



# THROUGH HER EYES

*Katharine McLennan*

**A Learning and Teaching Resource**

[www.kmclennan.com](http://www.kmclennan.com)

**A Project of the Beaton Institute, Cape Breton University**

**In Partnership with the Fortress of Louisbourg and the McConnell Library  
to Celebrate the Contributions of Katharine McLennan**

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## Introduction

Katharine McLennan (1892 – 1975) is a prominent figure in Cape Breton history. Daughter of J.S. McLennan, one of the early managers of Cape Breton's coal and steel industries, Katharine had an interesting and adventurous life. Through travel, study and private tutors she developed a passion for a range of interests and causes.

*Through Her Eyes* is a collaborative project of the Beaton Institute, Cape Breton Regional Library, Fortress Louisbourg Association, and Parks Canada. It is designed to digitize the personal collection of photos, artworks, and diary entries of Katharine. The web site, [www.kmclennan.com](http://www.kmclennan.com), presents the collection under five headings, each containing extensive resources that provide insight into her life, spirit, and community work. The five curated themes are:

- Katharine
- The McLennans
- Petersfield
- WW 1
- Louisbourg Museum

For students, *Through Her Eyes* provides support for learning in many content areas, including Social Studies, Language Arts, and Arts Education. This resource describes three ten-hour modules containing suggestions for learning and teaching at various levels:

- Grades 3 – 5: *Interpreting the Past*
- Grades 6 – 8: *Learning from Archival Records*
- Grades 9 – 12: *Step Into the Past*

In each module, curriculum outcomes are identified, additional resources are referenced, and suggestions for assessment are presented. Using an inquiry-based learning approach, students will discover and explore the objects presented in the five themes, and will make direct application to topics covered in other disciplines.

*Foundation for the Atlantic Canada Social Studies Curriculum* (1999) states:

...social studies, more than any other curriculum area, is vital in developing citizenship...The social studies curriculum promotes students' growth as individuals and as citizens of Canada and of an increasingly interdependent world. It provides opportunities for students to explore multiple approaches that may be used to analyse

and interpret their own world and the world of others... The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world and, through participation in the democratic process, improve society. (p. 1-2)

While the modules provide a multidisciplinary approach through which students examine issues that affect their lives, it is primarily through the social studies lens that they see the life and times of Katharine McLennan and learn about citizenship as demonstrated by her. Not only through her leadership in the development of the Fortress Louisbourg Museum, but also with her keen interest in the Red Cross, the Cape Breton Regional Library, and the Old Sydney Society, Katharine embodies the qualities of a model citizen interested in doing good for others and giving back to the community through her volunteerism.

While the modules have been developed according to specific grade levels, it is suggested that teachers read through all three to get a sense of the scope of what is possible in the classroom. This may encourage some to take a module from a different grade level and make adaptations to suit the age of the students. In other words, the module becomes a starting point for further inquiry that leads to deeper meaning on a particular topic. Expectations and desired outcomes will vary in this case, and additional classroom resources to support the learning may be different depending on the grade level.

Each module is intended to be approximately 10 hours in length, but this does not limit the teacher in extending the learning beyond the suggested times. Teachers should feel free to branch out into other areas of curriculum, and thus identify SCO's (Specific Curriculum Outcomes) according to the discipline that is integrated.

Above all, it is important that students experience the joy that comes with working through an integrated unit, making connections to other disciplines, taking ownership for their own work, and seeing life through personal and authentic learning situations.

### **TIPS FOR TEACHING SUCCESS**

Teachers will notice that some photos in the Photo Gallery of WWI depict graphic images, in particular gangrenous lesions (eg, [http://www.kmclennan.com/themes/exhibit-item/?theme=wwi&subtheme=photograph gallery&document=151](http://www.kmclennan.com/themes/exhibit-item/?theme=wwi&subtheme=photograph%20gallery&document=151)). You should preview the entire collection for other examples that have the potential for concern, especially when working with elementary students, and decide in advance how you will deal with them.

## Module 1: *Interpreting the Past*

### Grades 3, 4, 5

#### Background

This module is intended to provide opportunities for students to become aware of the importance of hearing stories of our past as they help us interpret how life has evolved over time. Learning about others and their past develops skills in social interaction, and teaches about differences which in turn can help anticipate the behaviour of others.

The Grade 5 Social Studies text, *Investigating Past Societies* identifies many different sources of information that help us understand the past:

- visiting museums, public archives or historic sites to examine artifacts
- interviewing people to collect oral histories
- viewing documentaries, videos and podcasts
- listening to family and community stories
- reading books, magazine articles, or blogs

*Investigating Past Societies* continues:

We can learn about the past by examining the physical objects people made and used, such as tools, household goods, and clothing. Physical objects written or illustrated by people who lived in the past are also sources of information, such as diaries, journals, logs, paintings, and drawings. Understanding history involves asking questions, researching, and interpreting the information we find. (p. 3)

*Through Her Eyes* is a collection of objects in the Katharine McLennan collection. The original items are housed in three locations: the Beaton Institute, James McConnell Library and Fortress of Louisbourg. It has now been amalgamated through digitization on one web site and is accessible to the world. By examining the objects in the collection – diary entries, photos, artworks, correspondence, a guest book from Petersfield, recognitions and awards – we come to know about Katharine McLennan, and through the objects in the collection we understand more about her life and the contributions she made to the community.

Katharine grew up in an environment where travel was readily accessible to her. Through the many trips she took, we learn of her desire for exploration, adventure, and all that she learned on these journeys. In other words, we see her world “through her eyes”, and learn so much of the

life she led and how it shaped her commitment to service, not only in hospitals overseas during World War 1, but also in Cape Breton where she did so much to promote and preserve our heritage.

## **Module Design**

This module is intended to support the Social Studies, Language Arts and Arts Education curricula. It is designed as a ten-hour unit that will lead students through a series of activities to develop in them an understanding of the importance of collections, their interpretation, and the stories they tell. It develops into a culminating class project in which students will experience the joy of building a collection, recording it, and mounting it in an exhibit. This could become an excellent project for the annual Heritage Fair, or a celebration of an important event or anniversary in the community, province or country, such as Canada's sesquicentennial in 2017, annual Remembrance Day observances, or the 100<sup>th</sup> anniversary of World War I. The possibilities are endless.

As teacher, it is important to use your imagination to create a learning environment that supports inquiry-based learning, and to allow the students to make decisions and guide the projects from start to finish. As teacher, you act as a facilitator of the learning by ensuring that students are focused and experiencing success in achieving the outcomes. The joy of learning comes through discovering and exploration.

## **Curriculum Outcomes**

Through the Council of Atlantic Ministers of Education and Training (CAMET), foundation documents in Social Studies, English Language Arts and Arts Education have been created to guide curriculum development in the Atlantic Provinces. General Curriculum Outcomes (GCOs) are general statements of the things that students should know and be able to do upon graduation, and through a building process, they achieve these outcomes through sequential learning experiences from K to 12. In this module, the suggestions for learning and teaching touch upon the following General Curriculum Outcomes:

### ***Social Studies***

**GCO:** Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment – locally, nationally, and globally – and the implications for a sustainable future.

**GCO:** Students will be expected to demonstrate an understanding of the interactions among peoples, places and the environment.

**GCO:** Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

### ***English or French Language Arts***

**GCO:** Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings and experiences.

**GCO:** Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

**GCO:** Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose.

**GCO:** Students will be able to select, read and view with understanding a range of literature, information, media, and visual texts.

**GCO:** Students will be able to interpret, select and combine information, using a variety of strategies, resources and technologies.

**GCO:** Students will be able to respond personally to a range of texts.

**GCO:** Students will be able to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

### ***Arts Education***

**GCO:** Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

**GCO:** Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience.

**GCO:** Students will be expected to examine the relationship among the arts, societies, and environments.

## TIPS FOR TEACHING SUCCESS

To locate a specific photo in a theme from the photo gallery without scrolling through the entire collection, open the photo gallery and advance to the second slide. In the web address, change the last digit to the number of the slide you would like to view. For example, under the theme, *Katharine*, click on Photo Gallery. The web address reads:

[http://www.kmclennan.com/themes/exhibit-item/?theme=katharine&subtheme=photograph gallery](http://www.kmclennan.com/themes/exhibit-item/?theme=katharine&subtheme=photograph%20gallery)

Next, advance to the second photo and the web address reads:

[http://www.kmclennan.com/themes/exhibit-item/?theme=katharine&subtheme=photograph gallery&document=2](http://www.kmclennan.com/themes/exhibit-item/?theme=katharine&subtheme=photograph%20gallery&document=2)

Now, change the last digit in the address to locate photo 8:

[http://www.kmclennan.com/themes/exhibit-item/?theme=katharine&subtheme=photograph gallery&document=8](http://www.kmclennan.com/themes/exhibit-item/?theme=katharine&subtheme=photograph%20gallery&document=8)



## Suggestions for Learning, Teaching and Assessment

### *Lesson 1:*

Begin the module with a discussion about the words “collect” and “collection”. Show how one word is contained in the second word. One is a verb or action word, the other a noun or naming word. Ask guiding questions to stimulate the discussion:

- What does it mean to collect things?
- Why do people collect things?
- Does anyone in the class collect something?
- Where do you find objects to add to the collection?
- Does your mother or father or guardian have a collection? If so, what is it? (spoons, old tools, postcards, baseball cards, artwork, CDs, old records, family photos, antique cars, etc.)
- What is a souvenir? It is the French word for remembrance or memory. Where do we get souvenirs? Has anyone collected or received a souvenir?
- What about rain? Is that a collection? Some people collect rain to water plants. Can it be considered a collection?

Katharine was well-educated and she travelled the world to see things. During her travels she met many people, took photographs, wrote about what she experienced and created art works to represent what she saw. The objects contained in *Through Her Eyes* are a collection of things that she gathered during her life time. When you travel and meet new people, there is the possibility that someone you meet could change your life because you exchange ideas and explore environments together. You are exposed to many cultures, and you learn that people are different, but fundamentally the same, sharing similar values. One thing that is common to all cultures is that they use art to represent and interpret meaning.

In groups of 4 or 5, have students explore the web site, *Through Her Eyes*, and have them list five things that they learned in their exploration. Suggest that it could be about Katharine as a person, her family life, her travels, things she did, what she collected, awards and recognition she received, etc. After sufficient time, have each group share their findings.

Following that activity, lead a class discussion. Discuss how art played an important role in Katharine’s collections. What do you think was the primary source of art influence in her life? How did she develop her art skills? Besides amassing a collection of art throughout her life, she made many friends that shared a similar passion. How did they influence her life?

## Individual Assessment

For an assignment, have students ask a parent, grandparent or other family member if they have a collection. If they do, have them describe the collection and tell how it got started. See if there is a story behind it. For example, if a student's mother collects spoons it is possible that she visited a friend who had a spoon collection and she decided that she was going to start her own collection; on her next trip to the city she decided to buy a souvenir spoon. As others found out, they began to bring her spoons from their holidays. Each spoon has a story because it identifies with a time, place and person. Or perhaps a student's father is a third generation Italian. His grandparents immigrated to Canada in the early 1900s and brought with them some mementos of their country. Over the years, relatives from Italy sent post cards and letters or small gifts and these are all contained in a box that sits on a shelf in the family room. It tells of a cultural heritage that is strong and important to that family.

### ***Lesson 2:***

Next day, have the students share what they learned from their families and the collections that were discovered. Did they learn any new stories from the conversations with their parents, grandparents or family members?

Next, lead a class discussion about museums by asking guiding questions such as:

- What does it mean to collect things?
- Have you ever visited a public space where a collection is housed? Examples: a showcase in a local shop; a shelf in a church; a museum; a showcase in a school; a display at the shopping mall.
- With each collection, is there a story told? Is the story told in words, or is it told through objects and artifacts?
- Has anyone been to a museum? Which one? Make a list on the white board.

From the list of museums that the children have visited, place individual museum names on pieces of chart paper. In groups, have the students speculate on the stories that the collection(s) housed within that museum would tell. Ask them to record these on the chart paper and report back to the class.

## Group Assessment

Have each group turn the chart paper to the opposite side. From the learning resource kit, *Learning from Objects*, have each group select an artifact. Ask them to discuss its meaning, its

importance, and where it came from. Ask them to draw the artifact in the centre of the chart paper, and using a web format, draw other objects that might be housed in the same showcase or exhibit. Speculate on the overall story of the collection.

### ***Lesson 3:***

Katharine McLennan was fortunate enough to travel the world for pleasure and for study. Not everyone is able to do that but nowadays we can visit various parts of the world through technology. In groups, have the students explore *Through Her Eyes* to discover places that Katharine visited. Have them select one of those places and search to find examples of sites of historical significance in that village, town, city, or country. For example, she often travelled to Catarauqui near Quebec City. What places of historic significance are located in that region? Do any of these sites have a web site? If there is a museum, archeological site, or interpretation centre, check to see if it is represented on the Virtual Museum of Canada web site [<http://www.museevirtuel-virtualmuseum.ca/index-eng.jsp>]. What collections are contained in the museum or site chosen by the group?

Many museums have virtual exhibits. In groups, have the students explore the web to find a museum that contains a virtual exhibit and take notes on the artifacts in the collection and the story told. You may want to guide them to the Association of Nova Scotia Museums site at <http://www.novamuse.ca/>. This site is a “collection of collections”; of artifacts found in community museums across Nova Scotia.

### **Individual Assessment**

Begin a personal journal or diary. The first entry should be a description of the virtual exhibit that they visited during the previous activity. Have the students tell the story of the exhibit as if they had visited it in person.

### ***Lesson 4:***

Begin the class with a review of the previous lesson. Have them visit the web site, *Through Her Eyes*, and talk about different exhibits that could be presented based on the objects in Katharine McLennan’s collection. Then ask them to focus on the Louisbourg Museum theme. Ask who has visited the Fortress of Louisbourg. What did they see? How were objects presented? How were the exhibits enhanced? Why is Louisbourg an important historical site in understanding Canada’s history?

Tell the class that they are going to create an exhibit of objects or artifacts in the classroom. Assign the students to groups and ask them to brainstorm possibilities. Examples might include: an exhibit of when they were in Grade Primary; a collection of artifacts from cultures represented in the class; an exhibit of a local industry, past or present, such as fishing, mining, and farming. As a class, decide on the theme for the exhibit and ask them to bring to class over the next few lessons an object or objects that fit into the theme. Each object should have a story that the student can tell. If the student does not know the actual story, encourage them to use their imagination to “create” one based on the overall theme.

Using photography and video, record the journey over the next few lessons.

### Individual Assessment

In their journals, have the students write a story of the artifact that they are bringing to class. This story should tell basic information of the object: name, approximately when it was made or used, and its historical significance. If it is a material object, they can tell about the material it is made from, such as clay, leather, a watercolour painting, silver, etc.

## ***Lesson 5***

Plan a field trip to a museum in your area. Be sure to contact the museum well in advance so you can work with their staff to establish a program for the students. This will enrich and extend the experience, and will most likely make it more meaningful for the students.

Before the field trip, prepare the students by telling them about the collections they will see, their historical significance, the story (stories) that the museum tells, and any other information that may help them understand the importance of preserving objects in collections to tell a story. On the day of the field trip, give each student a work sheet to complete. This can be a type of “treasure hunt” where the students will select a particular artifact, sketch it, and label it exactly as it is presented in the display. Alternatively, you may wish to use the sheet entitled *Activity 1: Looking at an Object* found on page 17 of the guide *Learning with Objects*. Have them record any other useful information found on brochures or similar materials that may help them recall the item in the following lessons.

Most museums have a store room where there are usually a range of artifacts not on display at that time. If possible, arrange in advance for the students to visit the store room so they can see the magnitude of objects housed by that museum. Hopefully these will be carefully placed on shelves, with each item numbered so it can be tracked and described when it goes in an exhibit. Explain to the students that in community museums, often volunteers spend a lot of time

working there because they value their heritage and want to preserve it for future generations. The artifacts and objects tell a story that they are proud of and want to pass on.

### **TIPS FOR TEACHING SUCCESS**

Museums, archives and libraries can customize programs for school groups to enhance the students' learning. It is important for the teacher to plan in advance and meet with staff of the site where the visit will take place so a program can be developed. It is also important for the teacher to prepare the students in advance of the visit to make it more meaningful for them. In addition, the teacher should actively participate in the program with the students so that appropriate follow-up can be developed.

If classes are unable to visit a library, museum, or archives in person, arrangements can be made to have a staff person visit the classroom. Once again, advance preparation is very important so a specific program can be developed to maximize the learning.

### Individual Assessment

Have the students write an entry in their journal telling about their experiences in the museum and highlight key discoveries that they made. They may also wish to include a description of the object that they chose for their worksheet.

### ***Lesson 6:***

Have the students debrief their experiences on the field trip from the previous day. Discuss the worksheets and the information on the objects that the students recorded. In particular, talk about the way the item was recorded and tracked using a numbering code.

Tell the students that in a museum, many things often look similar to each other, and so it is very important to keep records of each item so visitors can get an accurate story. Museums use a special numbering system to allow them to keep track, similar to a serial number. For example, an item may be numbered as follows: 1987-16-13. This means that the collection was given to the museum in 1987, it was the sixteenth collection received that year, and the item is the thirteenth item in that collection. The number is then recorded with an accurate description of the item as told by the donor. Before computers, these records were meticulously hand written in ledgers. An example of an accession ledger may be viewed online at: <http://www.novascotia.ca/nsarm/virtual/Piers/ledgers.asp> . An overview of the project may be viewed at: <https://www.youtube.com/watch?v=4nCMupi0XuI> .

Nowadays, museums use a data base and the item can be tracked very quickly by searching fields. In addition to the name, the year, and the donor, a description is recorded using the words of the donor as accurately as possible. Accuracy is very important, because over time this will be the only record of the information saved. You may want to have the students visit Nova Scotia's community museums web site at <http://www.novamuse.ca/> to see how the items in various collections are numbered and described.

Demonstrate how stories change over time by doing a simple drama game. Have the students sit in a circle. Whisper a short story about an object to one student. Have that student whisper the story to the next one, who passes it along to the next student. Continue until the last person and then have her/him tell the story out loud. What happened as the story was passed from student to student? This is why it is so important to have the museum stories written down, because if they are not, it is very likely that after many years the story will have changed or been misinterpreted.

As a class, create a numbering system for the objects that they have brought for the class exhibit. You may wish to consider the year, number of the student who brought it to class, and the number of the object in the collection. Have the students number their objects using this system, ensuring that if it is a valuable item, it is not permanently marked or damaged. Then have them photograph the object and write its "story". In some cases, if the students do not know the exact story, they may need to use their imagination to create one. Have them record their story on a file card that also contains the number assigned to it. These can then be recorded in a data base on the classroom computer.

### Individual Assessment

In their journals, have the students reflect on their learning to date, the progress of the exhibition, and what remains to be done before it is made public.

### ***Lessons 7 and 8***

Students may continue to bring in objects and record them using the established numbering system. Once the objects have all been gathered, in groups have the students brainstorm a name or title for the exhibit. As a class, decide on the title that will be used.

Discuss with the students the guest list for the exhibit and how it will be promoted. Special invitations can be created, and these should indicate the title and a brief description of the story or theme, as well as the date and time of the opening. Each student can create a personalized

invitation with an image of one of the objects that will be on display. These can then be sent to the invited guests.

Discuss as a class the didactics and descriptions that will be placed with or near the objects. These should contain basic information only, with a brief description of the object, the year or its historical significance, and its derivation or the name of the person who donated it. The main didactics should tell the overall story of the exhibit. In creating this, have them review once again *Through Her Eyes*, particularly the individual themes that tell a unique story. Pose the following questions:

- What are some of the stories that the web site wants to tell us?
- How has this web site become a virtual museum of the life and times of Katharine McLennan?
- What do you want people to learn from the exhibit that will be set up in the classroom?

As a class, create a didactic that will be located at the entrance to the exhibit.

Plan the opening event. Consider specific things like display tables and their placement, refreshments and snacks, background music, lighting. Create a plan to set up the exhibit and host those guests who will come to view it. You may wish to assign roles at this point. Each student should actively participate in some way. Roles you may wish to consider are: greeters, guides, those who take care of the refreshments and snacks, those who are responsible for the background music and lighting.

### Group Assessment

As a class, develop a feedback sheet that will allow those who visit the exhibit an opportunity to write their comments. Have the students think about what information or feedback they would like to receive, and on what aspects of the exhibit they would like to have the guests comment. The feedback form should be brief to ensure that all the guests are comfortable answering it. The feedback form may use one of several formats: rating scale, rubric, open ended questions, yes/no responses, etc.

### ***Lesson 9 and 10***

Set up the exhibit ensuring that each student knows her/his role and is on task. You may want to include a display of the students' journals as well as photos and video so the guests can see the journey that was taken by the students in this project and how the exhibit developed.

In advance of guests arriving, be sure that everyone is in place and do a quick check to ensure that nothing is forgotten. Most importantly, be sure that there are sufficient copies of the feedback form and pencils, and assign students the task of collecting these before the guests leave.

### Group Assessment

After all the guests have left, have the students review the feedback forms and do an overall assessment of the project. Ask them to make recommendations for another time when they might replicate the project. Have the students write thank you notes to each of the guests who attended the opening of the exhibit.

### Individual Assessment

Have the students write a final entry in their journals describing their experiences with objects, collections, the museum visit, and the classroom exhibition.

## **Resources**

*English Language Arts Foundation.* (Atlantic Canada Education Foundation: 1996)

*Foundation for the Atlantic Canada Arts Education Curriculum.* (Atlantic Provinces Education Foundation: 2001)

*Foundation for the Atlantic Canada Social Studies Curriculum.* (Council of Atlantic Ministers of Education and Training: 1999).

*Investigating Past Societies.* NS Grade 5 Social Studies Text. (Nelson Education: 2012).

*Learning With Objects.* (Province of Nova Scotia: 2012).

Nova Muse. <http://www.novamuse.ca/>

*Through Her Eyes: Katharine McLennan.* [www.kmclennan.com](http://www.kmclennan.com)

Cape Breton University's Beaton Institute Archives. [www.cbu.ca/beaton](http://www.cbu.ca/beaton)

Nova Scotia Museum. <http://museum.novascotia.ca/>

Fortress Louisbourg Association. <http://www.fortressoflouisbourg.ca/>

Cape Breton Regional Library - McConnell Branch. <http://www.cbri.ca/branches/sydney.asp>



## Module 2: Learning from Archival Records

### Grades 6, 7, 8

#### Background

This module is intended to help students enhance their skills in using research as inquiry. The document *Atlantic Canada English Language Arts Curriculum Grades 7-9* states:

Students ask questions within meaningful contexts to guide their inquiry, develop solutions to problems, and investigate information and issues related to curriculum content. Broad questions can lead to more specific questions that provide direction for research. (p. 91)

Throughout this module, students will discover a rich source of information through archival records, many of which are located in their own communities. These records tell stories of our past and help us understand life today as an evolution of time, place and community. In addition, a primary focus of the module is the Web site, *Through Her Eyes* – the story of Katharine McLennan [www.kmclennan.com]. This Web site is an example of archival collections that tell a compelling story. When used in the classroom it becomes a model for resource-based learning.

*Foundation for the Atlantic Canada Social Studies Curriculum* (1999) emphasizes the importance of resource-based learning:

Resource-based learning supports students as they develop information literacy. Information literacy is the ability to access, interpret, evaluate, organize, select, produce, and communicate information through a variety of media technologies and contexts to meet diverse learning needs and purposes. (p. 30)

To support this notion, a range of possible resources is listed in *Social Studies 6* (p. 16), *Social Studies 7* (p. 14), and *Social Studies 8* (p. 14) including:

- print – books, magazines, newspapers, documents, and publications
- visuals – maps, illustrations, photographs, pictures, and study prints
- artifacts – concrete objects, educational toys, and games
- individuals and communities – interviews, museums, field trips
- multimedia – films, audio and video tapes, digital data devices, television, and radio

- information technology – desktop and laptop computers, digital data recording devices, computer software, databases, CD-ROMs, World Wide Web
- communication technology – Internet connections, bulletin boards, digital cameras, graphics software, audio and video conferencing, emails

Throughout this module, teachers will discover possibilities for students to engage with many of these resources through activities directly related to *Through Her Eyes*, a digital archive of photographs, diary entries, correspondence, a guest book, invitations and artwork from the Katharine McLennan collection. These items are physically housed in three different locations in Cape Breton: Beaton Institute, Fortress of Louisbourg, and Cape Breton Regional Library. Through the use of technology, they are now accessible online as a digital collection on the World Wide Web.

Information and Communication Technology (ICT) plays a major role in the acquisition and analysis of information. *Social Studies 6* (2010) states,

This program introduces methods and skills for social studies research and provides a context in which students can analyze and evaluate historical, socio-cultural and geographic evidence and make their own interpretations. The program integrates ICT key-stage outcomes as instruction is designed, planned, and implemented. (p. 18)

### TIPS FOR TEACHING SUCCESS

Teachers will notice that some photos in the Photo Gallery of WWI depict graphic images, in particular gangrenous lesions (eg, [http://www.kmclennan.com/themes/exhibit-item/?theme=wwi&subtheme=photograph\\_gallery&document=151](http://www.kmclennan.com/themes/exhibit-item/?theme=wwi&subtheme=photograph_gallery&document=151)). You should preview the entire collection for other examples that have the potential for concern, especially when working with elementary students, and decide in advance how you will deal with them.

## Module Design

This module is intended to support the Social Studies, Language Arts and Arts Education curricula. It is designed as a ten-hour unit that will lead students through a series of activities to develop in them an understanding of the importance of archival records, their analysis and interpretation, and the stories they tell. It provides authentic learning experiences through individual and group projects, and while completing these students will develop an appreciation for the preservation and use of archival records. They will experience, either in person or on the

World Wide Web, the richness of these archival records in helping us understand our past as well as our future. This has the potential to become an excellent unit in preparation for the annual Heritage Fair, or a celebration of an important event or anniversary in the community, province or country, such as Canada's sesquicentennial in 2017, annual Remembrance Day observances, or the 100<sup>th</sup> anniversary of World War I. There are limitless possibilities, and hopefully teachers will facilitate the learning in a way that allows students to reach out in directions that interest them.

As teacher, it is important to use your imagination to create a learning environment that supports inquiry-based learning, and to allow the students to make personal decisions as you guide the projects from start to finish. As teacher, you act as a facilitator of the learning by ensuring that students are focused and experiencing success in achieving the outcomes. The joy of learning comes through discovery and exploration.

## **Curriculum Outcomes**

Through the Council of Atlantic Ministers of Education and Training (CAMET), foundation documents in Social Studies, English Language Arts and Arts Education have been created to guide curriculum development in the Atlantic Provinces. General Curriculum Outcomes (GCOs) are general statements of the things that students should know and be able to do upon graduation, and through a building process, they achieve these outcomes through sequential learning experiences from K to 12. From the GCOs, Key-Stage and Specific Curriculum Outcomes fall, and these are identified in the curriculum for each of the disciplines highlighted. In this module, the suggestions for learning and teaching touch upon the following General Curriculum Outcomes:

### ***Social Studies***

**GCO:** Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment – locally, nationally, and globally – and the implications for a sustainable future.

**GCO:** Students will be expected to demonstrate an understanding of the interactions among peoples, places and the environment.

**GCO:** Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

## ***English Language Arts***

**GCO:** Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings and experiences.

**GCO:** Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

**GCO:** Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose.

**GCO:** Students will be able to select, read and view with understanding a range of literature, information, media, and visual texts.

**GCO:** Students will be able to interpret, select and combine information, using a variety of strategies, resources and technologies.

**GCO:** Students will be able to respond personally to a range of texts.

**GCO:** Students will be able to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

## ***Arts Education***

**GCO:** Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

**GCO:** Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience.

**GCO:** Students will be expected to examine the relationship among the arts, societies, and environments.

## TIPS FOR TEACHING SUCCESS

To locate a specific photo in a theme without scrolling through the entire collection, open the photo gallery and advance to the second slide. In the web address, change the last digit to the number of the slide you would like to view. For example, under the theme, *Katharine*, click on Photo Gallery. The web address reads:

[http://www.kmclennan.com/themes/exhibit-item/?theme=katharine&subtheme=photograph gallery](http://www.kmclennan.com/themes/exhibit-item/?theme=katharine&subtheme=photograph%20gallery)

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Now, change the last digit in the address to locate photo 8:

[http://www.kmclennan.com/themes/exhibit-item/?theme=katharine&subtheme=photograph gallery&document=8](http://www.kmclennan.com/themes/exhibit-item/?theme=katharine&subtheme=photograph%20gallery&document=8)

## Suggestions for Learning, Teaching and Assessment

### *Lesson 1:*

The Oxford Dictionary defines archives as both “a place in which public records or historic documents are kept” and “a historical record or document so preserved.” *A Manual for Small Archives* (1994) elaborates on this notion saying,

Archives might be public or corporate records (archives) generated by government or businesses, or private papers and records (manuscripts) created or kept by individuals. They can be paper documents such as letters, diaries, reports, minute books, or memos, or they may include media items, such as photographic images, maps, architectural records, films and videotapes, paintings and drawings, phonographic records and cassette tapes, pamphlets, newspapers, brochures, and even machine-readable records generated by computers. (p. 5)

The archival repository, or place where the records are kept, may be a building, part of a building, or sometimes even a closet. It is a permanent institution dedicated to caring for the records, safe from environmental and human hazards, with facilities and equipment to ease the work of the archivist and encourage use by the public. (p. 5)

Throughout our province and within our communities archives exist to collect, protect and make available records of continuing value.

### Class Treasure Hunt

Lead the students in a class treasure hunt (see below) to discover what they know about personal collections and various experiences related to archival studies. Have the students ask questions of each other to fill in each square of the game sheet. One student may be represented in more than one square. As an extension, encourage the students to delve deeper by asking follow-up questions – who, when, where, what, why, how? Have them record the responses directly on their game sheet.

## Find Someone Who....

Has visited an archive	Has participated in the Heritage Fair	Has saved copies of report cards from previous grades	Keeps a diary	Corresponds regularly with someone abroad
Has a photo album containing photos of events growing up	Has a collection of newspaper clippings, such as events he/she participated in	Has visited a museum	Enjoys reading about history	Knows someone who works in a museum or an archives
Visits a community library regularly	Enjoys movies that are set in the past	Has relatives who arrived in Canada through Pier 21 in Halifax	Has been an animator for a local museum or historic site	Has read <i>Diary of Anne Frank</i>
Has old videos of themselves in the early years	Has a scrapbook of memories from a trip they took	Has visited a historic site in another province	Has heard of the Library and Archives of Canada	Enjoys hearing older folk tell stories of when they were growing up
Has immigrated to Canada	Has seen a collection of LP recordings	Has visited a Web site that contains archival material	Has seen black and white photographs	Has a portrait of an early ancestor hanging in their home

Once the students have completed their game sheets, debrief the activity by calling upon individual students to answer a specific question and then asking follow-up questions related to it. For example ask, “*Who has a collection of newspaper clippings?*” Follow up questions might include:

- Tell us about them.
- Why did you decide to cut out these clippings and save them?
- Where do you keep them?
- Do you think they are safe there?
- How long do you anticipate you will keep these clippings in your possession?
- Do you keep track of them in an organized way?

Continue with each of the other squares on the chart. You will most likely not have time for each student to respond, so you can continue the activity in the next lesson.

Introduce the module to the class. Using the LCD projector, show them the Web site, *Through Her Eyes* at <http://www.kmclennan.com/>. Explain to the students who Katharine McLennan was and discuss her life as told through the Web site. Tell the students that this Web site is designed to bring together several archival collections documenting Katharine’s life. The originals are housed in three locations: Beaton Institute at Cape Breton University, Fortress of Louisbourg, and James McConnell Library. Now, thanks to Information and Communication Technology, all the materials are housed digitally in one location on the World Wide Web, and they are available for research and information purposes by anyone in the world. Explain to the students that the items in the collection have been grouped under five themes:

- Katharine
- The McLennans
- Petersfield
- WW1
- Louisbourg Museum

Depending on time available, show some of the items listed under each of the themes, and ask the students to suggest how or why they fit under each.

### Group Assessment

In groups of 3 or 4, have the students explore one of the themes in *Through Her Eyes* and prepare a brief description of what is contained therein. The following guided questions may be used:



- List all the different types of materials contained under the theme, e.g. photos, diary entries, guest book, certificates, etc.
- What kinds of information can you get by viewing these materials?
- Do the materials give you an idea of the time when Katharine acquired them?
- Are these all her own materials, or does she include items from siblings and friends?
- Can you describe Katharine based on the materials presented?

## ***Lesson 2***

Begin this lesson with a continuation of the “Treasure Hunt” activity from the previous day, and use this as an introduction to this lesson. Explain to the students that each of us has a personal history, and throughout our lifetime, we collect items that we feel are valuable because they have special significance for us. Archives collect and make accessible historic records of continuing and significant value. Relate this to what we know of Katharine McLennan as demonstrated in the Web site, *Through Her Eyes*.

Discuss with the students where people keep a collection of important documents. Examples they might suggest include:

- scrapbook
- an old trunk
- attic
- photo album
- memory box
- time capsule
- corner stone of a building
- filing cabinet
- computer

For each one suggested, ask what types of archival documents/records might be kept there? Ask if anyone has a memory box or scrapbook at home. If some students do, have them describe what is contained in it. If possible, ask them to bring it to the next class.

Once again, show the website, *Through her Eyes*. What sort of things did Katharine save as she was growing up? They should discover the following:

- photographs
- certificates
- correspondence

- artwork
- awards
- speeches
- diary
- invitations
- Petersfield guest book
- a film
- newspaper clippings
- collections from Louisbourg, such as maps, building plans, museum documents and ledgers, etc.

Tell the students that these are Katharine's personal items that are physically housed at the Beaton Institute, the Cape Breton Regional Library and the Fortress of Louisbourg. To make them more accessible and to bring them together as a complete collection, they are now digitally located on the World Wide Web. This makes them available to anyone in the world who is doing research or who wants to learn more about Katharine McLennan.

When archival documents such as personal papers, certificates, newspaper clippings, photographs, etc. are housed in a facility like the Beaton Institute or the Nova Scotia Archives they are organized in a way that reflects how the person or organization created them.

This is different from artifacts that are housed in a museum, such as dishes, furniture, clothing, farming or fishing equipment, etc. In a museum, the objects are usually organized individually with many being placed on display in exhibitions. . While archival documents are sometimes included in exhibits, most are stored and preserved in folders and boxes in a secure and controlled environment.

Most archival documents are unique and require special handling techniques including not having food and drink close by, using pencils instead of pens, and sometimes wearing gloves while viewing the documents. Unlike library materials, archival documents are not loaned and need to be viewed at the archive. An archives' goal is to ensure these unique and significant documents are available to future generations for informational and research purposes. Nowadays, because of information and communication technology, digitized copies of archival materials are accessible on the World Wide Web, as is the case with the Katharine McLennan collection. Explain to the students that this makes the materials easily accessible to anyone in the world at any time, and that it makes it easier to view the documents because of the reasons stated above

In groups of 3 or 4, have the students view the site for Library and Archives Canada at <http://www.collectionscanada.gc.ca/>.

Using the menu on the left, direct the students to click on the following tabs:

- Discover the Collection → About the Collection
- Online Research → Research Aids and Services
- Discover the Collection → Browse by Topic

Have them summarize their findings by taking notes as they navigate these tabs. These findings will later be presented to the class. When they reach the tab to discover the collection, have them select a topic of interest, and follow the links to the archival materials housed there.

### Individual Assessment

Have the students individually record in their journals their discoveries on the Web site for Library and Archives Canada. Also, ask them to record three things they learned today about archives.

### ***Lesson 3***

Begin the lesson with a class brainstorming session of the individual responses to the things the students learned about archives during the previous lesson. List these on the white board and ask for clarification to ensure that everyone knows the correct terminology.

Now put the students back in the groups from the previous lesson and have them work on a presentation of what they learned on the topic they researched when they clicked on the tab, “Our Collection” while visiting the Library and Archives Canada Web site. If time allows, have each group prepare a short Power Point presentation in which actual pages from the Web site are copied. This is achieved by having them click on [Alt and PrSc] (top row of keys on keyboard), and then pasting it into the Power Point.

### Assessment

Throughout the remainder of the lesson, circulate throughout the room to ensure that all students are on task and understand the task that they have been assigned. In particular, observe those students who may not be fully engaged. Tell the students that they will be making their presentations during the next lesson.

Towards the end of the lesson, allow time for the students to design together a rubric for the presentations. These rubrics will be completed individually. Realizing that not all students may be able to present in Power Point format, consider other options, such as charts and diagrams, or other visuals to assist them in staying focussed and maintaining interest among their peers.

## ***Lesson 4***

Review with the students the activities from the previous day, establish a schedule, and have each group present their findings.

### **Individual Assessment**

Following the presentations, have each student complete a rubric which assesses their group's presentation. These rubrics can be collected by the teacher and used for the evaluation of the module.

Lead a discussion with the students about how archives organize and provide access to archival collections. Inform students that they will be creating a personal collection of their own over the next few lessons. Another word for an archival collection created by a person or organization is a "fonds." However, for the purpose of the following lessons the word "collection" will be used.

For homework, ask the students to consider the type of collection they would like to create based on what they have learned about archives in previous lessons. Tell them to begin to assemble items for organizing and preserving in their own collection. Referring to the Web site, suggest such things as Katharine McLennan saved over the years. Give them suggestions, including photographs, certificates, report cards, programs from concerts, post cards of places they have visited, correspondence they have received, newspaper clippings, etc. Tell them that their collection will tell their life history or about a significant event, and that they will continue to build it over the next few lessons.

## ***Lesson 5***

Have the students work in pairs and discuss the documents they have brought to class and the type of collection that they would like to create.

*Note:* If students are having difficulty with this assignment because they do not have documents, photos, or other items to include, suggest that they think of a sports team that they are on, the school band, or an organization they belong to and create a collection which documents its activities.

As the students discuss their ideas and collections with a partner, have them consider how they will organize the items in the collection. This is a very important step in any archives, and the archivist must keep very clear records according to a set of guidelines. Items donated to an archives are tracked using an accession number. Large donations may be sorted and grouped by categories such as date, format (correspondence, photographs, etc), and sometimes place or activity. The arrangement is not arbitrary. Archives try to retain the order or sequence in which

they had been originally created as this tells an important part of their story. Finally, a finding aid is created with different levels of arrangement to allow for discovery of groupings of records. For this assignment however, it is not necessary to go into that level of detail.

Discuss with the students if a natural order, or filing system, is evident with their collection. Have the students sort their collection. Have them trial several methods of grouping their documents that best retells the story they document. Allow opportunities for them to continue to build their collection by bringing in more materials over the coming lessons.

Students may wish to group like items together such as photographs, newspaper clippings, and letters; creating a separate folder for each grouping of like documents. Then students can work with each folder to arrange each item within the folder either by date, in sequence, alphabetically, etc. It is important when sorting the materials to have them record information about each item, carefully unfold and uncurl pages and make sure it is as neat and flat as possible. In addition, have them identify any items that need special care or that need to be photocopied (original photos and manuscripts may need to be photocopied and returned so they are not lost).

Each item should have an accession number – a unique number that identifies it. For this project use the following system:

- use the last three digits of the year of the item, e.g. a photo taken in 2012 would use 012 and this will become the first three digits of the accession number
- each item should be organized according to the sequence it was accessed in that year: 012.1, 012.2, etc.
- if there is more than one item that was accessed on a specific date, continue the numbers as follows: 012.1.4, 012.1.5, etc.

For the remainder of the class, have the students number their items that will be contained in their collection.

If possible, it would be appropriate to arrange for the class to visit an archive. There are many museums, libraries and other institutions across the province that house archival materials. Visit the Council of Nova Scotia Archives Web site at <http://www.councilofnsarchives.ca> to discover where the closest one is to your school.

### Individual Assessment

Have the students record accession numbers for the items included in their collection.

For homework, have the students continue to bring in archival documents and materials to include in their project. Also, have them bring to school something to display their archival

documents and materials. This might be a scrapbook, a box to make a memory box, a box and file folders, etc.

## ***Lesson 6***

To begin the lesson, review with the students the task at hand. They are to:

- record the items they have brought to class for their collection
- assign each one an accession number
- write a brief description to describe the historical significance of the collection
- develop an itemized list of documents contained within the collection
- create a display of their materials

Allow time for them to work on their collection. Students will need to provide a brief history as to the significance of the overall collection. In addition, have the students develop a list of all the items within the collection. Information on each item in the list should include the item accession number, a brief but descriptive title to the item, date of item, format of the item (i.e. is it a photograph, textual document, map, etc). The formatting of the list could be in a table, a database, a spreadsheet or a document.

To present their collection students will display the items and be able to use their brief history and itemized list to tell the story of the collection documents. For those who will do a Power Point, Web site or a video of their objects, ensure that the technology is available. The display of the collection should be completed in this class, or if this is not possible, it can be assigned for homework.

### **Individual Assessment**

Have the students reflect in their journals on the learning in this module. Have them speculate on the significance of the project they are working on, and how it might be interpreted by their children and grandchildren in years to come. Ask them if they think Katharine McLennan realized when she was writing in her journal or taking photographs that they would be viewed by generations to come. Then ask the question, “Why are archives so important in preserving history and culture?”

## ***Lesson 7***

Plan a field trip to an archives or a site in your region that houses archival materials. Be sure to contact the institution or site well in advance so you can work with their staff to establish a program for the students. This will enrich and extend the experience, and will make it more meaningful for the students.

Before the field trip, prepare the students by telling them about some of the collections they will see, their historical significance, the story (stories) that the archives tell and any other information that may help them understand the importance of preserving manuscripts and documents in fonds to tell a story.

On the day of the field trip, give each student a work sheet to complete. This can be a type of “treasure hunt” where the students will select a particular document, describe it, and tell about its significance within the collection. Have them record any other useful information that may help them recall the document in the following lessons as found in the fonds or in brochures and other documents of the archives.

Many archives have a vault where collections are stored. If possible, arrange in advance for the students to visit the vault so they can see the magnitude of records housed by that institution or archives. Explain to the students that in community facilities where archives are stored, often volunteers spend a lot of time working there because they value their heritage and want to preserve it for future generations. The manuscripts and documents tell a story that they are proud of and want to pass on to future generations.

### **Individual Assessment**

Have the students write an entry in their journal telling about their experiences in the archives and highlighting key discoveries that they made. They may also wish to include a description of the manuscript or document that they chose for their worksheet.

## TIPS FOR TEACHING SUCCESS

Museums, archives and libraries can customize programs for school groups to enhance the students' learning. It is important for the teacher to plan in advance and meet with staff of the site where the visit will take place so a program can be developed. It is also important for the teacher to prepare the students in advance of the visit to make it more meaningful for them. In addition, the teacher should actively participate in the program with the students so that appropriate follow-up can be developed.

If classes are unable to visit a library, museum, or archives in person, arrangements can be made to have a staff person visit the classroom. Once again, advance preparation is very important so a specific program can be developed to maximize the learning.

### *Lesson 8*

Have the students debrief their experiences on the field trip from the previous day. Discuss the worksheets and the information on the documents or manuscripts that the students recorded. In particular, talk about the way the item was recorded using a numbering code, and grouped or organized in the collection.

Tell the students that for the final presentation of their projects, they will display their personal collections in a class collection that will be available for presentation to their parents, friends and others they may wish to invite. Having visited an archives, ask them how they should set up their display so the guests can view their collection and respond to it in a meaningful way. Tell them that this may not be exactly the way the fonds would be housed in an archives or other institution housing archival records, but it should be arranged in such a way that each person can talk about their project and describe the collection housed in it, as well as the process used to develop it.

Discuss with the students those who will be invited to attend the launch of their archival collection, and how they will celebrate their work during the event. Tell them to consider such things as lighting, background music, refreshments and snacks, technology needed if students have developed Web-based or video projects, and the physical set-up of the room. Assign students to specific tasks so they assume responsibility for these details.

### Group Assessment

As a class, create a rubric to assess the final products. The rubric should allow for individual assessment based on the criteria established in it. In addition, there should be a column for the teacher to also assess the finished project. Overall comparisons of the two assessments can be made in one-on-one conferences between each student and teacher.



## ***Lesson 9***

This lesson is devoted to completing their archival projects for presentation. Have the students present their projects to the class, and elicit peer feedback. This is an opportunity to refine the presentation, and to ensure all supporting material and equipment is in place.

### **Individual Assessment**

Have the students complete the rubric for the project, and pass it in to the teacher.

## ***Lesson 10***

In advance of guests arriving for the final presentations, be sure that everyone has completed their assigned tasks and that all details for lighting, sound, technology, refreshments and snacks are taken care of, and nothing is forgotten. After the presentations and when the guests have left, debrief the activity and discuss those things that worked and the things that may require additional attention next time. Have the students record their personal observations in their journals.

### **Teacher Assessment**

As the students are presenting their projects to the invited guests, take notes on their overall achievement for the assignment, and complete the rubric drawing comparisons to the individual assessment done by each student. In the coming days, arrange a time to meet with each student to review the assessment in a one-on-one conference.

## Resources

*A Manual for Small Archives.* Archives Association of British Columbia, 1994.  
<http://aabc.ca/media/6069/manualforsmallarchives.pdf>

*English Language Arts Foundation.* (Atlantic Canada Education Foundation: 1996)

*Foundation for the Atlantic Canada Arts Education Curriculum.* (Atlantic Provinces Education Foundation: 2001)

*Foundation for the Atlantic Canada Social Studies Curriculum.* (Council of Atlantic Ministers of Education and Training: 1999.

*Social Studies 6: World Cultures,* Implementation Draft. Province of Nova Scotia: 2010.

*Social Studies 7,* Implementation Draft. Province of Nova Scotia: 2005.

*Social Studies 8,* Implementation Draft. Province of Nova Scotia: 2006.

Association of Canadian Archivists. <http://archivists.ca/>

Council of Nova Scotia Archives. [www.councilofnsarchives.ca](http://www.councilofnsarchives.ca)

*Through Her Eyes: Katharine McLennan.* [www.kmclennan.com](http://www.kmclennan.com)

Cape Breton University's Beaton Institute Archives. <http://www.cbu.ca/beaton/>

Nova Scotia Archives. [www.gov.ns.ca/nsarm/](http://www.gov.ns.ca/nsarm/)

Library and Archives Canada. <http://www.collectionscanada.gc.ca/index-e.html>

Fortress Louisbourg Association. <http://www.fortressoflouisbourg.ca/>

Cape Breton Regional Library – McConnell Branch. <http://www.cbri.ca/branches/sydney.asp>

## Module 3: Step Into the Past

### Grades 9 – 12

#### Background

Project-based learning is a dynamic approach to teaching in which students explore real world problems and challenges. With this type of active and engaging learning, students are inspired to obtain a deeper level of knowledge of the subjects they are studying. [[www.edutopia.org/project-based-learning](http://www.edutopia.org/project-based-learning)]

Project-based learning is a more effective way to teach because it results in demonstrations of performance derived from specific problems that students solve. It is a hands-on approach where students demonstrate what they have learned in a real-life context, building on critical thinking, collaboration and communication skills. Studies have proven that students who are exposed to project-based learning report higher incidences of motivation and engagement.

This module is designed to integrate many curricular areas of the Grades 9 – 12 Program of Studies. In particular, it will explore a unique project integrating Social Studies, English Language Arts, Drama, Visual Arts, Music, Media Arts, and Technology Education. It is suggested that teachers devote 10 in-class hours to this module, realizing that this could be extended or adapted to suit particular needs. Above all, sufficient time must be dedicated to the module so that students are led through a series of meaningful activities that bring together a product that will be a celebration for the entire class.

Throughout this module, teachers will discover possibilities for students to engage with many resources contained on the Web site, *Through Her Eyes*, an archival collection of photographs, diary entries, correspondence, a guest book, and other artifacts from the Katharine McLennan collection. These items are physically housed in three different locations in Cape Breton: Beaton Institute, Fortress of Louisbourg, and Cape Breton Regional Library. Through the use of technology, they are now accessible online as a digital collection on the World Wide Web.

In addition, students will work as a team to develop skills through questions, inquiry and critical thinking. They will develop solutions to real-life problems, and actively engage in a learning process that blurs the lines between disciplines and subject specialities. The focus of the module will be the creation of a theatre piece that depicts a time, place and community as identified in the collection of Katharine McLennan.

## Module Design

This module is intended to support the Social Studies, Language Arts and Arts Education curricula. It is designed as a ten-hour unit that will lead students through a series of activities to develop in them an understanding of the importance of cultural collections, their interpretation, and the stories they tell. It develops into a culminating class project in which students will experience the joy of presenting a theatre piece that results from project-based learning. This could become an excellent project for the annual Heritage Fair.

As teacher, it is important to use your imagination to create a learning environment that supports inquiry-based learning, and to allow the students to make decisions and guide the projects from start to finish. As teacher, you act as a facilitator of the learning by ensuring that students are focused and experiencing success in achieving the outcomes. The joy of learning comes through discovering and exploration.

### TIPS FOR TEACHING SUCCESS

Teachers will notice that some photos in the Photo Gallery of WWI depict graphic images, in particular gangrenous lesions (eg, [http://www.kmclennan.com/themes/exhibit-item/?theme=wwi&subtheme=photograph gallery&document=151](http://www.kmclennan.com/themes/exhibit-item/?theme=wwi&subtheme=photograph%20gallery&document=151)). You should preview the entire collection for other examples that have the potential for concern, especially when working with elementary students, and decide in advance how you will deal with them.

## Curriculum Outcomes

Through the Council of Atlantic Ministers of Education and Training (CAMET), foundation documents in Social Studies, English Language Arts and Arts Education have been created to guide curriculum development in the Atlantic Provinces. General Curriculum Outcomes (GCOs) are general statements of the things that students should know and be able to do upon graduation, and through a building process, they achieve these outcomes through sequential learning experiences from K to 12. From the GCOs, Key-Stage and Specific Curriculum Outcomes fall, and these are identified in the curriculum for each of the disciplines highlighted. In this module, the suggestions for learning and teaching touch upon the following General Curriculum Outcomes:

## ***Social Studies***

**GCO:** Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment – locally, nationally, and globally – and the implications for a sustainable future.

**GCO:** Students will be expected to demonstrate an understanding of the interactions among peoples, places and the environment.

**GCO:** Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

## ***English Language Arts***

**GCO:** Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings and experiences.

**GCO:** Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

**GCO:** Students will be able to interact with sensitivity and respect, considering the situation, audience and purpose.

**GCO:** Students will be able to select, read and view with understanding a range of literature, information, media, and visual texts.

**GCO:** Students will be able to interpret, select and combine information, using a variety of strategies, resources and technologies.

**GCO:** Students will be able to respond personally to a range of texts.

**GCO:** Students will be able to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

## ***Arts Education***

**GCO:** Students will be expected to explore, challenge, and express ideas, using the skills, language, techniques, and processes of the arts.

**GCO:** Students will be expected to create and/or present, collaborative and independently, expressive products in the arts for a range of audiences and purposes.

**GCO:** Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

**GCO:** Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience.

**GCO:** Students will be expected to examine the relationship among the arts, societies, and environments.

**GCO:** Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

**GCO:** Students will be expected to understand the role of technologies in creating and responding to expressive works.

**GCO:** Students will be expected to analyse the relationship between artistic intent and the expressive work.

### **TIPS FOR TEACHING SUCCESS**

To locate a specific photo from a photo gallery in a theme without scrolling through the entire collection, open the photo gallery and advance to the second slide. In the web address, change the last digit to the number of the slide you would like to view. For example, under the theme, *Katharine*, click on Photo Gallery. The web address reads:

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Now, change the last digit in the address to locate photo 8:

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## Suggestions for Learning, Teaching and Assessment

### *Lesson 1: Getting Ready*

Introduce the class to the Web site, *Through Her Eyes*. First, give them the background on Katharine McLennan and the McLennan family, and explain the contributions they made to life in Cape Breton in the first half of the twentieth century. Using an LCD projector, show the students the opening page of the Web site and discuss the life of Katharine as described on the first slide of the theme, Katharine. Next, show the opening slide of the next theme, The McLennans. Continue with the opening slide of each of the other themes: Petersfield, WW1, and Louisbourg Museum. This will give them a basic introduction to the life and times of Katharine.

For the remainder of the lesson, allow the students time to explore the images under each of the themes. Before they begin, highlight the fact that the entries contained on this site are manuscripts and objects from the personal collection of Katharine - her diary, her photographs and correspondence, the guest book from Petersfield, artwork she did herself or collected in her travels, and mementos she acquired throughout her life. For this activity, depending on the availability of technology, you may want to group the students so there are sufficient computers for everyone or every group in the class.

### Individual or Group Assessment

Depending on whether students are working individually or in groups, determine if this assessment should be done individually or in groups. Ask them to locate specific information that will help them in the remainder of the module. For example, you may design a questionnaire with specific questions, such as:

- Katharine travelled extensively throughout her life. Where are some of these destinations? How did she get there?
- What do you think was the purpose of her travelling to these regions?
- Katharine demonstrated skills in visual arts. How did she acquire these skills?
- Speculate on what you think life was like for the McLennans at Petersfield.
- How was Katharine's father, J.S. McLennan "connected" politically?
- When did WW1 take place?
- What role did Katharine play in the service of her country during WW1?
- What other connections to WW1 did Katharine have?
- Following the war, what projects interested Katharine?
- Overall, what do you think were her primary contributions to life in Cape Breton in particular, and to Canada in general?

## ***Lesson 2: Setting the Stage***

Before the students begin this lesson, be sure that that Web site is projected so all can see it. Debrief the Assessment from the previous lesson by summarizing the life and times of Katharine. Ask the students what in particular intrigued them while exploring her collection on the Web site, *Through Her Eyes*.

Show a sample of photos from her gallery, and elicit responses to guided questions that would help them put each in a context of time, place and community. Suggestions of photos to project might include:

- Item 8/53 (Katharine→Photo Gallery)
- Item 12/53 (Katharine→Photo Gallery)
- Item 3/26 (McLennans→Photo Gallery)
- Item 17/26 (McLennans→Photo Gallery)
- Item 26/33 (Petersfield→Photo Gallery)
- Item 30/33 (Petersfield→Photo Gallery)
- Item 10/206 (WW1→Photo Gallery)
- Item 12/206 (WW1→Photo Gallery)
- Item 48/100 (Louisbourg Museum→Photo Gallery)
- Item 50/100 (Louisbourg Museum→Photo Gallery)

Next, show the following slide from the Photo Gallery in the theme, WWI: Item 40/206. Seek two volunteers from the class to portray the two ladies pictured in the photo. Ask them to leave the room and work out a dialogue that depicts what is happening in the photo. Allow five minutes for this activity. While they are out of the room, discuss with the remaining students what might be happening in the photo, and what may be happening at that time in Europe. You may need to guide the conversation with discussion questions such as

- What was life in Europe like during WW1?
- What countries were hardest hit?
- When did the war begin and end?
- How was Canada involved in the war?

When the two students return to the classroom, have them assume their roles and improvise their script. Discuss the improvisation piece. Next divide the remaining students in two groups. Have one group improvise a scene that would have happened just before the scene with the two ladies depicted in the photo. Have the other group improvise a scene of what happened following the conversation between the two ladies. This sets up a 3-scene improvisation that depicts a story from WW1. After five minutes, have each group take their places and freeze in



position. Begin with scene 1, immediately followed by scene 2 (the two ladies in conversation) and finally scene 3.

### Group Assessment

Lead the class in a discussion of the previous activity, by asking guided questions such as:

- What worked in the activity?
- What did not work?
- What was difficult about the task?
- If you could do it again, would you do anything differently?
- What did you discover about the process?

Tell the students that over the next several lessons they will be working on a presentation that portrays the life and times of Katharine McLennan. Using the Web site as a guide, they will discover a main theme, develop characters, establish a story line, and add special effects that depict the time and place of the presentation. For homework, have them look at the photo collection and diary entries on the Web site, *Through Her Eyes*, in preparation for the next class.

### ***Lessons 3: Step Back in Time***

During the next six lessons, students will work in groups on short improvised scenes that depict an event in the life and times of Katharine McLennan. These will be similar to the Heritage Moments series which depict one-minute episodes of a time in Canadian history. The subject will be Katharine McLennan, and each of the themes depicted on the Web site, *Through Her Eyes*, will be portrayed by a group. Depending on the size of the class, groups should be between 6 and 8 students, with some playing acting roles, and others assigned to the technical elements of their presentation.

To introduce the assignment, review the Web site and its themes: Katharine, The McLennans, Petersfield, WW1, and Louisbourg Museum. Show the Web site once again, and highlight the fact that key information is contained in diary entries, correspondence, artwork, the guestbook and photographs. In groups, have students review the collection under their theme, decide on a scene to depict, and enact it through dialogue and special effects.

Provide time for the class to be divided into groups, realizing that not everyone will want to assume an acting role. Some will want to be part of the technical crew that is assigned to lighting, sound effects, costumes, and props. Throughout the process, each student is required to keep a journal and record each day the progress of their work for this assignment.

## Assessment

Teachers may select from a variety of assessment tools to measure achievement of the outcomes for this assignment.

- discussions with the audience following the actual presentation
- written reviews of the final presentations by fellow students and teachers
- rubrics and feedback forms
- writing logs and journals
- conferences with each group

The assignment can be assessed on the following:

- performance portfolio
- weekly journals
- performance, including blocking, movement, voice, character, direction
- production elements, including use of technology, sets, costumes, properties

## ***Lessons 4 – 8: Collective Creation***

On the Web site, the students will explore the items contained in their theme, and discuss how they will create a one-minute scene or Heritage Moment. They can use this research to develop a piece of theatre that explains the event and demonstrates its significance and value in their lives. The following must be included in the development and performance:

- Research documents, notes, sketches, and other artifacts, and organize them in a binder or similar document portfolio
- Develop a schedule and production plan
- Maintain a journal on themes and relevant information with every student writing reflections at the end of each lesson
- Perform the historical piece before an audience (this will need to be planned in advance)
- Plan and use appropriate technology, set, costumes, and properties in the presentation of this assignment
- Design a program for the presentation that includes a short bio on each cast member, production notes, scene information (if needed), appropriate acknowledgements, and any other information needed by the audience

- Provide an accurate account of the time required to research, plan and rehearse the production

### ***Lesson 9: Dress Rehearsal***

During this lesson, students will perform their theatre piece for the class. This should be done with costumes, props and any technical assistance that is required, including sound and lighting. Following each presentation, have the class respond to the group that presented. Ask them for comments on what worked well, and suggestions as to how to improve the presentation. If time allows, give each group an opportunity to respond and make any changes they deem necessary for the success of their production.

Ensure that all details are in place for the final production during the next lesson.

### ***Lesson 10: The Performance***

This should be planned well in advance. In the planning, decide on the actual venue, the invited guests, the logistics of transitioning from piece to piece, and opportunities for the audience to respond. It should be noted that the audience can be another class, parents, school board representatives, and others from the community.

Following the performance, as teacher you can elicit comments from the audience. Once everyone has left, meet with your class and debrief the experience. Once again, ask what worked well, what they would do differently, and how they felt about the overall experience. Arrange for one-on-one conference with the students to make a final assessment.

## Resources

*English Language Arts Foundation.* (Atlantic Canada Education Foundation: 1996)

*Foundation for the Atlantic Canada Arts Education Curriculum.* (Atlantic Provinces Education Foundation: 2001)

*Foundation for the Atlantic Canada Social Studies Curriculum.* (Council of Atlantic Ministers of Education and Training: 1999.

*Drama 12: Theatre Arts.* (Province of Nova Scotia, Draft, 2008)

*Through Her Eyes: Katharine McLennan.* [www.kmclennan.com](http://www.kmclennan.com)

Fortress Louisbourg Association. <http://www.fortressoflouisbourg.ca/>

Cape Breton University's Beaton Institute Archives. <http://www.cbu.ca/beaton/>

Cape Breton Regional Library – McConnell Library. <http://www.cbrl.ca/branches/sydney.asp>