

**Unit Outline for:** History of Vancouver    **Grade:** 5    **Duration of Unit:** 13 weeks    (80 + 40 minutes per week)

The Roedde House “Windows to the Past” Curriculum Guide was used to develop this unit overview.

<b>Lesson Topic</b>	<b>Essential Understanding</b>	<b>Lesson Objectives</b>	<b>Methods/Activities</b>	<b>Resources</b>	<b>Assessment</b>
<p>1. Introduction – How communities are formed</p> <p>Sessions/Time: 2 x 40 mins</p>	<p>History is important to study because it links us to the past and helps us understand where we come from. There are many reasons why communities are formed and why they expand.</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. Identify subjects studied in social studies</li> <li>2. Give reasons for studying history</li> <li>3. Provide ideas for why Vancouver developed rapidly</li> </ol>	<ul style="list-style-type: none"> <li>• As a class, brainstorm things we study in Social Studies</li> <li>• Ask them why we might study history and what sort of things they think of when we say “history”</li> <li>• Brainstorm reasons why Vancouver might have formed so quickly (look at settlement graph to show rapid growth)</li> <li>• Give other reasons why it formed (port, river traffic, CPR built)</li> <li>• Activity to do with the development of Vancouver (<i>not sure what yet...</i>)</li> </ul>	<p>Settlement Graph</p>	<p>- student participation</p>
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<p>2. Family Trees</p> <p>Sessions/Time: 3 x 40 mins</p> <p><i>(Note: Roedde Family Tree takes place closer to field trip)</i></p>	<p>Family trees record information about the people in your family. There are certain ways to draw family trees and symbols to represent different meanings.</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. diagram an accurate family tree</li> <li>2. develop vocabulary for family trees</li> <li>3. research family history</li> </ol>	<ul style="list-style-type: none"> <li>• Discuss meaning of family tree</li> <li>• Practice drawing symbols as a class</li> <li>• In pairs or small groups practice drawing fictional family trees based on my oral instructions</li> <li>• Students research their family tree and complete worksheet</li> <li>• Create rough draft of family tree; create good copy; student journals</li> </ul>	<p>BLM 10 Family tree drawing</p>	<p>- thorough research of family tree - accurate use of symbols - completed family tree - Student journals</p>

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3. Letter Home  Sessions/Time: 2 x 40 mins	Students will understand the proper form for writing a letter. They will realize that there are similarities and differences between their grandparents and them.	SWBAT: 1. learn about family history and events that shaped the lives of family members 2. use the proper form for writing a friendly letter 3. present information clearly & logically 4. question for further information	<ul style="list-style-type: none"> <li>Brainstorm questions under category headings</li> <li>Discuss ways to write a friendly letter &amp; how to ask questions</li> <li>Lesson on how to write a letter; read "The Jolly Postman"?</li> <li>Students write a letter to grandparent or older friend; draft, then good copy</li> <li>When reply is received, students share what they learned with the class; they will then write a paragraph individually that compares their life to their grandparents'</li> <li>(When reply received) Students will write back to their grandparents thanking them and including details of their own lives</li> </ul>	BLM 11 The Jolly Postman	<ul style="list-style-type: none"> <li>- Proper letter format</li> <li>- presentation to class</li> <li>- individual response</li> </ul>
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4. Family Treasures  Sessions/Time: 1 x 40 mins	All people and families have treasures that are connected with their identity and feelings. Objects don't need to have a monetary value to be valuable or valued.	SWBAT: 1. look at the diversity of things valued in families 2. learn how to care for family treasures 3. practice interviewing skills	<ul style="list-style-type: none"> <li>Students work in small groups to answer questions &amp; discuss as a class</li> <li>Introduce my own family treasure</li> <li>Students interview a family member</li> <li>Students compile information and display for the class</li> </ul>	BLM 13 Family treasure	<ul style="list-style-type: none"> <li>- Students compiled info and included pictures if actual object was not available.</li> <li>- Student journal</li> </ul>

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5. Drawing Home  Sessions/Time: 1 x 40 mins	There are many different ways to draw a house. Drawing from observation is more accurate than drawing from memory.	SWBAT: 1. observe architectural detail 2. learn vocabulary of buildings	<ul style="list-style-type: none"> <li>• Students will draw a detailed sketch of their house from memory</li> <li>• Discuss different ways of drawing buildings</li> <li>• Students will go home and draw a detailed sketch from observation (as accurately as possible; same view as 1<sup>st</sup> drawing)</li> <li>• We will compare the two drawings and look at the various styles of housing</li> </ul>	Pictures of houses	<ul style="list-style-type: none"> <li>- Drawing is reasonably accurate and to scale.</li> <li>- Student journals</li> </ul>
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6. Architectural Features  Sessions/Time: 2 x 40 mins	There are many factors that affect building design. During certain time periods, some styles of housing are very common.	SWBAT: 1. Recognize and compare architectural features of actual houses 2. recognize common styles of housing 3. recognize how houses can change over time 4. identify features of RH 5. understand importance of preserving old buildings	<ul style="list-style-type: none"> <li>• Prepare class for Architectural Walk in the neighbourhood</li> <li>• On the walk, discuss style, commonalities, differences etc in the houses around them</li> <li>• Stop at several houses and ask students what the key features of this style are</li> <li>• Wrap up discussion in the classroom</li> <li>• Discuss key features of Roedde House</li> <li>• Group activity to learn architectural vocabulary</li> <li>• Compare historic houses to their own home and write a paragraph</li> </ul>	Map of neighbourhood with key houses marked Pictures of Heritage Houses	<ul style="list-style-type: none"> <li>- Students participate in discussions</li> <li>- Comparison paragraph</li> </ul>

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<p>7. Historic Buildings</p> <p>Sessions/Time: 1 x 40 mins</p>	<p>There are many complex issues when we talk about preserving historic buildings. New is not always better when it comes to housing.</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. understand the “pros” and “cons” of saving historic buildings</li> <li>2. be aware of some of the complex issues in preserving historic buildings</li> </ol>	<ul style="list-style-type: none"> <li>• Present question to the class</li> <li>• Students record pros and cons individually</li> <li>• Pair-Share; try to reach a consensus</li> <li>• Group decision making; reach a consensus; present viewpoint to the class</li> <li>• Student reflection</li> </ul>	<p>A Guide to Researching Historic Buildings in Vancouver</p>	<ul style="list-style-type: none"> <li>- Ability to generate a pro/con list</li> <li>- student participation</li> <li>- student reflection</li> </ul>
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<p>8. Drawing &amp; Describing accurately</p> <p>Sessions/Time: 2 x 40 mins</p> <p><i>(the first activity could use an art class period)</i></p>	<p>To represent objects with accuracy, both visually and orally, it is important to pay attention to detail.</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. focus on details to draw an object with precision and accuracy</li> <li>2. pay attention to what they see and then draw with that info in mind</li> <li>3. describe objects precisely</li> <li>4. classify details that are similar and different within a category of objects</li> </ol>	<ul style="list-style-type: none"> <li>• Choose 2-3 simple mechanical objects from the Artifacts Box; show to students briefly; ask them to draw from memory</li> <li>• Show object again; pay attention to detail</li> <li>• Draw object from observation – be accurate; discuss as a class</li> <li>• Show jacket or sweater; brainstorm descriptive vocabulary as a class</li> <li>• Students use vocabulary to precisely describe an object (i.e. pencil, eraser); all pencils are different from others in class</li> <li>• Reflect on activity</li> </ul>	<p>Artifact Box Sweater 30 pencils</p>	<p>Were students able to accurately represent their object? Were students able to use descriptive words with precision?</p>

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<p>9. Formulating Questions</p> <p>Sessions/Time: 1 x 40 mins</p>	<p>It is important to ask questions which provide lots of information, rather than questions which only provide a short answer.</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. formulate questions which require more than “yes” or “no” answers</li> <li>2. formulate questions which provide significant information</li> </ol>	<ul style="list-style-type: none"> <li>• As a class, discuss how to formulate questions that generate broad information vs. specifics</li> <li>• Model questions that provide lots of information (i.e. Can this object fit in your hand? vs. Is this object small?)</li> <li>• Model activity; students sit back to back and play “20 questions” to figure out what the other student has; goal: to reduce the number of questions needed</li> <li>• Reflect as a class; try an object from Artifacts Box as a class</li> </ul>	<p>Artifacts Box Everyday objects</p>	<p>What questions did students ask? Did they understand the relationship btw their questions and the info yielded?</p> <p>Student journals</p>
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<p>10. Exploring artifacts</p> <p>Sessions/Time: 4 x 40 mins</p>	<p>Artifacts are important tools for understanding the past. Current possessions will become artifacts of the future.</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. figure out what objects were used for &amp; how they functioned</li> <li>2. understand progress in terms of continuity of artifacts</li> <li>3. see that artifact design may be influenced by a variety of factors</li> <li>4. understand that we can infer from artifacts how people lived</li> </ol>	<ul style="list-style-type: none"> <li>• Introduce Artifacts Box</li> <li>• Ask questions about objects</li> <li>• In small groups, students will observe an artifact carefully; they will fill out the investigation sheets; students will present findings to the class/ or we will rotate and do a second and third one</li> <li>• Class discussion; Student reflection</li> <li>• Visualize bedroom as it would be displayed in a museum in the future; ask which artifacts might survive</li> <li>• Students answer questions in pairs and fill in worksheet</li> <li>• Class discussion; student reflection</li> </ul>	<p>Artifact Box BLM 1 &amp; 2 Artifacts of future worksheet</p>	<p>- Worksheet completion &amp; accuracy - group work evaluation Or - - presentation of object to class - - participation - Student journals</p>

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<p>11. Collections</p> <p>Sessions/Time: 2 x 40 mins</p>	<p>Special objects have significance in our lives. Often objects survive to be put in museums because they have been passed down through generations.</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. use detailed description in presentations</li> <li>2. look at significance that special objects have for us in our lives</li> <li>3. share their own interests</li> </ol>	<ul style="list-style-type: none"> <li>• Introduce my stamp collection</li> <li>• Discuss collections students have</li> <li>• Worksheets to prepare for oral presentation</li> <li>• Students bring in a collection of their own to share with class</li> <li>• Students write 3 paragraphs explaining their collection</li> </ul>	<p>Stamp collection BLM 3 &amp; 4</p>	<ul style="list-style-type: none"> <li>- presentation of collections</li> <li>- paragraphs</li> <li>- student journals</li> </ul>
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<p>12. Early Vancouver, schooling and the Vancouver Fire</p> <p>Sessions/Time: 2x40 mins + field trip</p>	<p>School was very different for children in the early days of Vancouver. Events such as the Great Fire played an important role in Vancouver's past.</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. Understand how schooling was different from now</li> <li>2. Role play to experience the Vancouver Fire</li> <li>3. Identify artifacts that may have been used at the picnic</li> </ol>	<ul style="list-style-type: none"> <li>• Discussion of early Vancouver – brainstorm ways that school was different or similar</li> <li>• Look at pictures of old classrooms, see if we can add to the list of differences</li> <li>• Read student accounts of what school was like</li> <li>• Students will go on field trip – experience early classroom and role play a picnic the day of the Vancouver Fire, then excavate artifacts</li> <li>• Discuss field trip experiences; student journals</li> </ul>	<p>Pictures Student accounts of school</p>	<ul style="list-style-type: none"> <li>- student participation</li> <li>- student journals</li> </ul>

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<p>13. Maps of Early Vancouver</p> <p>Sessions/Time: 2x40 mins</p>	<p>Vancouver expanded as a city very rapidly. There are key factors which determined settlement areas. It is possible to locate current locations (homes, parks etc) using historical maps.</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. become aware of early areas of Vancouver and locate them on a map</li> <li>2. use coordinates to describe where on a map info is located</li> <li>3. locate students' home on hist. maps</li> <li>4. get a sense of the city's development</li> </ol>	<ul style="list-style-type: none"> <li>• Students work in pairs to answer questions on the maps of Vancouver; they use coordinates to describe where they found the information</li> <li>• Discuss the answers as a class</li> <li>• Students complete worksheet individually</li> </ul>	<ul style="list-style-type: none"> <li>- Historical maps</li> <li>- Vancouver: A Visual History</li> <li>- Stó:lō Coast Salish Historical Atlas</li> <li>- BLM 16</li> </ul>	<ul style="list-style-type: none"> <li>- student participation</li> <li>- responses to questions</li> </ul>
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<p>14. Timeline Project</p> <p>Sessions/Time: 4x40 mins</p>	<p>There are many factors which influenced the development of Vancouver throughout the years. Events that happen in Vancouver and in the World affect how a city develops.</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. become familiar with major events in Vancouver's history</li> <li>2. use a variety of resources to find information</li> <li>3. sequence events on a timeline</li> </ol>	<ul style="list-style-type: none"> <li>• Introduce project</li> <li>• Research time in library and on computers</li> <li>• Students choose a decade of interest and create a timeline indicating major events that happened in Vancouver and major events in the World that were important to Vancouver</li> <li>• Create a visual display of the information found</li> </ul>	<p>Resource materials BLM 15</p>	<ul style="list-style-type: none"> <li>- time usage</li> <li>- timeline project</li> </ul>

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<p>15. Roedde House Field Trip</p> <p>Sessions/Time: 2x40 mins + field trip</p>	<p>Museums and other buildings can tell us a lot about how people lived in the past. There are ways of preserving artifacts and displaying them for others to see.</p> <p><i>Students will continue to make connections to previous lessons and key understandings.</i></p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. recognize several familiar artifacts at Roedde House and know their function</li> <li>2. use questioning skills to find out about unfamiliar artifacts</li> <li>3. see artifacts in context at Roedde House + much more!!!</li> </ol>	<ul style="list-style-type: none"> <li>• Watch the Roedde House video; discuss the elements shown</li> <li>• Discuss the Roedde Family Tree</li> <li>• Predict how items are preserved in the museum; etiquette for touring the house</li> <li>• Visit the museum; students participate in a variety of activities</li> <li>• Discuss visit back in class; follow up activities</li> </ul>	<p>BLM 17 Roedde House Museum</p>	<ul style="list-style-type: none"> <li>- student participation</li> <li>- student journals</li> </ul>
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<p>16. Research Project</p> <p>Sessions/Time: 5x40 mins + additional L.A. periods where necessary</p>	<p>History is made up of a series of events that take place. Every person finds some events more important or interesting than others. There are key components to a good presentation.</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. take notes and organize them efficiently</li> <li>2. research a topic in depth</li> <li>3. organize a presentation that is interesting for an audience</li> <li>4. create a visual aid for their presentation</li> </ol>	<ul style="list-style-type: none"> <li>• Students will choose one event they found particularly important or interesting from their timeline</li> <li>• They will research that event in depth and write a 3 paragraph “paper” on it</li> <li>• They will create a visual aid and create cue cards of important and interesting information to present to the class</li> </ul>	<p>Decade timelines</p>	<ul style="list-style-type: none"> <li>- research project</li> <li>- oral presentation</li> <li>- visual aid</li> </ul>

