**Program Introduction**

**Title:** Maps of Brant County

**Targeted Grade:** Three

**Program Length:** 2 hours

**Price:** $150.00

**Location:** Brant Museum and Archives

**Rooms Used:** Programming Room and Pioneer Kitchen

**Promotion:** The Brant Museum and Archives has created a fall exhibit focusing on maps of the communities in Brant County and how it has evolved and changed over time. The program is scaffolded, allowing student to use their higher order thinking skills. Students will enjoy inquiry-based and socio-cultural learning through group-based activities to increase their mapping skills. The program will focus on the themes of Continuity and Change, Patterns and Trends, and Interrelationships to enhance student’s historical thinking concepts.

**Brant Historical Society Mission Statement:** The Brant Historical Society collects, preserves, and shares the history and heritage of Brantford/Brant County and Six Nations/New Credit.

**Education Policy Statement:** The Brant Historical Society seeks to broaden understanding of our community and its people by exploring heritage within the Brant are through innovative partnerships and learning opportunities thereby building a more inclusive and tolerant society.

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| **Curriculum Connections:**  By the end of this programs students will:   * A1 – Compare way of life among some specific groups in Canada and describe some of the changes between that era and the present day * A2 – Investigate some of the major challenges that different groups faces in Canada from 1790 to 1850. * B1 - Demonstrate an understanding of the interrelationships between the natural environment, land use, and employment |

**Program Objectives**: By the end of the Map Education Program students will:

* Have an understanding of how to use maps including scale, direction, and use appropriate terminology,
* Have knowledge of some First Nations tools,
* Reinforce historical thinking concepts,
* Improve their problem solving skills through inquiry-based learning, and
* Be able to create a map of an area they know using their maps skills.

**Overview:**

Maps is a limited-time education program complimenting the fall exhibit for the Brant Historical Society. In total 13 maps will be on display showing Brant County from 1790 to 1938. Each of these maps were scanned and reproduction made mounting them to foam core. A total of 6 activities can be performed with students to ensure understanding of the curriculum content.

Scaffolding is an education concept that gives students the most support in the beginning and eases supports as teaching continues. Bloom (1956) created his taxonomy of thinking skills, in increasing order of complexity, of knowledge, comprehension, application, analysis, synthesis, and evaluation. This program pairs these concepts scaffolding the lower order thinking skills early in the program and providing less support at the end of the program with their higher order thinking skills.

While the exhibit is open to the public, a ½ day program with an anticipated delivery length of 2 hours, will be offered at the Brant Museum and Archives. After the completion of the exhibit, the maps and supplies bought for the program are intended to be readapted for an in-class program.

Budget: (Anticipate a total of 6 programs)

|  |  |  |
| --- | --- | --- |
| **Expenses** | Budget per Program | Total Budget Figure |
| Staff Time (2 hours deliver and 1 hours prep) | $ 60 | $ 360 |
| Activity Materials (Chart Paper and Markers) | $ 9 | $ 55 |
| Binder Twine | $ 4 | $ 25 |
| Promotional Postcards | $ 17 | $ 100 |
| **Total Expenses** | $ 90 | $ 540 |
|  |  |  |
| **Income** |  |  |
| Booking Fee | $ 150 | $ 900 |
|  |  |  |
| Profit | $ 60 | $ 360 |

**Program Outline**

Warm Up Activity: What is scale?

Materials:

* 1836 St. George Map
* Rope
* Ruler

Duration: 2-5 minutes

Instructions:

* Greet students from the door of the exhibit and instruct the first student to line up at the pile of rope. Instruct subsequent students to line up along the wall behind the first student.
* After all students are in. Flick the light on and off once to get students attention.
* Instruct students to leave appropriate distance (See table below) each student and walk (not run) around the room. Our goal is to make each student make a length of rope.
* Snake around the room until all student are moving around the room for about a minute. You can do a variety of movements to gets students moving.
* After all students have been moving for about a minute, lead them to the 1836 map. Give students 3 second warning to stop.
* When you stop tell the students about the map being the oldest in the museum. It is made very differently than maps today. It has a linen backing (linen is like cotton that used to make most t-shirts that we wear). Handmade paper was glued to the linen and sealed with varnish that makes the map look shiny.
* Point out the scale of the map is 2 chains to an inch. Pull ruler out of pocket and show them the length of the inch and place the ruler on the display case. Tell students that 2 chains is the length of the rope (40.23 m).
* At the end of the activity tell students to walk along and view the map. After they have seen the map instruct them to line up at the doorway where you greeted them.

Learning Styles Used:

* Bodily / Kinesthetic
* Mathematical / Logical
* Visual / Spatial
* Intrapersonal

Bloom’s Taxonomy Level(s):

* Knowledge
* Comprehension

Activity: Map Scavenger Hunt

Materials:

* clipboard
* pencils
* activity sheet
* bag with 4 items
* speakers for music

Duration: 20-30 minutes

Instructions:

* Address the class and go over rules while in the museum
* Introduce the map exhibit and how it relates to what they are learning in the classroom
* Ask students to go into prearranged groups
* Assign roles for students with draw from bag (Scribe - pencil, Spotter – alligator clip, Timekeeper – paper clip, and Presenter - button).
* Tell students their roles based on their draw and give 5 minutes to spot items on their map (play music for 5 minutes while activity is going on)
* While students are doing the activity wander between groups and check-in to make sure they are on the right track
* Once time is up, ask students to go to group #1’s map and show their classmates their examples and continue until all groups have shared

Maps with group numbers:

* #1 - Plan of Mohawk Village
* #2 – 1830 Burwell Map
* #3 – 1852 Marcus Smith Map
* #4 – 1839 Plan of City of Brantford
* #5 – 1855 Plan of Holmedale
* #6 – 1892 Map of Brantford

Learning Styles employed:

* Verbal / Linguistic
* Interpersonal
* Visual / Spatial
* Mathematical / Logistic
* Musical/Rhythmic

Bloom’s Taxonomy Level(s):

* Knowledge
* Comprehension
* Application
* Analysis

Activity: Identifying differences in lifestyles

Materials:

* Pioneer room exhibit
* White gloves

Duration: 10-20 minutes

Instructions:

* Instruct class that we are going to walk quietly upstairs to the Pioneer Kitchen
* When in the room, introduce the activity with the students as an “I Spy” and try and spot the First Nations artifacts in the room

Information provided from PastPerfect Entries and enhanced by Paula Whitlow of Woodland Cultural Centre:

1. Cradleboard (contrasted with a baby carriage) – “There are 7 holes along each side (which was functional to move the strap rest up and down due to the child's size as it grows. There is a leather thong connecting the holes, these holes could also be used to hold the blankets to the board and surround the baby tightly. The handle was an arm/ chest rest to keep the child standing up against the board. It also acted as a support for the blankets.”  Primarily, Cradleboards were strapped on person’s back. However, they were also propped up against a tree if they were working outdoors.  (I have heard that those that were raised on a cradleboard have better posture than those that weren’t).
2. Spoon – From our records this spoon says it was used by First Nations groups in BC and is made from Antler or horn.  Six Nations people used mostly wooden spoons.  Antler or horn is used primarily in ceremonies.  The pic you attached with the red on the end reminds me of something that would be a ceremonial item.
3. Adze – Stone tool that was used to carve canoes with antler/animal bone handle.  This also indicates that it is from BC, but I know that similar tools were used in this area. These tools had multiple uses (fishing, hunting, trapping, etc.).
4. Bark Basket – This basket is rather thin and fragile and was used for food stuff and carrying containers.  Bark containers were known to be highly waterproof (used for gathering maple syrup for instance). Maple Syrup was a First Nations creation used in cooking.
5. Decorative Basket – The detailing appears to be done with porqupine quills.  Decorative baskets were popular before glass beads in the 1800’s became popular/ornamental.  They are time consuming to make and very pricey for even a little container today.  They are similar to a jewellery box type container.  Today we mainly associate the art or practice with Anishinaabe who settled in Eastern Canada rather than Haudenosaunee/Iroquois in this area.
6. Bow (contrasted with a rifle that hangs on the wall) - This handmade wooden bow with twine-like string to be pulled back on to launch an arrow. They were used for hunting but also used as weapons i.e., War of 1812, American Rev, French & Indian wars.  Today, used for target practice and hunting deer.

Learning Styles Employed:

* Naturalistic
* Mathematical/Logical
* Interpersonal
* Visual / Spatial
* Verbal / Linguistic

Bloom’s Taxonomy Level(s):

* Understanding
* Analysis
* Synthesis

Activity: Find North

Materials:

* Map Exhibit
* Iphone compass app

Duration: 10-20 minutes

Instructions:

* Direct students back downstairs to the map exhibit room
* Once students are in the exhibit room tell them this next activity they can do individually, pairs, or in groups of 4; It is their choice
* Their goal is to use the maps in the room to locate where north is in relation to the exhibit room we are standing in. The first student(s) who correctly locate North (within reasonable error, ± 5 degrees.
* Walk around between groups and check in with groups and advice to guide them along the way (If students are struggling tell them to refer to the clipboards from the first activity).
* The process of how they determined where north is located is more important than the correct answer. If someone gives the correct answer, verify by asking them how they came to that answer.

Learning Styles Used:

* Verbal / Linguistic
* Mathematical / Logical
* Visual / Spatial
* Bodily / Kinesthetic
* Interpersonal
* Intrapersonal

Bloom’s Taxonomy Level(s):

* Knowledge
* Comprehension
* Application
* Analysis
* Synthesis

Activity: Make a Map (Assessment Activity)

Materials:

* Chart Paper
* Masking Tape
* Markers

Duration: 10-20 minutes

Instructions:

* Instruct students to return to their original groups they were in for the first activity
* Give them each a piece of chart paper and 2 markers. Ask them to construct and map of their school neighbourhood or the neighbourhood they live in and the map has to include things that we have covered in our activities today (north arrow, different text on their map).
* Suggest students refer to the maps in the exhibit for an idea of how to draw their map.
* Suggest students put the location of one of their homes on the map.
* Give students 10 minutes to create maps while checking in to see how they are doing.
* Let students present their maps to their peers and show 1 or 2 of the maping skills they developed today.

Learning Styles Used:

* Verbal / Linguistic
* Mathematical / Logical
* Visual / Spatial
* Interpersonal

Bloom’s Taxonomy Level(s):

* Knowledge
* Comprehension
* Application
* Analysis
* Synthesis
* Evaluation

Activity: Change in the Community

Materials:

* Chart Paper
* Masking Tape
* Maps from Signposts Book
* Markers

Duration: 10-20 minutes

Instructions:

* Instruct students to return to their original groups they were in for the first activity.
* Introduce the concept of Continuity and Change with the students.
* Give them each a piece of chart paper, 2 markers, and a current maps of the City of Brantford.
* Instruct students to write the date of their oldest map on the left side and the current year on the other side.
* Instruct students to represent at least 3 things that are the same (continuity) and 3 things that are different (change).
* Give students 10 minutes to perform activity.
* Let students present their Continuity and Change poster to their peers

Learning Styles Used:

* Verbal / Linguistic
* Mathematical / Logical
* Visual / Spatial
* Interpersonal

Bloom’s Taxonomy Level(s):

* Knowledge
* Comprehension
* Application
* Analysis
* Synthesis
* Evaluation

**Pre-Package: Maps of Brant County**

The Brant Museum and Archives is creating a fall exhibit focusing on maps of the communities in Brant County and how it has evolved and changed over time. Students will enjoy inquiry-based and socio-cultural learning through group-based activities to increase their mapping skills. The program will focus on the themes of Continuity and Change, Patterns and Trends, and Interrelationships to enhance student’s historical thinking concepts.

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**Vocabulary**

**First Nations:** Descendants from people who were living in Canada before European Exploration.

**Multiculturalism:** The idea that Canada is a country of immigrants from a variety of cultures and all those cultures are valued and accepted in Canadian Society.

**Municipality:** An urban or rural setting that has a local government which provides services to its residents.

**Reserve:** An area set aside for First Nations with their own local government or Council.

**Natural Resources:** Things that are found in the natural environment which humans can turn into something valuable.

**Typography:** The style of writing that is used to make text legible, readable, and appealing when displayed.

**North Arrow:** An arrow on a map that points in the northerly direction.

**Scale:** The proportion represented on a map to the real world (Example: 1 cm on a map may represent 500 meters in the real world).

**Land Use:** Assigning different uses for different areas of land (Example: parks, shopping, industry, and homes).

**Suggested Activities**

1. Take a Survey of your class of the country that their grandparents were born in and place each of those on a world map. Students should understand that Canadians comes from all over the world and discuss the concept of multiculturalism.
2. Construct a map or floor plan of your school and identify the different uses for each room. Relate this back to the concept of land use and brainstorm different land use categories.
3. Make a foldable vocabulary book of the terms above. Template will be attached as a separate document.

**Booking Confirmation Email**

Dear [TEACHER’S NAME],

Thank you for your interest in booking the Maps Education Program offered by the Brant Historical Society, Brantford’s oldest historical group. Please review your booking information to ensure a successful and fun field trip.

|  |  |
| --- | --- |
| Date: |  |
| Time: |  |
| School: |  |
| Grade: |  |
| Class Size: |  |
| Number of Adult Attendees: |  |

**Prior to your Visit:** Prior to your arrival, please review the pre-package provided. Please have students pre-arranged into groups of four students. We encourage you to provide your students with nametags to wear the day of your visit with their group number on their nametag.

**Reminders:**

* Museum Staff will meet you and your class at the bus when you arrive. We will provide students with some brief information on where they can hang their coats and personal belongs before disembarking the bus.
* Ask your students to use the washroom before the start of the program to minimize interruptions.
* Inform your students that the museum has artifacts and we must ask before touching any of them.
* Please ensure a teacher from the school is present at all times during the visit.
* Please come with any educational assistants that your students may need.

**Payment:** The program fee is $150 per class (Class size of 25 students). Cheques can be made payable to the Brant Historical Society. We also accept cash, debit, Visa, and MasterCard.

**Cancellation Policy:** The museum requires 49 hours advance notice for the cancellation of programs, with exceptions made for inclement weather. If inadequate notice is not given, the school will be billed for the full cost for the program.

If you have any further questions, please do not hesitate to contact me at (519) 752-2483 or by email at [nathan.etherington@brantmuseums.ca](mailto:nathan.etherington@brantmuseums.ca).

Maps Program Evaluation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Interpreters |  |  |  |  |  | |
|  | Poor |  | Good | Excellent | | |
| 1) Made the class feel comfortable | 1 | 2 | 3 | 4 | 5 | |
| 2) Used age-appropriate language | 1 | 2 | 3 | 4 | 5 | |
| 3) Encouraged questions and class participation | 1 | 2 | 3 | 4 | 5 | |
| 4) Clearly communicated the subject matter | 1 | 2 | 3 | 4 | 5 | |
| 5) Caught and held the attention of the class | 1 | 2 | 3 | 4 | 5 | |
| 6) Were enthusiastic about the program | 1 | 2 | 3 | 4 | 5 | |
|  |  |  |  |  |  | |
| Program |  |  |  |  |  | |
|  | Poor |  | Good | Excellent | | |
| 1) Was the appropriate length and pace | 1 | 2 | 3 | 4 | | 5 |
| 2) Reflected the age and abilities of the students | 1 | 2 | 3 | 4 | | 5 |
| 3) Involved a variety of learning techniques | 1 | 2 | 3 | 4 | | 5 |
| 4) Encouraged involvement and interaction | 1 | 2 | 3 | 4 | | 5 |
| 5) Met identified goals | 1 | 2 | 3 | 4 | | 5 |
| 6) Met teacher expectations | 1 | 2 | 3 | 4 | | 5 |
| 7) Was enjoyed by the students | 1 | 2 | 3 | 4 | | 5 |
| 8) Was the cost appropriate for the students | 1 | 2 | 3 | 4 | | 5 |

How did you hear about the program? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What 3 things did you enjoy about the program?



What 2 activities did the students enjoy the most?



What 1 recommendation would you make to improve the program?



Additional Comments:

**Rubric for Maps Program**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teacher Name: |  | | | Date: |  |
| Student Name: |  | | | Assigned Mark/Level: |  |
|  |  |  |  |  |  |
| **Assessment Criteria** | **Level 0 (<50%)** | **Level 1 (50-60%)** | **Level 2 (60-70%)** | **Level 3 (70-80%)** | **Level 4 (80-100%)** |
| **Knowledge (40 Marks)** | Student has no map vocabulary and is not able to identify maps features. | Students has minimal map voacbulary and is able to identify a single map feature. | Student has some map vocabulary and is able to identify most map features. | Student has uses most map vocabulary and is able to identify most map features. | Student has an excellent grasp of maps vocabularly and is able to identify all map features. |
| **Thinking (20 Marks)** | Student was not able to pick out any First Nations artifacts. | Student was able to identify a single First Nations artifact. | Student was able to identify two or three First Nations artifacts, | Student was able to identify three or four First Nations artifacts. | Students was able to identify five or six First Nations artifacts. |
| **Application (20 Marks)** | Student identified east or west in the "Find North" Activity. | Student identified south in the "Find North" Activity. | Student identified northeast or northwest in the "Find North" Activity. | Student identified north ±15° in the "Find North" Activity. | Student identified north ±5° in the "Find North" Activity. |
| **Communciation (20 Marks)** | Student was not able to create a map of their neighbourhood showing their maps skills. | Student was able to create a map of their neighbourhood showing one of their maps skills. | Student was able to create a map of their neighbourhood showing few of maps skills. | Student was able to create a map of their neighbourhood showing most of maps skills. | Student was able to create a map of their neighbourhood showing all of maps skills. |

**Bibliography**

[Bloom, B. S.](https://en.wikipedia.org/wiki/Benjamin_Bloom); Engelhart, M. D.; Furst, E. J.; Hill, W. H.; [Krathwohl, D. R.](https://en.wikipedia.org/wiki/David_Krathwohl" \o "David Krathwohl) (1956)*.Taxonomy of educational*

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