

A Living Archives Lesson Plan

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Class	Social Studies	Grade Level	8
Topic	<i>Snapshots of the Past</i>	Required Time	Two 45-minute lessons
Materials	Archived photographs*, computer/Internet access, Google Earth (if possible), maps of Prince Edward Island and Charlottetown area, chart paper and markers *can be put in a slideshow or display beforehand, or students can search <i>A Living Archives</i> website for their own photos.		
Prerequisite Skills/ Knowledge	Ability to navigate <i>A Living Archives</i> website to search for photographs.		
Learning Outcomes	8.1.1 Investigate how artistic and literary expression reflects the following aspects of Canadian identity: landscape, climate, history, people-citizenship, and related challenges and opportunities 8.3.1 Analyse the impact of changing technology and socioeconomic conditions on differing prosperities and lifestyles in Canada in the 1920s and 1930s <ul style="list-style-type: none"> • examine the impact of new technology on lifestyle in the 1920s 8.3.5 Analyse the impact of changing technology and socioeconomic conditions on Canada's prosperity and lifestyles in the 1950s and 1960s <ul style="list-style-type: none"> • examine how changing technologies affected lifestyle • identify attitudes and values of the 50s and 60s and examine how they affected lifestyle 8.3.6 Compare the social and cultural trends in Canada in the 1950s, 1960s and 1970s		
Learning Activities	1. Hook: Select one set of photos (i.e. a present day school and a one-room schoolhouse). Have students highlight differences and similarities using a Venn diagram. Discussion topics: What has changed? Why did it change? What would be challenging for us if we were to attend a one-room schoolhouse? What would be challenging for people from that time if they attended one of our schools? 2. Photo research: Have students search the photo archives for three separate photos: <ol style="list-style-type: none"> a) One place they recognize from today's P.E.I. (i.e. the race track, Province House, Victoria Row) b) One photo of something that is necessary in both today's P.E.I. and P.E.I. "back then." (i.e. fishing boats, homes) c) One photo of something that is completely outdated, that we would never see on modern-day P.E.I. 3. Ask each student to select ONE of the three photos they have chosen and print a copy OR write down the URL. Group students according to what category of photo they have chosen, putting at least one from each category in a group. 4. Give each group a sheet of questions to respond to as a group (<i>see attached questions</i>).		
	1. Continue with group work if necessary. 2. Have each group show their photos to the class and share the answers to their questions.		
Assessment	Students will be assessed based on participation in class discussion and group work. Students will submit their group question sheet to be marked.		

A Living Archives: Snapshots of the Past Group Questions and Activities

Note: Answer all questions on a sheet of paper to be passed in.
Make sure the names of all group members are on the sheet.

1. Select ONE photo from each of the following categories:

- a) One photo of a place you recognize from today's P.E.I.
- b) One photo of something that is necessary in both today's P.E.I. and P.E.I. "back then."
- c) One photo of something that is completely outdated, that we would never see on modern-day P.E.I.

Briefly describe what is happening in each of these photographs.

2. Look at the photo you have chosen for category A. What are the differences between that photo and the way the place is today? Why do you think those changes were made? When were they made? Would the location be useful today if it was still in its original state? Can you find a picture of it in its present state with which you can compare the archived photo?

3. Look at the photo you have chosen for category B. Why do you think that item is still necessary today? Have any changes been made? Why or why not? What updates or changes may still be made for future generations to use? Will this object always be useful or will it become outdated?

4. Look at the photo you have chosen for category C. When would it have stopped being useful? Why is that item outdated? What (if anything) is used in its place?