

# **CREATIVE HISTORY: SHOWING OFF YOUR COMMUNITY**

Anne Marie Duguay & Sandra Mitchell, New Brunswick

## **INTENDED GRADE/SUBJECT AREA**

Grades 7-9 History, Social Studies, English, Language Arts, Graphic/Web Design, Art, French

## **CONCEPTS**

- producing multimedia related work Hyperstudio, Photoshop, QTVR, AppleWorks, and web page construction; learning experiences related to change and the history of change using the history of Saint John as an example; providing a way of learning that reflects the interconnectedness of the real world; and investigating the cultures of the past and compare them to the present.

## **INSTRUCTIONAL OUTCOMES**

- provides a way of teaching that reflects the interconnectedness of the real world;
- builds interest and excitement for students and teachers;
- allows alternate ways of integrating curriculum to effectively meet all students' needs;
- enhances or enriches students learning experiences.

## **ACTIVITIES**

### **Exploring History with Novels**

Students complete a novel study. In partners, choose and read novels for one hour each day. Maintain notebook on setting, atmosphere, characters, plot, themes, conflicts, vocabulary, and historical events. Write editorials and other newspaper related articles using AppleWorks and Photoshop. Create newspaper (choose title, organize articles and pictures). Complete newspapers and HyperStudio stacks based on historical novels (with Canadian content). Display newspapers and present Hyperstudio projects using a LCD projector. AppleWorks presentations or HyperStudio will be used to show projects on the Internet.

### **Day In The Life Of...**

Students create projects based on "The Day in the Life of..." a citizen of the 19<sup>th</sup> or 20<sup>th</sup> century. Visit several historical sites and go on a scavenger hunt for historical facts in Saint John. Brainstorm ideas for project. Choose style of presentation (journal, diary, or letter writing) and lifestyle of the person to be portrayed (teacher, student, politician, doctor/midwife, etc.) Research and work in class creating draft and good copy. Build model or design picture poster to go with written work. Produce Hyperstudio stacks on "The Day in the Life of..." and present project.

### **Wear Saint John**

Students produce T-shirts and videos based on past and present businesses in Saint

John. Write slogans and produce advertisements for “Wear Saint John” project. Brainstorm ideas for historical representation—students should compare business past and present. Complete final idea and begin designs in Art Class. Use PhotoShop and AppleWorks to finish writing ideas and combine designs. Use students’ artwork to create T-shirts promoting Saint John’s past and present. Use Adobe Photo to work with designs from art class (colours, borders, size, etc.). Add text from slogans created in French and English Language Arts. Complete designs and print transfer for T-shirts. Press transfer on T-shirt. Write advertisements and produce commercials on video to promote “Wear Saint John.” Put it on the Internet.

### **Family Heritage Project**

Students design and create a heritage pillow to show the history of their family or their own life interests and complete a poster or album on fashions over time. Research the changing role of the family throughout the 19<sup>th</sup> and 20<sup>th</sup> century (present as report using AppleWorks). Research family history (for HyperStudio card). Design pillow from collected fabrics, etc. Research and design a poster or album on clothing of the past: children, women, or men. Scan chosen picture (to represent their life). Print it to transfer paper and transfer to fabric and assemble pillow. Write an explanation of the fabric choices (for HyperStudio card)—compare fabrics past and present. Take a picture of pillow and use for Hyperstudio project. Create HyperStudio stack based on family history, their pillow and fabrics.

### **Comparons l’histoire du XIXe et du XXe au Nouveau-Brunswick**

Students compare past and present history of Saint John. Students choose topic (compare past and present): transportation, education, politics/government, industries, role of women, or cultures. Visit regional library to do research. Students and teacher work with technology mentor to learn HyperStudio. Produce HyperStudio stacks comparing the history of Saint John in the 19<sup>th</sup>/20<sup>th</sup> century. Present projects using LCD projector, then transfer projects to HTML.

### **Revivons l’histoire de Saint-Jean**

Students study a significant aspect of Saint John history. Students, in groups of three, choose topic: Saint John Fire, Natives of the Area, Fort LaTour, Defence of the City, Loyalists, Fur Trade, Cultural Groups in Saint John, History of the Port, Partridge Island, Railway, City Market, Loyalist Burial Ground, Benedict Arnold, Time Line of the City, Land Grant System. Research on the Internet and in the library and write a report and produce visual display. Prepare oral presentation. Students produce HyperStudio stacks presenting the history of Saint John. Present and transfer project to HTML.

### **Historical and Present Day Drawings of Saint John**

Students design images for T-shirts and design and complete mural for the port. Research images of past and present (telephones, buildings, transportation, clothing, etc.) Make drawings representative of business past and present in the Saint John region. Scan drawings for the “Wear Saint John” projects. Research images/design and complete 10x10 ft mural.

### **Explore Saint John**

Students create multimedia projects based on visually exploring the Saint John region and its history including QTVR movies and web pages. Take pictures of historically significant areas around Saint John, using digital camera and QTVR tripod. Using software, compile pictures and create QTVR; present information on a web page.

### **Changes in Science During the 19<sup>th</sup> and 20<sup>th</sup> Centuries**

Students produce projects on past and present developments in science. Produce HyperStudio presentations based on changes in science during the 19<sup>th</sup> and 20<sup>th</sup> centuries. Visit library and research the past and present: Diseases and Cures; Inventors and Inventions; Role of Women in Science; How Science Improved our Lives.

### **Heritage Fair and Café**

All students take part in a school-wide fair. Organize stations for displays. Set up projects, murals, and computers. Students dress in costume appropriate to project. Students serve food of the time (i.e., ginger cookies, oat-cakes and tea). Greet and present project to invited guests and general public.

### **About the Educators**

Anne Marie Duguay and Sandra Mitchell have created a year-long multimedia study unit called Reaching into Our Past (1837 to the present). It explores the culture, geography, and lifestyles of Saint John in the 1800s. The grade 8 interdisciplinary unit integrates language arts, technology, social studies, art and French. Student work takes the form of diary entries, web pages, stories, letters, the creation of a Loyalist Café, visual displays, research assignments, T-shirt designs, video editing, poems, novel studies and biographies.