

Face to Face in the Classroom

WebQuest Activity

Face to Face

The Canadian Personalities Hall

*Thompson Champlain Timmins Harkin Rattenbury
Macdonald Douglas Smallwood Trudeau Sauvé
Eaton André Hitschmanova Desjardins Hoodless
Montcalm Wolfe Brant Bourgault D'Arcy McGee
Roy Richler Lismer Pitseolak Johannsen*



Activity – Great Young Canadians



Teacher Notes

Do young Canadians make a difference? This WebQuest challenges your students to highlight the accomplishments of their peers through the creation of a conceptual exhibition.

Parameters

- Designed for students in Grades 6+.
- Connects to language arts, history, and media studies curricula, with further application to Health and Science, Politics and Government, and Arts and Music, depending on the personalities selected by the students.
- Students work in teams of five.
- Students must have Internet access.
- Requires two 45-minute research sessions, plus one presentation session.

Propose the following scenario to your students.

You sit on the development team for a new exhibition at the Canadian Museum of Civilization in Gatineau, Quebec. The topic of your exhibition is “Great Young Canadians”. With your team, you must decide how you will select the young Canadians to be featured in this exhibition, how you would like to display their achievements and accomplishments, and what other events could highlight your exhibition.



Learning Objectives

Students will:

- be introduced to various famous young Canadians;
- use multimedia skills to explore and define choices and selections;
- use skills and research to categorize the achievements of famous young Canadians, and
- exercise presentation and teamwork skills.

WebQuest for Students



Do young Canadians make a difference? You decide!
Choose top young Canadians to feature in your own Youth Hall of Fame.

Part One: Task

You sit on the development team for a new exhibition at the Canadian Museum of Civilization in Gatineau, Quebec. The topic of the overall exhibition is “Great Young Canadians”. As part of the development team, you are part of a smaller team which is responsible for one section of the exhibition (your specific category). With this smaller team, you must select five young Canadians within your category, and decide how you would like to display their achievements and accomplishments.

Part Two: Process

First of all, you have to assign roles to each member of your team. It’s okay to double-up on some jobs, such as researcher.

Roles

- Curator (“expert”): Head of the team, directs the work, has in-depth knowledge of the topic, oversees the text.
- Researcher(s): Conducts research into potential candidates, writes the text, finds appropriate photos and artifacts.
- Designer: Designs the exhibition, formats the final text, makes sure the exhibition looks good and is fully functional.
- Educator: Makes sure that audience members understand the exhibition, assists the designer and curator in making decisions that affect audiences, evaluates the final exhibition, develops and delivers programs and events to accompany the exhibition.

Initial Exhibition Meeting

As a team, decide on your selection criteria (Living or dead? How old is a “young” Canadian? Should your team take geographical, linguistic and/or ethnic representation into consideration?). Think about the following:

- What makes a candidate truly outstanding?
- How did the candidate’s accomplishments affect Canada?
- Will the candidate’s accomplishments stand the test of time?
- Will people still consider the candidate outstanding in 50 years?

Discuss the youth candidates already suggested in the classroom brainstorming activity and narrow the field to five Great Young Canadians (within your team’s category).

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Initial Research

Your team will conduct Internet and library research on the five chosen Great Young Canadians (everyone helps!). Find some resources here.

Second Exhibition Meeting

Your team will meet to share research results and create a final list of Great Young Canadians (some of the original choices may not have worked out; you may need to rethink your list as a result of your research). Discuss accomplishments and come to an agreement on your final choices.

Second Phase of Research

Researchers conduct detailed research on the chosen candidates, including finding quotations, photographs (or other images), and preparing preliminary texts on each candidate. Preliminary texts should include the following information:

- Background
- Education
- Greatest accomplishments
- Rationale (why this person deserves to be in the exhibition more than others)

Artifact Selection

The team will meet to decide which artifacts they'd like to include in the exhibition. For example, if Terry Fox is one of your candidates, you might want to include his running shoes. This information is important for the designer to know.

Writing

The curator and the researchers write the exhibition texts. The educator edits the text and makes suggestions for clearer messages.

Design

While research and writing are taking place, the designer and the educator have been talking about what they'd like the exhibition to look like, and how they would like visitors to use the exhibition. Consider the following:

- Who are the visitors?
- Do you need spaces for school groups or tour groups?
- Are there going to be listening booths or other technologies?

Even before the text is ready, the designer and the educator can draw up a preliminary floor plan, and create mock text labels.

When the final text is ready, the designer will create one label per candidate. The educator proposes programs to go along with the exhibition (talks, tours, etc.).

The team, led by the curator, presents its exhibition plan to the rest of the class.

When each group has made its presentation, go to conclusion for final analysis.

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Part Three: Conclusion

After you have heard your classmates' presentations, consider the following for your own exhibition:

- How well do the components of your exhibition go together?
- Will visitors understand the exhibition?
- Are any Canadians missing? How could you include them?
- Not everyone can visit your exhibition in person. How else can you get the word out about these accomplished young Canadians?
- What is a good name for the overall exhibition?
- What characteristics do these young Canadians share?
- What factors led them to becoming "great" young Canadians?

Online Resources



The Canadian Encyclopedia's 100 Canadians to Watch

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=M1ARTM0011632>

Canada World Youth, "Real Stories"

<http://www.cwy-jcm.org/en/testimonials>

The Canadian Encyclopedia's 50 Canadians to Watch, 2003

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=M1ARTM0012434>

Foreign Affairs magazine, "Canadian Youth Making Their Mark"

<http://www.dfait-maeci.gc.Fca/canada-magazine/issue27/menu-en.asp>

Taking It Global, youth Web site

<http://www.takingitglobal.org/>

Top 20 Under 20 Awards Web site

<http://www.top20under20.ca/index.htm>

Government of Canada's Youth Achievement Web site

<http://youth.gc.ca/yoaux.jsp?&lang=en&flash=1&ta=1&auxpageid=1169>

