

# Teacher's Guide & Edu-Kit for Primary 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. Teachers may choose three of the five different activities for their students to participate in depending on what outcomes they want to achieve. When booking your visit, let us know the three activities that you have chosen to do.

While visiting the historic sites in Trinity, students of the Primary Program will participate in activities dealing with the origin of their family name, learn about life in the past and the different technologies used. Students will gain an appreciation for the easy way of life they have. They will understand how a community changes over time and how people have changed technology to meet their needs, wants and interests. Some parts of the primary program have pre-activities that could be completed before the visit. These activities are intended to give students the necessary background information needed to get the most out of this program.

Here is a brief summary of each of the five activities:

**“Finding Your Roots”** - this activity enables students to understand that they have historical roots. They will explore terms such as *ancestors* and *in the past*. They will discover the origins of their family name and will start a class book of family origins that may be completed after their visit. This program is completed at the Lester-Garland House.

**“Life in the Past”** - during this activity, students are involved in a tour around Trinity visiting the Hiscock House, the Cooperage and the Forge to see how things were done in the past. They will see various artifacts and demonstrations from the blacksmith and cooper using original tools of their trades.

**“A Picture is Worth A Thousand Words”** - students are involved in looking at various pictures from the past and the present. They will be engaged in a conversation about the past and will group pictures into two categories - today and back then. This program is completed at the Lester-Garland House.

**“From Fishing to Tourism”** - in this activity, students will follow Trinity's history from its first settlers to what it is today. Students will gain an understanding that communities, especially those that settled around the coastline of Newfoundland, were first settled because of the fishing industry and have since changed. They will examine the reasons behind Trinity's change from being a fishing community to a tourism community and will try to predict the future of Trinity and surrounding areas. They will also be involved in creating a simple time line of Trinity's history. This program is completed at the Lester-Garland House.

**“From Scrubbing Boards to Washing Machines”** - students will tour the Trinity Museum and the Ryan's Shop to look at the different technologies people used in the past. They will be given information on how things worked and what they were used for. At the end of the activity, students will be asked to think about why these technologies are not being used today and will engage in a conversation about why people invented the different technologies we use. They will go away with an appreciation of the easy way of life and realize how hard their ancestors worked.

## **Pre-Activity for** **“Finding Your Roots”**

**Objective:** To introduce students to the dynamics of families and become familiar with the terms ancestors and roots.

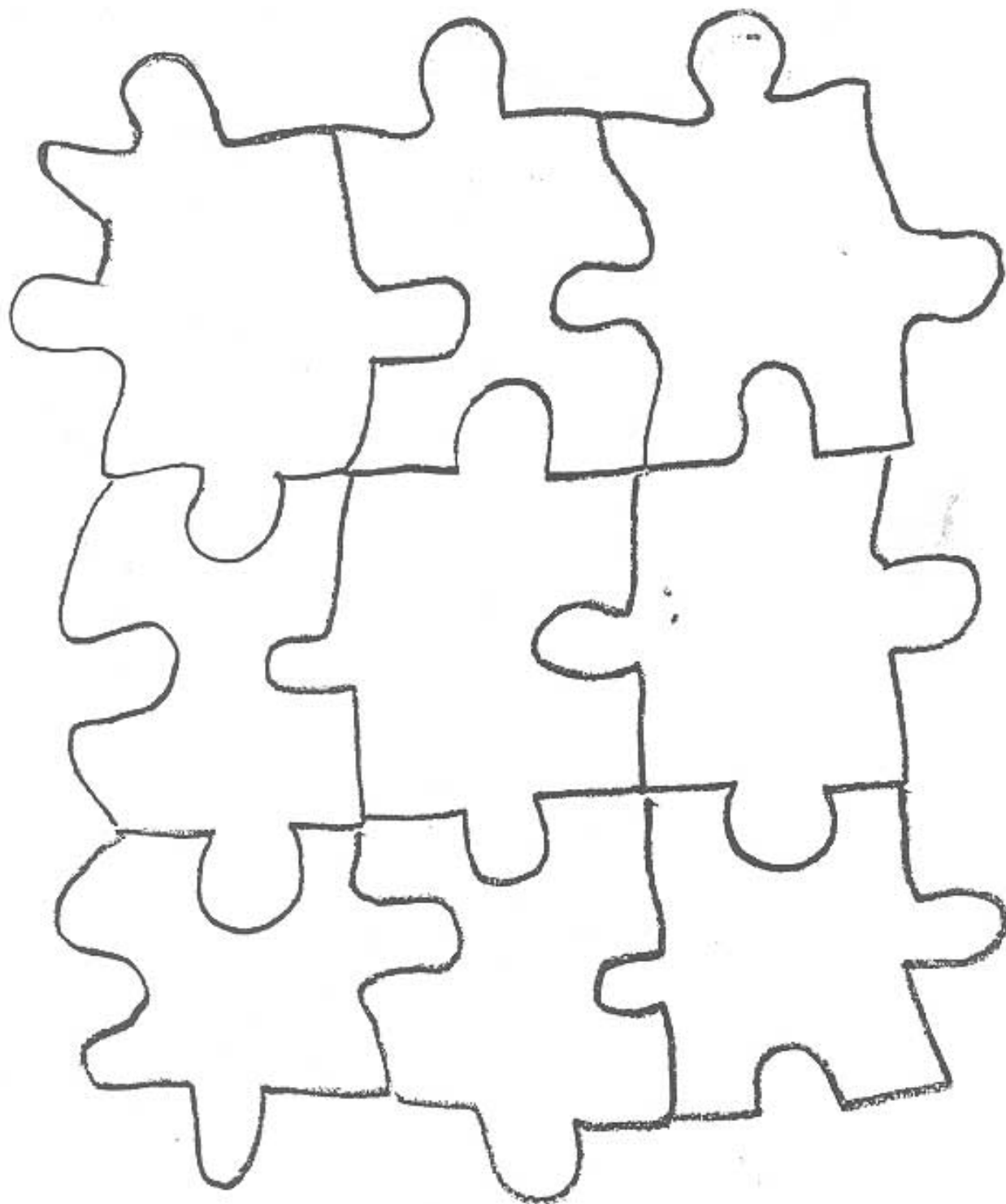
### **Materials:**

- a book about families
- copy of puzzle sheet for each child - see below

### **Procedure:**

1. Read a book about the different types of families people have or where families come from, their origins.
2. Discuss what a family is and the different types of families people may have. You can have a mom and dad, brothers and sisters, nans and pops, aunts and uncles and so on. Be aware of the different dynamics of families - two moms, step-families...
3. Ask children what they consider to be a family and discuss
4. Ask children who makes up their family
5. Give each child a copy of the puzzle
6. Tell them to draw a picture and/or write the names of their family in the puzzle pieces, which may include pets. Explain that they are connected to their family just like pieces in a puzzle.
7. Ask one or two people to present their work by telling the group who is in their family.
8. Ask them to think about how the sides of a real puzzle looks. (The sides have straight edges) What do they notice about their puzzle? (Does not have straight edges)
9. Ask them if they know why their puzzle does not have straight edges.  
Does the puzzle look finished?  
Explain that their puzzle does not have straight edges because their FAMILY puzzle is not finished.  
Ask if anyone can tell you why.  
Tell them to think about all of their family and ask if they think every family member is in their puzzle. (They will probably say yes!)  
Ask who has a nan or a pop.  
Then ask if they think their nan or pop has a mom and dad. Of course they have a mom and dad.  
Tell them that just like them, their nans and pops had moms and dads and nans and pops too. These people would be their family as well, they would be great-grandparents and great-great-grandparents. So they would have to be included in their family puzzle.  
Now, what about your great-great-grandparents parents, you would have to include them too. Your puzzle could go on and on.
10. Explain that these people, (their great-grandparents, and great-great-grandparents are their (the students) ancestors.
11. Explain what ancestors are and tell them that they will be learning a lot about their ancestors and where they came from when they visit Trinity.

# I Am Connected To My Family



## Pre-Activity Life in the Past

**Objective:** To introduce ‘the past’ to students to prepare them for their trip to Trinity. Students will become familiar with time concepts and begin to understand how life was in the past.

**Materials:**

- chalk/white board
- markers/chalk

**Procedure:**

1. Do a brainstorming activity on ‘The Past’ to see what students already know about the topic.
2. Explain when we talk about things that happened a long time ago we call it the past. Talk about other names for the past. Long ago, back then,... include these with the other words from the brainstorming activity.
3. Discuss words for the present. Talk about how we say today and now to mean what is happening now, in the present.
4. Choose several ideas from the brainstorming activity to talk about.
5. Talk about some things that are different today than long ago. You may want to include topics like electricity, transportation, technology, lifestyles and jobs. Explain that it wasn’t too long ago that people didn’t have electricity or indoor plumbing.
6. Ask if anyone has heard their grandparents or even parents talk about what life was like in the past.
7. Share some of your stories about the past with the students.
8. Say these sentences to the class and ask them to use some of the words they learned today. Past/Present, Then/Now, Before/After, Long Ago/Today...

When I was a child I had to do my homework in the candlelight.

My sister and I play X-Box.

I take the train to get to Bonavista.

My neighbor just got a radio, we are going over there Saturday night to listen to it. I think this is so exciting.

I am going to Clarendville tomorrow in my mom’s new car.

9. If you have time, teach students a game that children their age would have played in the past. (Maybe the gym teacher could do this) Talk with them about how there was no electricity so they couldn’t watch T.V. or play on the computer. Most children had to make up their own games.

Example:

### **Living Statues**

Materials:

- medium sized ball, soft preferred

Directions:

- t have players stand in a circle
- t give one player the ball
- t he/she throws it to the next player and they throw it to the next around the circle
- t every player must catch the ball
- t if the ball is missed, the player must stand for the rest of the game in exactly the same position he was in when the ball was missed.
- t If he/she moves from this position, they are out.
- t The last person left standing wins.

### **Post Activities:**

#### **General:**

1. After your visit you may invite your students to create their own museum by bringing in artifacts from home.
2. Ask your students if they would have liked to live in the past. Why? Why not? Get them to write or draw their interpretation of the past.
3. They could draw a picture of something they had seen on their visit.
4. Students could draw one item used in the past and on the other side of the paper could draw what we use today.
5. In your journal, write or draw what you have learned about the past.

#### **For Kindergarten:**

1. As a class, you may want to do some research on the countries of origin of some of your students. Get books telling about the country or use the internet to find information.
2. Make a graph using the different countries students originated from and find out where most people are from...
3. Find stories about your family and share them. You may want to create a class book.

4. Do the plant with roots activity reinforcing the idea that everyone has roots and we are all connected to our family. See attached.

### **For Grade 1:**

1. Draw a picture of your community in the past and in the present.
2. Do a little research and identify some major milestones in your community. (Why and when it was settled, how and when it has changed...) Do a class time line of the changes in your community. You could also do a time line of changes in the school.
3. Do a comparison chart of the past and the present. Outline some of the major changes. You may even want to find some pictures (internet is great) of the past and compare them with pictures of today.
4. Think of one thing about life in the past that you like. It may be an old way of doing something, the use of a certain type of technology, or the fact that there were a lot of animals and/or children around to play with. They may draw a picture of this, write a poem about it, or you may want to incorporate it into other subjects/activities.

### **For Grade 2:**

1. Respond in writing or poster what they saw at the museum and how they felt about the way of life in the past.
2. Write a short story, informational or narrative about your trip or about the past. Illustrate it.
3. Make a class book about the changes made since the 1900's. You could divide it into sections like transportation, clothing, housing, technology. You could also do it by comparing the past to today and have one side of the book the past and what we use today on the opposite page.
4. Do a comparison chart. Past/Present, Then/Now, etc.

### **For Grade 3:**

1. Write a narrative story about a character from the past. Tell about their life and things they would do in the past.
2. In the past there was no electricity therefore children could not play computer or video games. Design a game you could play if you lived in the past.
3. Search the internet for pictures of the past. Compare these pictures with pictures of today. Design a poster illustrating some changes that have occurred.
4. Write a letter to someone from the past telling them all about the changes that have occurred and the way life is in 2011.