

# Teacher's Guide & Edu-Kit for Grade 8 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 10:00 am - 5:30 pm. Cost for this program is \$3.00 per student.

The Grade 8 program consists of two parts; a pre-visit activity and three activities during the visit. The pre-visit lesson is intended to be completed before the trip to Trinity. This lesson will give students the information needed to fully participate in the program. The lesson is only an outline of what should be taught before your visit. You may teach the intended material in any way you wish.

Students will visit the Trinity Museum where they will see approximately two thousand artifacts. They will analyze two or three specific artifacts and will be asked to interpret the past by viewing the item and knowing its use. A brief visit to Ryan's Shop will introduce the concept of restoration as a historical source. At the Lester-Garland House students will see various types of historical sources including old paintings, photographs, documents and artifacts and learn the difference between individual past and collective history by examining Lester's diary. This program concludes with visits to the Green Family Forge and the Cooperage allowing students to see the importance of keeping traditions alive and the value of living history museums.

## **Pre-Activity**

**Objective:** Students will understand what historical sources are and where they can be found in their community. Students will be introduced to various historical sources and understand how they can be used to discover the past.

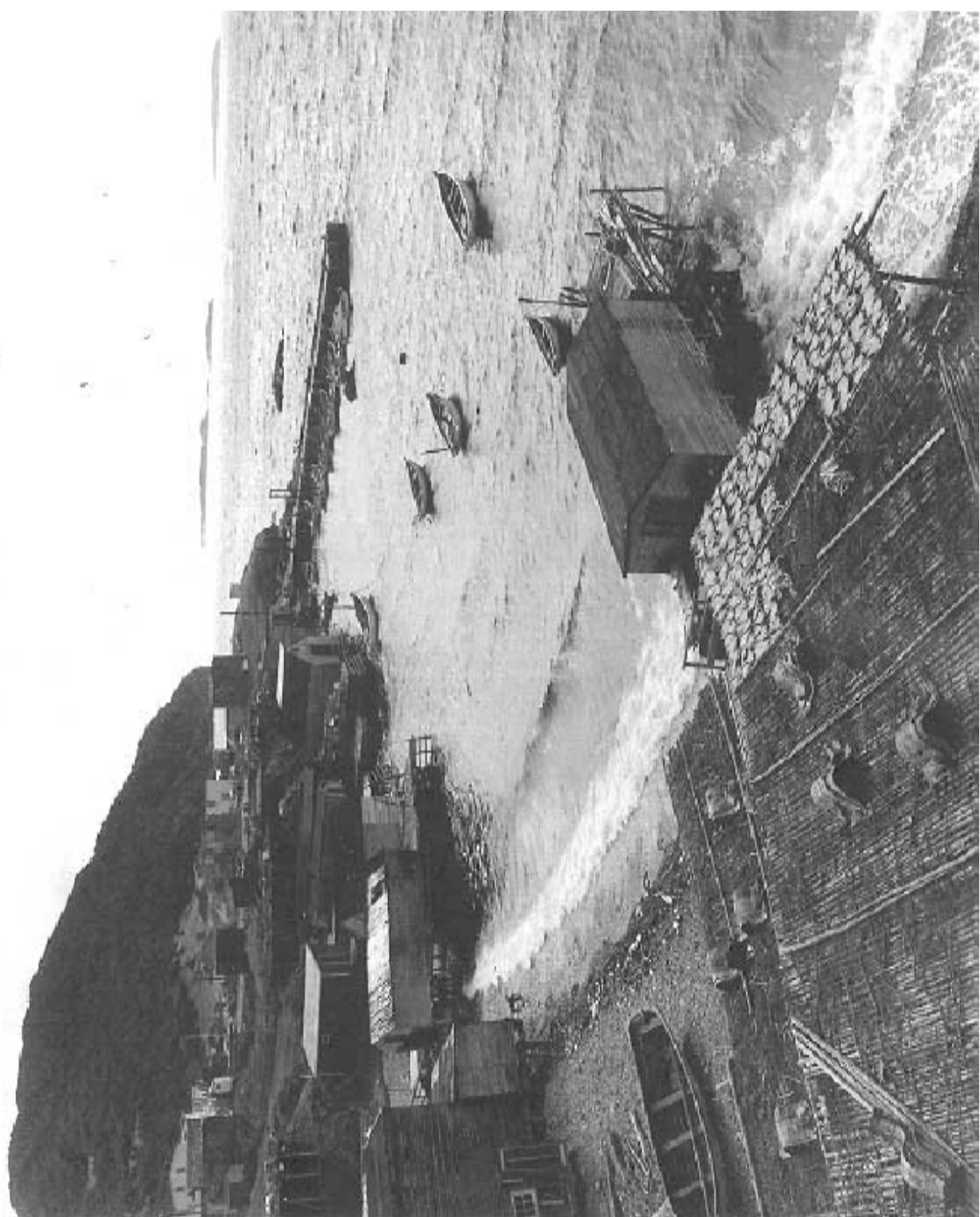
### **Materials:**

- picture from the past (see below)
- scavenger hunt sheet (see below)

### **Procedure:**

1. Begin by showing students a picture from the past and ask them to describe the picture.
2. Ask students to tell you what information about the past they can get just by looking at the picture.
3. Tell them the picture is an example of an "historical source".  
Explain that an historical source is something from the past, either some type of object, story, or song that can be used to tell a story about the past.  
It helps us to understand a little more about the past and how people lived long ago. You may at this time, want to include "historical source" in your definitions.
4. Ask them to list some examples of historical sources. Look for answers like art, pictures, paintings, artifacts, photos, music, documents...)
5. Ask students to think about why historical sources are important to people who want to know more about the past. Discuss.

6. Ask how historical sources, like the picture, can tell you more about life long ago and help give you a glimpse into the past. Discuss.
7. Ask where in your community you can find historical sources.
8. If students don't suggest an archive, tell them what an archive is and what can be found there.
9. Talk about how places like museums, historic sites, and archives are important in keeping our history alive.
10. Introduce students to the historic sites in Trinity. [www.trinityhistoricalsociety.com](http://www.trinityhistoricalsociety.com) and [www.seethesites.ca](http://www.seethesites.ca)
11. Talk about how these historic sites can help us discover the past.
12. Explain that there are other ways of learning about the past. Ask if the students can give you some examples. Look for answers like books, the internet, old newspapers and elders from the community.
13. Explain that they may use a virtual museum as a resource to learn about the past. Ask if anyone can tell you what a virtual museum is. Tell students a virtual museum is like a museum you visit but it is on-line. The virtual museum leads you to a wealth of museum information at your fingertips. It is a way to get museum content on the web and it is accessible to everyone.
14. Ask if anyone has ever visited a virtual museum on the internet. What did you see? Tell them they will use the internet to view a virtual museum. Visit [www.trinityhistoricalsociety.com](http://www.trinityhistoricalsociety.com) and click on the virtual museum link.
15. As students visit the virtual museum, give them a copy of the scavenger hunt sheet to find answers to questions about the restoration of the Lester-Garland House. When this is complete, they may wish to log onto [www.virtualmuseums.ca](http://www.virtualmuseums.ca) and visit virtual museums from all over Canada.



## Virtual Museum Scavenger Hunt

Log on to the website [www.trinityhistoricalsociety.com](http://www.trinityhistoricalsociety.com)

Click on the virtual museum link

Go into the Restoration of the Lester-Garland House and answer the following:

- ) Look at the picture of the Lester-Garland House on the website. There are two different colors of bricks on the side of the house. Find out why.
- ) This house has been restored to the way it was in the 1700's. Are there any pieces of original furniture in the house today? Where did it come from?
- ) What is the importance of the Lester-Garland House?
- ) Why was the Lester-Garland House deemed important enough to be considered a provincial historic site?
- ) Go to page 7 of the exhibit. What is the drawing? Why do you think paintings and sketches like this one is important to people who want to interpret history?
- ) Go to page 10 of the exhibit. This picture shows the cover page of Benjamin Lester's diary. What does the inscription say? What is the diary called?
- ) Name one fact about Benjamin Lester.
- ) Describe how the Lester-Garland House looked in 1960.
- ) If you were researching the connection between England and Newfoundland, how could this site help you?