir James Douglas	founder of British Columbia
18. Leonard Cohen	poet/singer/icon
19. Sir Alexander Mackenzie	explorer
20. Drake	singer/actor
21. Nelly McClung	suffragette
22. Percy Williams	sprinter
23. Sir Mathew Baillie Begbie	Judge, the Caribou Gold Rush
24. Marc Garneau	astronaut
25. Chief Dan George	poet/author/actor

Follow up Activities

Cub Reporter

You are a reporter for the local newspaper, and your editor has assigned you to write a week-long special on Great Canadians. She wants one biography and you have one week to get it ready. The title of your assignment will be "John Doe, A Canadian Famous to Me".

A biography is the story of someone's life. Not only should it describe the events and facts that took place during that person's lifetime, it should also tell a good story. A chronological listing of events can reveal a lot of information, but it may not be very interesting to read. Telling the story of someone's life can make for fascinating reading.

1. Along with the members of your newspaper team, select a famous Canadian. Your famous person may be a scientist, inventor, athlete, author, composer, explorer, musician, hero or politician, to name only a few. A full list of famous Canadian categories can be found at the Library and Archives Canada web site at http://www.bac-lac.gc.ca/eng/discover/Pages/biography-people.aspx.
2. Begin to research the life of your famous Canadian. In the introduction section of your article, you will reveal to the reader the basic facts of your Canadian's life. While it is important for the reader to know when this Canadian lived, where he/she lived, what the background details of his/her life are, this is not the major focus of the biography. The reader will be interested mostly in the story of how and why this Canadian became famous. This story, which will bring your famous Canadian "to life," will be the main focus of your article.
3. As you research the life of your famous Canadian, keep in mind the following questions:
    - What did he/she do to become famous?
    - What values (something that a person considers important enough to do something about) shaped this person's life and achievements?
    - What choices or decisions did this person make which led to his/her notoriety?
    - In what way(s) did the actions of this person benefit or influence others?
    - What were the major obstacles that this person had to overcome?
    - Why should we be proud of this person's achievements?
4. You should use at least three different sources of information in the development of the biography. In addition to online resources, you may use books, encyclopaedias, CD ROM discs, newspapers, etc. Make sure that you write down the name of the source or Internet page from which you get your information.
5. Begin to write the biography. Keep in mind that the first part of your story will introduce the reader to your famous Canadian. The main part of the story will describe the challenge, situation or problem that he/she had to deal with. The resolution of your story describes how your Canadian resolved/solved the problem, and what were the consequences/benefits of his/her resolution of the problem.
6. Most computers will allow you to create newsletter-formatted documents through the use of templates - Student Writing Centre, or page layouts involving columns - Microsoft Word. Cut and paste your biography into the newsletter document format that your group or teacher has

decided to use. You can give your newsletter a "professional" look by adding column titles, bylines and graphics.

7. *Assignment #2:* Choose a Canadian famous to you. This might be a parent, friend, teacher, relative or local personality who has influenced your life or made a difference in your community. Using the same process that you developed in writing about your famous Canadian, tell the story of why this friend, relative, etc., is famous to you and publish this biography in your group newsletter along with the biographies written by the other members of your group.

Taking Notes

When we are writing biographies, we must be very careful how we use the information that we have read in our sources. We have to be cautious not to copy sentences or passages from books, articles, or websites without identifying them. Copying is plagiarism because you are using ideas or writings of another person and presenting these writings or ideas as your own. To prevent plagiarism, take notes as you read; concentrating on the questions that you are working with. Make sure that you restate ideas in your own words.

Writing a Bibliography

A bibliography is a list of books and other sources that you have used in your research. Keep track of the resources as you use them so that you can create a bibliography of resources. You will include it at the end of your project. There are many ways to write a bibliography. Here is one method that you may use.

How to List Resources	
Type of Resource	**Example**
ENCYCLOPEDIA Name of encyclopedia	World Book, Volume 1
BOOK Title, Author, Year Book Published	Buried Cities, J. Hall, 1964
PERIODICAL (Magazines) Title of Magazine, Date of Magazine	National Geographic, October, 1975
INTERNET Title of site, URL (address) Author, Date last changed	The Industrial Revolution, http://www.peninsula.starway.net.au/,Ed Creely, 1997
FILM OR FILMSTRIP Title, Company producing film	"Life Cycle of a Frog", McGraw-Hill
How to List Resources Cont.	

Type of Resource	Example
NONWRITTEN SOURCE (Charts, Pictures, Diagrams) Title, Location or company that produce it	"Bird Migration" National Audubon Society
PERSON Name, Occupation or vocation	Mr. Walter Cronkite, newscaster
PLACE (Museum) Name, Location	North Vancouver Museum and Archives, North Vancouver
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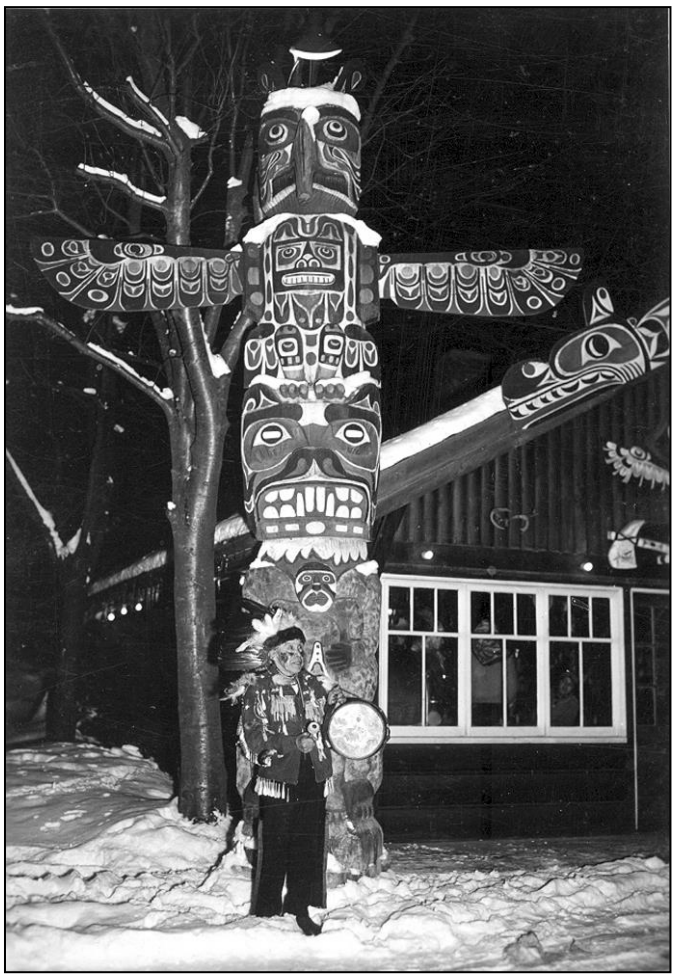

School Program Evaluation

Program Name: *Time Travel*

To assist us in developing our school programs, we would be most appreciative if you would take a few moments to comment.

Date of Visit:_____ **Time of Visit:**_____

School: _____ **Teacher:**_____

Confirmation Letter & Information

Was the information provided accurate? Did it answer all of your questions?

Teacher's Information Package

Did this package help you to prepare for the ***Time Travel*** program?

Group Arrival

Was the initial greeting and orientation provided by our volunteer staff helpful? Please comment.

Were the facilities adequate? Please comment.

Program Content

Was the presentation at the students' level? Yes, or No? Please comment.

Did this program meet your goals? Was your visit related to classroom studies?

What other programs might the North Vancouver Museum provide for your school?

Do you know of any other teachers who might be interested in this program?

Additional Comments

Please return this form to:

Shirley Sutherland, Assistant Director
North Vancouver Museum and Archives
3203 Institute Road
North Vancouver, B.C. V7K 3E5

Or email to sutherlands@dnv.org

Your evaluation is important to us.
Thank you for completing this form.

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