

Teacher's Guide & Edu-Kit for Elementary Program

When you call or e-mail us to book your visit, please give us at least one week notice. We would also like to know how many people will be in your group, when you expect to arrive and the duration of your stay. If you must cancel your visit, give us as much notice as possible. Your cooperation is greatly appreciated. Our hours of operation are from 9:30 am - 5:00 pm. Cost for this program is \$6.00 per student for six sites or \$3.00 per student for three sites.

The Elementary Program is designed to get the student out of the classroom and engage them in a learning experience where they will take home a true understanding of what life was like in the past. They will use the resources of Trinity to engulf themselves in the past to make them feel like they are a part of recreating life long ago. The following pre-visit lesson plan will help you and your class prepare for your trip to Trinity.

Pre-Visit Lesson

Objective:

The purpose of this lesson is to introduce the task/program to the students and familiarize them with some terminology and methods of research.

Materials:

- letter from the 'Minister of Tourism' (put it into an envelope) (see below)
- Top Secret Letter – (see below)
- consent form – (see below)

Procedure:

1. Tell students you received a letter today and it is addressed to the class. Show the envelope
2. Ask if you should open it. Wait for their response. Open it when they say you can and show the letter.
3. Ask someone to read the letter. Discuss and decide if you want to do the activity.
4. If they agree to do the activity, get someone to read the "Top Secret" page and sign the consent form.
5. Begin a discussion on the past by doing a brainstorming activity to see what they already know about life long ago. You may want to briefly think of some other words you can use to talk about the past.
6. Make a plan of action by thinking about the different things to be done and researched.
7. Ask students to think of the different things they will have to research. (They will need to know the different technologies used, clothing, food, transportation, the way things looked and different types of jobs.)
8. Talk about what is included in each of the categories to be researched.
9. Next, discuss the different ways of gathering information by explaining that when you're a historian, there are many ways and places to gather information. Ask if anyone can tell you some of the ways and places they (historians) may go to find information. Take some time to review the answers the students give.

10. Introduce some of the ways they will be conducting their research while visiting Trinity:

a) Talk about Living History Museums. Ask if anyone has ever been to a Living History Museum. A Museum is another place where you could go to do research. Ask if they know why you would go to a Museum to do research and what kind of information they could find here. Talk about the different things you can see in a Museum. Tell them that they will be using the two Living History Museums in Trinity to do some of their research, the Green Family Forge and the Cooperage.

b) Explain that they can use their eyes and ears to do research. You can see the way things looked, how things were made and done, and listen to someone give you information by telling you about the past. Tell students they will visit the Ryan's Shop. Explain that the Ryan's Shop has been restored to what it would have looked like in 1910. They will see different things that were sold there and will see how things were done. They will learn about the truck system and how the merchants controlled most of the community.

c) Explain how interviewing can be another way to gather information. Explain that by interviewing someone, you can get answers about things that no other method of information gathering can give you. A person can tell you about the way things were when they were growing up and the different things that were done. The people at the Historic Sites will be available to answer questions.

11. Tell them that there are other ways of gathering information like using the internet and books, visiting libraries and archives. You may want them to do some research before your visit, but this is not necessary. Students will have the opportunity to do research in the archives, as a mini-archive will be set up. There will be selected pictures and documents available for students to look through and read. The pictures will reveal how things looked in the past, for example, houses, roads, transportation and the fishery. There will be documents from the local newspaper where students can read about Trinity in the past and look at the old advertisements businesses used.

12. Depending on the needs of the class, you may want to give students an outline before handing on what information they need to find. You may also want to break them into groups and give each group a specific category to find information. For example, you may have one group finding information on transportation, another on clothing, another on the different jobs people had, and another group for finding information on food and how it was prepared and so on. We also have a brochure that we pass out to students when they arrive that makes note taking easier and makes them feel part of the "top secret" project.

Minister of Tourism, Culture and Recreation
Government of NL
Confederation Building
St. John's, NL
A5A 1T5
Phone: (709) 123-4567

Hi Class,

The Department of Tourism is starting a pilot project on the East Coast of the province and needs your help. In order for this project to be successful we need your cooperation and assistance.

Our government has been working very hard to begin a project that promises to be very successful. We have found a location on the East Coast where we think would be a perfect place to build a community from the past. However, our workers have been very busy and are unable to do the necessary research needed to build such a community. So, we have carefully chosen your class to help.

This project is still in its' early phases and we do not want to disclose any unnecessary information. If you choose to take on this project, more information will be sent to you. If you decide, however, not to participate, we thank you for your time.

Please contact our department and inform us of your decision as soon as possible. You will start immediately following your decision and we promise you will enjoy your work.

Yours Truly,

Minister of Tourism, Culture and Recreation
Government of Newfoundland and Labrador

Top Secret

The tourism industry in Newfoundland and Labrador is growing. We bring in more and more people each year as they come to see the wonderful scenery and learn about our past.

With the help of my team we have discovered a little place on the east coast of Newfoundland that we think would be a perfect spot to set up a community. This would not be just any community, but a community of the past with people living here all year round as if they were in the early 1900's. There would be no electricity, no indoor plumbing, no cars or trucks, and no stores like Wal-Mart and Sears.

It may sound wonderful, but we have a problem. We need to do a lot of research to find out how people lived in the past and how things looked in a community of the early 1900's. Our team is so busy with everything else going on that we can't do this research on our own. We have carefully selected your class to do this research.

You will be working as historians to collect information about the past. We think Trinity would be a good place to begin your research as there are many sources of information there available to you. You will be able to visit four of their historic sites and find information about living in the past. We have been in contact with the Trinity Historical Society and the Provincial Sites and they have agreed to help us. You will use their resources such as the Green Family Forge, The Cooperage, Ryan's Shop, and The Hiscock House to do your research. At each site, there will be a person available for questions if you need to find out more information.

In order to know how to build a community of the past, we need to know everything about living long ago. We need to know what kind of technology people used, how people got their supplies, what people did for a living, what the community looked like, what types of clothing people wore, what types of foods they ate and how they cooked them. We also need to know the day to day routine of people living in a rural community in the early 1900's.

When you get this information, we need you to write a report on your findings. You may want to include pictures and descriptions of what you've seen and learned. We will use this report to start planning our community.

I need your word that you will do this research and send your information back to us so we can start our community. Please sign the contract that is attached giving me your word.

I wish you the best of luck on your research and hope to hear from you soon.

We, the undersigned, have agreed to do the required research needed to help build the community of the past. We will use this information we have gathered to write a report and will send it back to the government.

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