

GRADE 11 – IMPORTANT HISTORIC PLACES IN CANADA

OVERVIEW OF LESSON

In this group project students will document and argue the historic significance of a building or place in their community, in British Columbia or Canada. Student research will involve site visits, website searching, archives and library visits. Student reporting can utilize documentation of the historic place in the form of photographs, drawings, models, written descriptions or other format. Based on the information students collect, they will write a 'statement of significance' following the format found on the *Canadian Register of Historic Places* at the following web address: <http://www.historicplaces.ca/>

❑ This lesson will take 4 – 5 classroom periods to allow students to:

- Do website or on-site research to select a historic place for their project.
- Do archival, or library research to gather additional documentation on their subject.
- Prepare the documentation in the format of their choice.
- Write a Statement of Significance.

LEARNING OUTCOMES:

❑ Demonstrate appropriate research skills, including the ability to:

- Collect original data.
- Use a range of research tools and resources.
- Compile and document task-specific information from a wide variety of print and electronic sources.
- Present and interpret data in graphic form.
- Evaluate and interpret data for accuracy, reliability, bias, and point of view.
- Plan, revise, and deliver formal presentations that integrate a variety of media.
- Identify elements that contribute to the regional, cultural and ethnic diversity of Canadian society.

❑ Apply the following themes of geography relevant issues.

- Location (a position on the earth's surface).
- Place (the physical and human characteristics that make a location unique)
- Regions (basic units of study that define an area with certain human and physical characteristics).
- Human and physical human interaction (the way humans depend on, adapt to, and modify the environment).

PROCEDURE:

1. Start by asking students to identify buildings in their community that they believe have historic significance. After a list of 10 or so buildings is compiled, have the students vote on the one they believe is the most significant. Hold a classroom discussion on why they think the one building is significant. Ask the students to identify the most significant historical elements of that building, be they architectural (such as windows, doors, materials, colour, massing) or an historical event or activity (famous person lived there; administrative centre for the town, spiritual site, major event took place).
2. Distribute copies of the publication: *Canada's Historic Places Initiative* and *Handout: FAQ's about Canada's Historic Places Initiative*. Have the students visit the index page of the federal government website *Canada's Historic Places* at <http://www.historicplaces.ca/>.
3. Have the student's search the *Canadian Register of Historic Places* at the following website: http://www.historicplaces.ca/rep-reg/recherche-search_e.aspx or browse the website: *Measured Drawings; An Architectural Heritage of British Columbia* at the following website: <http://collections.ic.gc.ca/drawings/index.html>). Ask them to select a historic place or building on these websites or from their community to conduct their research and documentation project about. Their choice should not be limited to buildings or places already on the Register or on their community's heritage inventory (if one exists).
4. Assign students the work of doing additional research and documentation about their historic place - at the library, local archives, on-line archives, through oral history interviews or other sources; through photography, drawing, painting, drafting, video or other visual and written methods of describing the physical and historical aspects of the place. Emphasize the importance of keeping notes and documenting their sources of information. Distribute the *Handout: Documentation and Significance of Historic Buildings*.
5. Allow students time to do their research and documentation.
6. Collect Documentation and Significance Reports and display in the Classroom.
7. Classroom discussion and de-briefing on documenting the heritage value of a building. Have students re-visit the website Canadian Register of Historic Places to compare their heritage value summaries and character defining lists with those on the Register.

GRADE 11 – IMPORTANT HISTORIC PLACES IN CANADA ASSESSMENT

Criteria	Self Assessment	Teacher Assessment	Comments
Use a range of research tools and resources.			
Compile and document task-specific information from a wide variety of sources.			
Present and interpret data in graphic form.			
Plan, revise, and deliver formal presentations that integrate a variety of media.			
Evaluate and interpret data for accuracy, reliability, bias, and point of view.			

Rating Scale: 4 – Outstanding, 3 – Good, 2 – Average, 1 – Poor, 0 - Incomplete