

# Exploring Historical Thinking

*Grades 4-8, Available Year Round*

## OVERVIEW & PURPOSE

This interactive and hands-on program will explore the six historical thinking concepts brought to life through archaeology and the museum's collections. This program focuses on concepts of bias, time, perspectives and how we understand the past.

## COMPONENTS

1. Grade-specific gallery tour
2. Quill writing
3. Historical perspectives
4. Artifact handling
5. Underwater Archaeology
6. Primary/Secondary Source focused gallery scavenger hunt
7. Pottery

## SAMPLE SCHEDULE

**For a 4 hour - Full Day version:**

Time:	Activity:
10:00	<b>Grade-specific gallery discussion</b> (Incorporated in all programs, this component will be tailored to the grade as well as the focus of the chosen program and introduces students to Ontario's Indigenous people as well as the plants, animals and other resources available over time).
10:30	<b>Historical perspectives</b> – The goal of this workshop is to connect ideas about bias and different perspectives to the students' own lives through various activities.
11:00	<b>Quill writing</b> – The goal of this workshop is to introduce students to the origins of written history and the varying points of view and biases between the Jesuit missionaries and the Indigenous people they encountered.
11:30	Lunch

12:00	<b>Artifact handling</b> – Includes an introduction to archaeology and how it works. Students will explore artifacts similar to those found on the village site adjacent to the museum and will consider the information these artifacts provide as well as what artifacts have not survived.
12:30	<b>Underwater Archaeology</b> – This activity encourages students to understand the thought processes archaeologists take to draw inferences from the assemblages of artifacts they discover, while exploring a common type of archaeology conducted in Southern Ontario.
1:00	<b>Pottery</b> – Students will make their very own pinch pots and will learn about First Nations pottery and patterns. They will also learn how archaeologists use pottery to identify the inhabitants and date of an archaeological site.
1:30 - 2:00	<b>Historical thinking gallery scavenger hunt</b> – Students will have the opportunity to explore the museum galleries while completing a scavenger hunt centered on primary and secondary sources.

(For a 2 hour - Half Day program teachers can choose 4 of the above components. If combining classes, please choose the same components).

## CURRICULUM CONNECTIONS

**Grade 4: Social Studies** - Heritage and Identity: early societies, 3000 BCE - 1500 CE

**Grade 4: Social Studies** - Ways of life relationships with the environment

**Grade 4: Social Studies** - Characteristics of early societies

**Grade 5: Social Studies** - Heritage and Identity: interactions of Indigenous peoples and Europeans prior to 1713, in what would eventually become Canada

**Grade 5: Social Studies** - Perspectives on interactions

**Grade 5: Social Studies** - Understanding context: significant characteristics and interactions

**Grade 5: Social Studies** - Differing perspectives on social and environmental issues

**Grade 6: Science** - Understanding life systems: biodiversity

**Grade 6: Social Studies** - Diversity, inclusiveness, and Canadian identities

**Grade 6: Social Studies** - The perspectives of diverse communities

**Grade 7: Science** - Understanding life systems: interactions in the environment

**Grade 7: Social Studies** - From New France to British North America

**Grade 8: Social Studies** - CREATING CANADA, 1850–1890