

The All Canadian Tree

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Overview

Motivating students to do meaningful historical research is often a challenge. Our upcoming regional Heritage Fair provided an exciting opportunity to do meaningful research and share it. Based on individual student interest, each chose an individual research topic that examined a personal or national issue related to heritage. The students learned how to:

- select a topic and narrow it down
- draft an outline to guide research
- conduct primary research, value artifacts, interpret information
- write a report, and construct a visual display to share their finding
- give a presentation to showcase their research and highlight individual talents

Sharing of these projects occurred at the school's Heritage Fair (students and the community) and Chignecto-Central Regional Historical Fair.

We also constructed the 'All Canadian Tree' based on an overflow of ideas students were interested in but had not chosen for their main research project. These mini-projects would continue to reinforce the limitless possibilities of interesting topics in Canadian history. Students created their 'All Canadian Tree' showcasing symbols of Canadian culture. Based on their research they wrote a half page summary on their topic followed by a drawing of the item. Their page was placed in the 'All Canadian Tree' book. In addition, each student created an ornament to represent his or her topic and to be hung on the tree. Students enjoyed creating the 'All Canadian Tree' so much they created Blogs and a web page to share their work. To quote a student "this was really neat; I had fun". Another student said, "this project made me so happy because it made me feel important from all the hard work I've done." Students have a very positive view of Canadian culture; as suggested by some of their topics 'Hockey Night In Canada, The Canadian Goose, CN Tower, CPR, and 'My Opa's Piano'.

Outcomes

Students will be expected to

- communicate information and ideas effectively and clearly, and to respond personally and critically.
- to demonstrate an understanding of the interactions among people, places, and the environment.
- to demonstrate an understanding of the past and how it affects the present and the future.
- select, read, and view with understanding a range of literature, information, media, and visual text.

- interpret, select, and combine information using a variety of strategies, resources, and technologies.
- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning.
- use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.
- to demonstrate an understanding of culture, diversity, and worldview, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

Materials & Time

The following material is required:

- classroom supplies such as construction paper, markers, scissors,
- research resources (text and internet) brochures
- venue for the dramatic presentation, such as a student assembly, or a Histori.ca Fair
- Rapidweaver program for web page design
- paint, various colors and brushes, craft supplies to supplement material from home
- both projects take about two months to complete
- one fir tree

Resources

- Histori.ca Web site, in particular the Canadian Encyclopedia
- Canadian Heritage website
- Canoe and Beaver magazines
- Family and community members
- Numerous reference books in the school's library as well as the municipal library
- Nova Scotia Archives
- Media resources: old news papers, magazine articles, CD's, DVD's
- Material print and non-print material from Canada National Parks Services (Louisbourg, Alexander Graham Bell, Grand Pre, and so on)
- Family artifacts such as pictures, stories/oral histories, uniforms, tools, bible, diary, and so on
- National Film Board Website
- Museums (federal, provincial and municipal) and their records, artifacts, displays
- Nonfiction and historical fiction books within the school library
- Veterans Affairs web site
- Canadian Civilization Museum, Canada's Military Museum
- National Art Gallery

Instructions

Teacher Directions for the Heritage Project

Part I Topic Selection

Begin by explaining what a heritage project is and demonstrate what it can look like. It helps if students from the previous year visit and explain the process. Generate interest and motivate students to do their best. Have student complete the Heritage ‘Topic Selection Sheet’ (see attached sheet). Each step of the research process is assessed.

Record on a master sheet, student names and their projects.

Discuss the importance and value of studying a topic they are interested in and want to learn more about. Once the topics are narrowed down have them check for resources.

Be sure to encourage them to present the project in a way that highlights their talents.

They can use any medium that supports their topic. Music, a play, mock trial, power point, dance, poetry, art, movie and so on, are all mediums students can use to complement or replace a back-board and oral presentation. They must; however, do the following steps.

Explain to students the big picture, this means discussing the Heritage Project Timeline sheet (see attached sheet). Clearly outline the steps involved, the assessment values, and the time frame, and the classroom supports.

Part II Outline

Review with student how to construct an outline, use previous lessons to support this concept. Explain how this will direct their research and what information they are looking for. Model for students how to create an outline, use the accompanying outline on the Montreal Canadians to support student learning (see attached sheet). Have students use the sheet to guide their outline. Instruct students to record their sources of information whether it is an interview, internet or newspaper. Use the Outline sheet to direct their work (see attached sheet).

Part III Research

Model for students how to research. Illustrate how to find information from various sources. If you have not already done so, show them how to take jot notes. Construct lessons to teach students how to assess historical evidence, and to balance fact with interpretation. Students will have worked on the reading strategy of drawing inference. As you work with smaller written pieces, have students consider questions of bias, accuracy, and objectivity. I have used stories written from another point of view; such as, ‘The Three Little Pigs’ as told from the wolf’s point of view or ‘Snow White and the Seven Drawfs’ as told from the stepmother’s point of view.

Part IV Creation of the Final Draft

Model for students how to write a report if you have not already done so. Traditionally I do this throughout the year as part of my writing program. As students learn to blend their factual knowledge with broader themes and concepts, they need to be supported through conferencing and constant feedback.

The back-board and artifact display provide opportunities for instruction in graphic layout. Support them in deciding what picture looks best where, using straight lines and

color, how to do the title, and where to place the written work. (Be sure to explain to students the assessment process. Use the two attached sheets to identify the items and behaviors being assessed.)

Part V Presentation

Review the process of giving a strong presentation. Discuss with students how to use their voice, make eye contact, the importance of body language, and how to use cue cards. As you discuss the final process, explain to students that they will be interviewed by fellow students (use the Peer Interview sheet) to strengthen their presentation skills. These peer interviews develop presentation skills as well as listening skills.

Teacher Directions for the 'All Canadian Tree'

Part I Brainstorm

- Brainstorm and record a list of important events/people in the development of Canada. Be sure students use a variety of topics/people from a multitude of areas such as politics, culture, military, sports, architecture, First Nations, geography, and so on. Use the topics from students' choices for their heritage project.
- Be sure the list covers a wide cultural perspective.

Part II Heritage Project and 'The All Canadian Tree' Tree

- 1) Pass out the accompanying student direction sheet (see attached sheet). Review the directions and outline the scope and depth of the project. Have students select a topic/person from the brainstorm that they would like to research and present. (to the class, school, and public)
- 2) As students work on writing their report and drawing for the 'All Canadian Tree' book, conference and provide feedback. Learning is social; provide an opportunity for exchange and development of ideas. Creativity must be fostered; provide examples as required to inspire students. Provide class time for students to research their topic/person and respond to these four areas:
 - What important contribution did the topic/person make in the development of Canada?
 - Provide a description to help us remember the topic/person.
 - Provide a feeling/sense of the topic/person.
 - When did the topic occur or when did the person live?
- 3) Direct students to create a visual representation of the topic/person to hang on the 'All Canadian Tree'. The visual can be no larger than 15cm tall. Use a variety of mediums, colored paper, clay, sea shells, wood, bark, string, paint, paper, plastic, metal, and so on (what ever works and you have at hand). As they create their ornament stress that it must be original and representational of their topic/person.

Part III Sharing Student Work

Be sure to remember the importance of audience. Review for students how to make a presentation (eye contact, clear voice, and effective body language). Create an invitational spirit and make this a celebration. We chose to share our work in four ways.

- 1) We hosted a school Historica Fair to celebrate ‘The All Canadian Tree and student heritage projects. All students participated by presenting their projects to fellow students throughout the day. The grade fives and sevens came by classroom for 45-minute periods. Visiting classes interviewed students after their presentation. In the evening parents of participating students came to see projects and ask questions about the presentations. We used our school’s foyer (15m X 15m), a wonderful area with a cathedral ceiling and skylights.
- 2) Students will participate in the Chignecto-Central Regional Historica Fair on May 4. The Fair provides an excellent venue for student learning. Parents, family relatives, friends, interested citizens come to view the students work. At the same time judges assess their research, understanding, and presentation. This is to determine who participates in the National Historica Fair at the regional level. Students entered the ‘All Canadian Tree’ as a class project. I cannot say enough about the value of the Historica Fairs to acknowledge and showcase student talent and passion for learning about Canada.
- 3) A group of students constructed a webpage using the program Rapidweaver. This small group learned a great deal about how to craft a webpage. We used it to post pictures of their ornaments & write-ups. We linked our page to the mnschool’s page and we used the resources of the school to host the page. Please find their webpage at
“<http://schools.ccrsb.ednet.ns.ca/redcliff/canadiantree>”.
- 4) Students wanted to create blogs of their work, so this next step they did at noontime and after school. Students’ blogs describing their ornament/write up or the heritage fair project were created to share their accomplishments. These were posted on the web page developed for the project. Students were responsible for creating their own blog. A team of students worked with the teacher to post them. Please review their work at
<http://www.allcanadiantree.blogspot.com/>.
- 5) We offered the webpage and blogs to other teachers to support their students in learning Canadian culture. We invited individuals to add their ideas to the ‘All Canadian Tree’ and help grow Canadian citizenship through student involvement. The attached sheet ‘Peer Interview’ will guide students to maximize their interaction with presentations.

Heritage Project Timeline

Step I	Topic Selection
Step II	Research
Step III	Research & Development
Step IV	Creation of the Final Product
Step V	Presentation of the Final Product

Heritage Project

The Histori.ca Fair project that your son/daughter is working on this term involves a number of social studies skills and content plus language arts skills and content. The project is divided into five sections. Following is an outline of due dates and assessment values.

<u>Steps</u>	<u>Due Date</u>	<u>Point Value</u>
Step I Topic Selection Complete Topic Selection Sheet	March 27	10 points
Step II Outline Completed Outline on Sheet	April 4	15 points
Step III Research & Development of Project (all jot notes & rough draft, assessed and returned)	April 21	15 points
Step IV Creation of Final Product Final Project due at the school	April 21	60 points
Step V Presentation of projects at the school fair during the afternoon, evening, and all the next day.	April 25	20 points
Histori.ca Fair Presentation	May 5	

Outline Sheet

Heritage Topic: _____

I) Key Idea

a) Supporting detail

b) Supporting detail

c) Supporting detail

II) Key Idea

a) Supporting detail

b) Supporting detail

c) Supporting detail

III) Main Idea

a) Supporting detail

b) Supporting detail

c) Supporting detail

Sources of Information:

1) _____

2) _____

3) _____

4) _____

5) _____

Student Directions Sheet 'The All Canadian Tree'

Part I

On April 19, as part of Redcliff's Heritage celebrations we are going to erect and decorate an 'All Canadian Tree'. While it will be impossible to represent the full scope of Canadian diversity, our goal is to create and place on a tree at least 140 original handmade ornaments.

Each of you will have the opportunity to represent a unique part of Canada's culture. The tree will symbolize the diversity of our country while at the same time demonstrates our unity as a country. We will have the tree represent all parts of Canada; the North, the East, the West, and the Center. Our ornaments will represent as many of Canada's cultural groups as possible. You may choose to represent the following:

- geography (prairie, ocean, mountain river)
- animals representative of a region in Canada (buffalo, puffin, seagull, mountain goat, polar bear, salmon, moose)
- historical item (Bluenose, Red River Cart, log cabin, Hector, heritage building)
- an everyday item (lobster trap, grain elevator, train, CBC, maple tree)
- historical building (historic landmark house, legislative building, sports arena, business, school, train station)
- cultural item (symbol of a cultural groups), or an a personal artifact from your history.

The ornament can be made from your choice of material. I encourage you to use recycled materials, items you have at home and or natural materials. Let your workmanship demonstrate your pride in our country. The ornament should be no more than 15 cm tall and must be able to be hung from a tree branch.

Part II

Explain why the item was chosen and why it is an important cultural symbol of Canada.

This needs to typed using the following requirements:

- a) 12 point font
- b) Title, centered 16 point font
- c) Times Romans font
- d) Drawing of cultural item (colored & bottom part of the page)
- e) The written part, left margin justified
- f) Clear, precise writing

Peer Interview

Student's Name _____

Project Name _____

Project Summary

Most Interesting Part

Most Noticeable Part

Part I liked the Best

Your Name _____



Sample Outline to Guide Research

Due April _____

Step I

List five sources of information that you plan to use for your project. Be sure to explain in three or four sentences what information the source contains. Information sources include web sites, interviews with people, books, newspapers, and so.

The information sources needs to recorded so they may be used in the actual project. The information sources will written on the outline sheet and it will be assessed. These sources will also be included the final project as the bibliography.

2. Prepare an outline of your project. An outline shows the main ideas and their supporting detail in order. Choose the ideas that seem most important to you. Present the information in point form, use each main idea as a new sub topic, list items that explain each sub topic, and do not repeat ideas.

Example:

The Acadian Homestead

Introduction

- A. The Land
 - Where they settled (use a map)
 - How the land was dyked (model)

- B. The Outside of the home (picture for whiteboard)
 - Walls
 - Doors / windows
 - Chimney with opening at bottom
 - Roof, sample of thatch
 - Walled garden

- C. Inside the house
 - Items for preparing & preserving the food
 - Items related to homemaking
 - Items of religious nature
 - Items used for entertainment
 - Items that told interesting aspect of culture

Conclusion