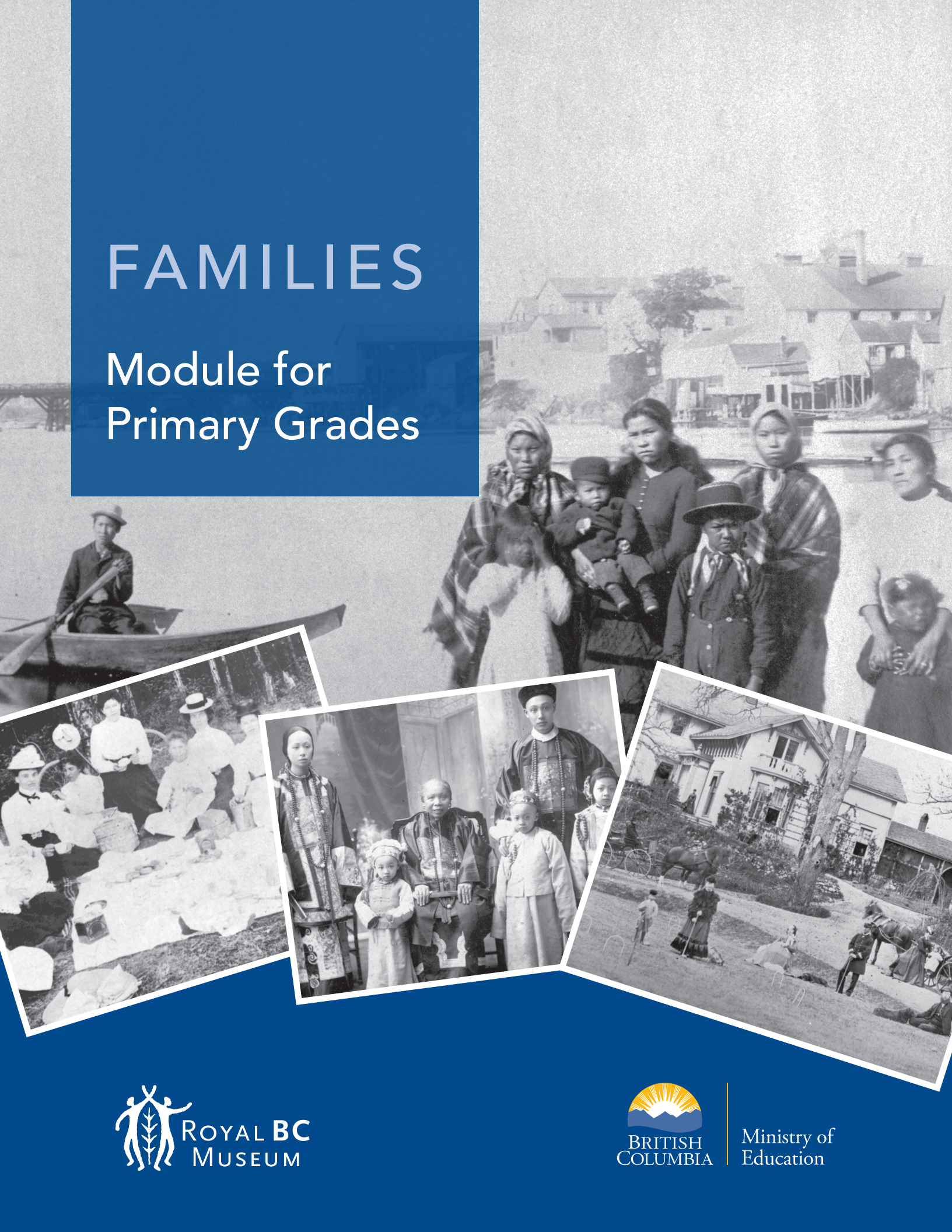


FAMILIES

Module for Primary Grades



Acknowledgements & Copyright

© 2017 Province of British Columbia

Families: Primary Module was sponsored by the BC Ministry of Education and developed by Open School BC in collaboration with the Royal BC Museum.

Project Manager: Leanne Baugh

Educational Advisors:

Rebecca Bathurst-Hunt - SD 61 (Victoria)

Kim Cannon - SD 61 (Victoria)

Jackie Lever - SD 83 (Salmon Arm)

Sarah Nicholson - SD 39 (Vancouver)

Tanya Ross - SD 61 (Victoria)

Project Writer: Leanne Baugh and Rebecca Bathurst-Hunt

RBCM Reviewers:

Liz Crocker

Kim Gough

Chris O'Connor

Anissa Paulsen

Design and Layout: Farrah Patterson

Images used in this resource:

Image I-30804 courtesy of the Royal BC Museum and Archives

Image B-02316 courtesy of the Royal BC Museum and Archives

Image A-02348 courtesy of the Royal BC Museum and Archives

Image F-04196 courtesy of the Royal BC Museum and Archives

Image B-02243 courtesy of the Royal BC Museum and Archives

Families: Primary Module is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License - See more [here](#).

Introduction

This Module, which comprises of a set of four learning plans, supports the new Primary Social Studies and English Language Arts curricula, and includes First Nations content throughout using curatorial objects, historical photographs and picture books. Also embedded in this resource are the themes of the Royal BC Museum's 2017 exhibition—*Family: Bonds and Belonging*.

A Note about Royal BC Museum's 2017 Exhibition

This learning plan was created to complement the Royal BC Museum's 2017 Exhibition *Family: Bonds and Belonging*. Throughout the lesson, there are opportunities to connect to the themes in the exhibition. Learning can also be extended on these themes through exploration of Royal BC Museum's Learning Portal pathway [*Family: What does family mean to you?*](#) from the Royal BC Museum's Learning Portal.

Belonging

Families defined by:

- blood (direct genetic relationship)
- choice (adoption, partner selection)
- association (community, team, military, work)
- emotion (love, intimacy, support, conflict, estrangement)
- place (local, provincial, national)

Togetherness

Gatherings:

- at home (everyday life)
- special occasions (holidays, feasts, religious or other rituals)
- endeavours (activities, e.g., canoe journeys, shared work)
- leisure (holidays, travel, sports)

Growth and Change

Separations:

- transitions (life changes, coming of age, moving out, marriage, death)
- dispersals (forced separations, estrangement, immigration)

Generations

- genealogies (family trees)
- connections through time (family histories, family trauma)
- inherited traits (genetics, fostering and adoptions)
- intergenerational relationships

Province and Nation

- immigrations
- creating BC (diversity)
- creating Canada (colonial history, intercultural)

Table of Contents

About the Resource	5
Curriculum Connections.....	6
Learning Plan 1: What do families look like?	7
Overview	8
Resources	9
Pre-teaching	9
Vocabulary.....	9
Access Prior Knowledge.....	10
Learning Plan 2: Write a Letter	13
Overview	14
Resources	14
Vocabulary.....	14
Access Prior Knowledge.....	15
Learning Plan 3: Family Stories told through Images.....	19
Overview	20
Resources	20
Vocabulary.....	20
Access Prior Knowledge.....	21
Learning Plan 4: Chosen Treasure	25
Overview	26
Resources	26
Vocabulary.....	26
Access Prior Knowledge.....	27

About the Resource

Teachers begin this module by creating a physical timeline in the classroom so students begin to have a sense of past, present and future. Historical photographs / images are posted on the timeline according to the appropriate date.

Learning Plan 1

What do families look like? uses storytelling, as well as historical photographs, as ways to see the different shapes and sizes of families, and describe families in the past. Using puppets or role play, students describe their own families.

Learning Plan 2

Write a Letter includes historical letters from children to illustrate letter writing as a way family members communicated in the past. Students then write a letter or draw a picture and mail it to a family member or friend.

Learning Plan 3

Family Stories Told Through Images first has students make inferences about families in historical photos and then explore what photographs of the past can show us. Students then share with the class their own family story through photographs or video.

Learning Plan 4

Chosen Treasure has students first explore objects from the past and infer their significance to families. Students then bring in a special object from home that is linked to a memory to share with the class. Students will curate their own classroom museum of these special objects that is then shared with parents and other classes in the school.

Curriculum Connections

K-2 Social Studies

Big Ideas

- Our communities are diverse and made of individuals who have a lot in common.
- Stories and traditions about ourselves and our families reflect who we are and where we are from.

Curricular Competencies

- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)
- Acknowledge different perspectives on people, places, issues, and events in their lives (perspective)

Content

Students are expected to know:

- ways in which individuals and families differ and are the same
- people, places, and events in the local community, and in local First Peoples communities

K-3 Language Arts

Big Ideas

- Stories help us learn about ourselves and our families.
- Stories can be told through pictures and words.
- Everyone has a unique story.

Curricular Competencies

Comprehend and Connect

- Begin to use sources of information and prior knowledge to make meaning
- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- Use personal experience and knowledge to connect to text and make meaning
- Recognize the importance of story in personal, family, and community identity

Content

Strategies and processes

- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes



LEARNING PLAN 1

What do families look like?

Using picture books and photos of historical families, including First Nations, students are introduced to the notion that all families have similarities and differences.

Overview

Activities	Assessment Ideas
Listen to and discuss books on families	Observations on student participation in whole group activity. Key Questions (students should be able to answer): ▪ What is a family? ▪ What is an individual? ▪ How are families different? Observe students' abilities to share and introduce their family members using modeled and practiced language and structure. Key Questions (students should be able to answer): ▪ What people, places, events are significant and important to you? ▪ Are the things significant and important to you the same as everyone else?
Observe and make inferences about historical photographs	Observe students' abilities to articulate and share their observations in whole group. Observe students' abilities to make inferences about similarities and differences between the photograph and their own family. Are students able to orally share observations and wonders? ▪ With support ▪ With minimal support ▪ Independently
Represent family (puppet presentation or family photo)	Are students able to reflect on their own family? Are students able to apply learned knowledge to reflect on 'who we are, where we are from'? Observations on their abilities to orally share about their family.

Resources

- Create a Historical Timeline - with dates written beginning in 1800 and every 50 years until 2020. You could write dates on a long roll of newsprint, or print off paper with dates and fasten with a clips or clothes pegs hanging from a rope like a clothesline. The timeline will be used for the first three learning plans.
- Chart paper / pens
- Picture books/ stories about different families, such as:
 - » *The Family Book* by Todd Parr
View the book on video [here](#).
 - » *A Family is a Family is a Family* by Sarah O'Leary
- Historical photographs from [Family: What does family mean to you?](#) on the Royal BC Museum's Learning Portal.
- [Tips for teachers about analyzing photographs](#)
- Computer / Projector (optional)
- Puppets / or materials to make puppets / or stuffed animals
- Paper and coloured pencils / pens or photographs from home for family portraits

Note: Issues around family may be a sensitive topic for some students.

Pre-teaching

What is a timeline?

What do past, present and future mean?

You may want to:

- create a class timeline of their school year so far: month by month
- have students fill in a three box timeline of their own lives, with drawings: Past (a baby, toddler, etc.), Present (now), Future (following grade or summertime)

Before this class:

Create a historical timeline of dates beginning in 1800 and every 50 years until 2020. This timeline can be used for Learning Plans 1-3.

Vocabulary

Time Line

Past

Present

Future

Historical

Date(s)

Adopt

Step Siblings

Similar

Different

First Nations

Access Prior Knowledge

On the board, or on a large piece of chart paper, write “Family” in the middle. As a class, create a mind map of words they can think of to describe family



Technology options:

You may choose to do a brainstorm using a projector and the iPad application ‘Popplet’ or ‘Popplet Lite’ OR if they are using a desktop PC or laptop ‘Padlet’ is a similar program that also documents a brainstorm session in a digital format. Both of these options are another way to document a brainstorm and quickly save it or share it with families via email, digital portfolios or class blog.

Activity 1: Listen to and discuss books on families

- Tell students that the question for this activity is: What do families look like?
- Read a picture book on different types of families, such as - *The Family Book* by Todd Parr. [Book on video](#), and/or - *A Family is a Family is a Family* by Sarah O’Leary.
- Discuss the different sizes, shapes and configuration of families that are represented in the book and in the students’ own lives. What would it be like if all families were exactly the same?
- Ask students questions such as: What are some things that are the same about the families you read about in the picture books? What is one thing that makes your family special?
- You could ask students to stand up if “you have a pet”, “if you have a brother”, “if you have a sister” etc., until everyone in the class is standing up. Would visualize that they are all part of a family but that their families are different.

POSSIBLE EXTENSION:

You may choose to have students document one way their family is special through a journal or an illustration. Illustrations could have beginner writing practices and be made into a class book to share with classmates.

Activity 2: Observe and make inferences about historical photographs

Download and print, or project images of historical families, including First Nations families from [Family: What does family mean to you?](#) on the Royal BC Museum's Learning Portal.

- Tell students that the photos are scenes of families from long ago. Some are First Nations families.
- As a class, observe the images.
- First ask: What do you notice? Have students share their thoughts with a partner.
- Expand questions to the following:
 - » What can I see? (Describe people, objects, activities, location / landscape.)
 - » Does the picture look old or new? How can you tell?
 - » How do these families look the same? How do these families look different?
 - » How are these families the same or different from my own family?
 - » What do I wonder about this picture?
- If the date of the photos is provided, show students on the timeline when the photograph was taken. Post the photos on the timeline in the correct place according to date. If no date is given, as a class, guess where the photo might go and post it.

POSSIBLE EXTENSION:

You may want to document students' observations or label parts of the image depending on how you are sharing the image (Smartboard, whiteboard, chart paper).

Activity 3: Represent family (puppet presentation or family photo)

- Ask students: Who is in your family?
- Have students create or use existing puppets or stuffed animals to represent their family. Students introduce family members to the class using puppets.
 - » Use sentence starters--e.g. *This is my sister Emma. Emma is awesome because.... Or Emma likes to.... Or Emma is fun because...*

POSSIBLE EXTENSION:

Students may illustrate their family by creating family portraits. Then they would be invited to share, using the sentence starters about different family members.

Students could create popsicle stick family members, then practice introducing each family member using modeled sentence starters.

Students will paint rocks, one for each family member, and then share and introduce each family member using the modeled sentence starters.

Students may journal about their family members, using invented spelling and beginner writing practices to label family members and then orally describe something about each of them.

Differentiation

Grade 2-3: You may do a 'Jigsaw' type activity with the photograph observations. Students could be divided into small breakout groups and each focusing on only one of the questions/prompts. One student in each group would be the recorder for their observations/findings and then each group would share out to the whole group.

'What is one thing that makes your family special' activity:

- Older students may do a journal entry, with a higher expectation of writing for this activity. Students could reflect deeper on what makes their family special.
- Older students may do a poetry activity with this, similar to a found poem, and brainstorm some key descriptor words that make their family special and put them into a poem format.



LEARNING PLAN 2

Write a Letter

Students learn about letter format and content through hearing and seeing historical letters written by children. Students then write a letter to a family member or someone special and mail it.

Overview

Activities	Assessment Ideas
Listen to a historical letter being read and discuss as a class	Observations on how students actively engage as listeners, viewers and readers. You may choose to use the letter as a letter or word recognition activity (depending on student abilities); this would be a great assessment piece. Record students' abilities to share about their experiences (sending or receiving mail)
Write a letter to OR draw a picture for someone special and mail it	Assessing Kindergarten: Students' abilities to draw a picture that tells their story/letter information. Students' abilities to form letters, use beginner writing practices, invented spelling and labeling of initial sounds or sight words. Students' abilities to orally tell their letter or story. Expectation of student will print their name.

Resources

- Historical letters from the 'Read' and 'Listen' sections of [Family: What does family mean to you?](#) on the Royal BC Museum's Learning Portal.
- Picture book: [Dear Juno](#) by Soyung Pak
- Post Office/Letter Writing books:
 - » *A Letter to Amy* by Ezra Jack Keats
 - » *Dear Mr. Blueberry* by Simon Jarves
 - » *Mr. Griggs' Work* by Cynthia Ryland
 - » *The Post Office Book* by Gail Gibbons

Vocabulary

Letter
(way of communicating via mail)

Mail

Communicate

Historical

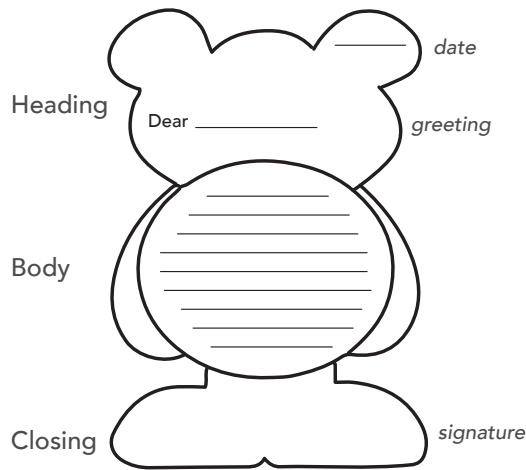
Postage Stamp

Address

News (sharing about something)

Mailbox

- Letter writing template like one below



- Writing paper or cardboard for a postcard
- Pens, pencils, crayons, etc.
- Envelopes
- Postage Stamps

Access Prior Knowledge

Ask students: Has anyone received a letter, a card or a postcard in the mail? Who sent it to you? Was there a specific reason they sent the mail (e.g., birthday, Christmas, pen pal)? How did you feel when you received the letter? Did you keep the letter? Did you share your letter with anyone? Did you send a letter back?

Activity 1: Listen to a historical letter being read and discuss as a class

Read the story *Dear Juno* by Soyung Pak or project the [YouTube link](#).

- Ask students: Why do people send letters?
 - » Discuss how before there were phones and computers, writing letters and sending them in the mail was the only way people could communicate who didn't live close by. And it could take months for a letter to arrive.

Download and print, or project the historical letters from the 'Read' section of [Family: What does family mean to you?](#) on the Royal BC Museum's Learning Portal.

Read the letters out loud to the class, or access the audio files from the 'Listen' section of [Family: What does family mean to you?](#) on the Royal BC Museum's Learning Portal.

- Ask students what questions they have about the person who wrote the letter. Who do you think wrote the letter? What do you notice about the person's printing? What type of paper and writing tools do you think the writer used? Why did this person write the letter? If you were writing a letter back, what questions would you ask this person?
- From the printed or projected historical letter, point out to students the shape/format of the letter (date, greeting, body, closing and signature).
- When discussion is over, post the historical letters on the timeline according to the date it was written.

POSSIBLE EXTENSION:

You may choose to project the written letter, and do a short letter or word recognition activity. What letters do students notice, what words can they read, if they can't (because of the handwriting) this may lead into a discussion about types of printing and writing.

Note: Communicate with parents prior to this activity to ensure each student would receive something in the mail.

- Tell students to choose someone in their extended family or someone special they'd like to write a letter to. Perhaps ask parents to make sure the person the student is writing a letter to will mail a letter back to them.

******Most kindergarten children will not be able to write out a letter, therefore add enough space for them to draw on the letter-writing template either on paper or cardboard for a postcard. They will be able to add labels and use beginner-writing practices to print short words or copy simple sentences (depending on time of year).

POSSIBLE EXTENSION:

Students write to a peer in the class, everyone then receives mail.

Students write to someone in their family home, see the mail arrive and share in the reading of the letter.

Students write to their home family in general, sharing about something special, the family enjoys the letter together.

Students write to a pen pal class.

Students write to seniors at a local senior centre. (Could make arrangements with an activity director in advance to identify participants.)

Note: For the next activity, students will need a postage stamp and the address of the person they are sending a letter to.

Activity 2: Write a letter to OR draw a picture for someone special and mail it

Note: For this activity you may want to arrange for 'big buddies' in an older grade or classroom volunteers to scribe the letters.

- As a class, brainstorm things students may want to write about in their letters (news about friends, family, pets, holidays, birthday, summer camp, achievements, a funny joke, favourite song, etc.). Have students think of questions they would like to ask the person they are writing to.
- Using a letter writing template, have students write a letter to a family member or someone who is special to them and possibly who lives far away. Alternatively, have them draw a picture for that person.

****Add in box for Kindergarteners to draw their important information or story they are sharing.** With a couple of lines for them to print some words, have someone scribe a general sentence and have them print their names.

- When letters are written, demonstrate how an envelope is addressed. Have students or their scribes address the envelope and put on a postage stamp. Mail the letters.

****Younger students may be able to just copy name of person they are sending the letter to, and need assistance with the address.**

Follow up:

Have students bring to the class letters they have received in return to share if they wish.

Differentiation

Writing letters:

Kindergartens might draw a picture that tells a story or shares information.

Grade 1 might all follow a same format of what they are sharing (more structured than grades 2-3).

Typing letters may be an option for students with output challenges.

Teacher may assist by scribing some of the letter.

Students may be invited to add a special found or created small token to share something, like in the story 'Dear Juno'.

POSSIBLE EXTENSION:

Mailbox Dramatic Play Centre:

You may wish to set up a mailbox or post office dramatic play centre for students to further explore letter writing and mailing items using the postal system.

Visit a post office and ask for extra free stickers, labels, brochures, envelopes and flyers to set up a play and letter writing area.

Pen Pals:

You may choose to set up ongoing pen pals throughout the school year to learn more about letter writing, communicating and sharing of important 'news', Family may be an ongoing topic or theme for students to share and write about with their pen pals.



LEARNING PLAN 3

Family Stories told through Images

Students learn how the stories of families in the past can be communicated through photographs. Students create their own family stories using photographs.

Overview

Activities	Assessment Ideas
Observe and make inferences about historical photographs	Observations on students' abilities to compare what they see in the different photographs.
Create own family story using images	Students' abilities to share and learn through stories, and apply new knowledge to their own situations. You may choose to do a retelling or sequencing activity that connects with the stories. Are students able to share about themselves? Are they able to share about their families?
Share visual family stories	Observations on students' abilities to share about their family and share connections. Co-construct criteria for individual sharing about their visual family story. Come up with 3 key points that each visual story must include. This will depend on the ability and level of your learners.

Resources

- 'Look' and 'Watch' sections of [Family: What does family mean to you?](#) on the Royal BC Museum's Learning Portal
- Different kinds of camera (optional)
- Computer/projector (optional)

Vocabulary

Photograph

Family

Unique stories

Camera

Access Prior Knowledge

Ask students: Have you ever taken a photo of your family? If yes, ask: Why did you take a photograph? What was it for? What did your family do with the photograph? Did they share it? Print it for your home?

Discuss the following with the class:

- Cameras have been around for a long time. Before cameras people would paint or draw something they wanted to remember. Often it was a picture of their family.
- As cameras improved people took photos of their family, friends and pets. They wanted to have a memory of those they love.
- Photos taken long ago can tell us a lot about how people lived in the past. They show us what houses and gardens looked like.
- They show us the type of clothes people wore. Sometimes they show what people did on special occasions, or what activities families did together.
- Have you ever looked through an old family photo album? Who did you see? How different do they look in the photos?
- What are some other ways people can record and share a family story? (E.g., video.)

POSSIBLE EXTENSION:

You may choose to bring in various cameras, or display some using his or her projector screen. You may wish to bring in a roll of film, negatives, slides, etc.

Activity 1: Observe and make inferences about historical photographs

Show the class the 'Look' and 'Watch' sections of [*Family: What does family mean to you?*](#) on the Royal BC Museum's Learning Portal.

Here you will find images and videos of historical and contemporary families, homes where they lived, and activities families did together. As a class, observe the images.

- First ask: What do you notice? Have students share their thoughts with a partner.
- Expand questions to the following:
 - » What can I see? (Describe people, objects, activities, location / landscape.)
 - » Does the picture look old or new? How can you tell?
 - » What is similar to your family? (Number of people, brothers, sisters, etc.) What is different to your family? (Clothing, the home where they lived, etc.)
 - » What might have changed about how these people may live today? (First Nations people now live in houses rather than teepees. Drive vehicles rather than travel by canoe or ride horses.)
- What do I wonder about these pictures?
- Ask students to guess what stories these photos or videos may tell. Write down their story ideas on chart paper.

POSSIBLE EXTENSION:

Older grades may do the second photo individually, may be used as writing prompt.

POSSIBLE EXTENSION:

Create oral stories from the historical photographs: invent or guess what is going on. Whole group creates stories together, or small groups come up with stories and then share out with group.

Grade 2 and 3:

'Tableau' dramatic activities. You may lead students in 'Tableau' for each photo and then do a tapping in activity, where students will speak in role about what they think they are doing, how they might be feeling, or something that is going on in the photo. Make a cardboard frame for the tableau.

Show a photo of a home. A writing prompt to go with this image might be: Predict who lives in this home, what type of family? What might they be doing?

Activity 2: Create own family story using images

Note: Communicate with parents prior to this activity, as students may need guidance on:

- taking new photographs or videos of family members
- choosing printed existing photographs to bring to school
- emailing family photos to the teacher
- To create their visual family story, give students a choice to:
 - » Take photos of their families themselves, and/or
 - » Use existing photos
 - » Video their family story (with help from a family member)
 - » Illustrate family pictures
- Have students create their own visual family story by showing images of:
 - » their family
 - » their home or a special place, and
 - » an activity or activities their family likes to do together.



Activity 3: Share visual family stories

You may choose to co-construct criteria with students to come up with clear expectations of what is required for their share out. Then use these criteria to assess students' presentations.

Have students create some type of sharing product:

- Folding book
- Booklet
- Paper Bag Book
- Adobe Voice (iPad application) to present pictures and add oral voice recordings
- Poster
- Pic Collage (iPad application) to collage photographs (or pictures of illustrations) to create a digital poster collage
- Students share / present their visual family stories with the class.
 - » Introduce family members, show their home, and describe the activities they like to do with their family.

POSSIBLE EXTENSION:

Perhaps add this visual story to the classroom museum exhibit (Learning Plan 4).

Differentiation

You may wish to do a retelling or sequencing activity that connects with the stories.

Some students may share via a media presentation or sharing of their tech collage (these will need projector).

You may choose to do a small group share out, a gallery walk or share with a buddy class instead of having each child individually share out.



LEARNING PLAN 4

Chosen Treasure

Students bring one object from home that is special to them.
This Learning Plan culminates in curating a classroom museum
to share with other classes and parents.

Overview

Activities	Assessment Ideas
Listen and discuss themes in the picture book(s)	Observations on students' abilities to actively engage as listeners, viewers and readers. Are students able to construct knowledge and share how they relate to the stories?
Present their special objects to the class	Observations on students' abilities to make meaning of text by comparing parts of the story to themselves.
Curate a classroom museum	Students' museum exhibit could be evaluated on co-constructed criteria (dependent on level and abilities).

Resources

- 'Look' section of [Family: What does family mean to you?](#) from the Royal BC Museum's Learning Portal
- Royal BC [Museum's Museum Maker Outreach Kit](#) (coming in 2017)
- Picture books/ stories:
 - » *Shi-shi-etko* (K -2) by Nicola Campbell
 - » *Wilfred Gordon McDonald Partridge* (K-3) by Mem Fox, [book on YouTube](#)

Grades 2 -3

- *Shin-chi's Canoe* by Nicola Campbell (is about a boy living at a residential school)
- *When I Was Eight* by Christy Jordan-Fenton and Margaret Pokiak-Fenton, [book on YouTube](#)

Vocabulary

Memory
 Special
 Artifact
 Museum
 Exhibit
 Gallery
 Elder
 Treasure
 Interview

Access Prior Knowledge:

- As a class discuss: What is a special object?
- Brainstorm how can special objects be linked to a memory. Why do they help us remember special moments, people or experiences?
- Teacher brings in a special object from home. Pass the object around and share why it is special to you.

Activity 1: Listen and discuss themes in the picture book(s)

- Read picture books such as *Shi-shi-etko* by Nicola Campbell about special objects.
- Ask students what objects from home are special to them and maybe also special to their family and why.
- Present to the class photos of objects from the 'Look' section of [Family: What does family mean to you?](#) on the Royal BC Museum's Learning Portal.
- Have students ask questions / make inferences about the objects.
 - » What do you think this artifact was used for?
 - » Who do you think used this artifact?
 - » Does your family have something similar to this artifact?
 - » Why do you think these artifacts are special to these families and people?
- Ask students to bring one object that they can hold in their hands, and that they can bring to the classroom.

Note: Write a note home to parents so they can help the student pick out an appropriate object.

Activity 2: Present their special objects to the class

- Students each have an object to share with the class.
- As a whole class or in small groups (3-5), students make observations of a classmate's object to infer meaning as to why it might be important.
 - » I notice...
 - » What can I see? (Describe)
 - » Why might it be important?
 - » What do I wonder about this object?
- Ask students who are sharing:
 - » Why did you choose the object?
 - » Do you have a story about this object?

POSSIBLE EXTENSION:

This may turn into a great opportunity for oral story retellings, either students sharing stories (some families may write them for you to share out) about their special objects, or you might choose to share some traditional First Nations stories about special First Nations objects.

Activity 3: Identify intangibles

- Read aloud to the class the book *Wilfrid Gordon McDonald Partridge* by Mem Fox about collecting memories and stories ([video of the book](#)).
- Have students identify intangibles (memories, traditions, stories, songs, rhymes)—something you can't hold in your hand.
- Ask students what is one memory that is special to them.

Activity 4: Interview an elder

- Have students interview an elder in their community (e.g., parent, grandparent, auntie/uncle, neighbour, friend, or go to a senior's care facility).
- The elder writes down the answers to the students' questions:
 - » What is one special object you keep at home? Why is it special?
 - » What is one story (or memory) your object tells?
- Discuss elders 'treasures' as a class. Perhaps invite a senior or a First Nations elder into the classroom to tell the story of their special chosen object.

Activity 5: Curate a classroom museum

- With students, create a classroom museum with the special objects they have brought to class. For help building your classroom museum, go to the Royal BC Museum Outreach Kits and borrow the *Museum Maker Outreach Kit*. The outreach kit includes prompts, templates and objects to turn your classroom into a museum. Students may invite parents and other classes to visit their museum.
- Have students document their special artifact/object through a photograph, a Pic Collage (iPad application), an illustration, a small poster with some key vocab words, an audio recording of the story, a brief written text to go with their object.
- 'ChatterPix Kid' is an iPad application, that allows you to add a mouth to any photo/object then the students can record their voices and make their object talk. You could then share these via digital portfolios, emails, QR codes that would be posted at each item in the exhibit, a slide show movie, etc.
- Have students create invitations or tickets to the museum for the special guests they wish to share the museum with: parents, families, administrators, buddy classes, etc.

Practice why they are sharing this specific object, practice being part of the museum gallery.

Differentiation

Students may choose to interview teacher, other teachers, principal, staff, etc. if an elder is difficult to connect with.

POSSIBLE EXTENSION:

- Journaling or drawing about their memories could be used as a writing prompt for older students.
- Creating illustrations of their special memories, with dates (connecting with home or general dates), and then adding them to the ongoing timeline.

Use iMovie or Windows Movie Maker (iPad or PC or Mac) to create a slideshow/movie of curated videos, recordings, and clips of the classroom museum. To share your classroom museum, visit [playlists](#) on the Royal BC Museum's Learning Portal. Create a free profile then contact webmaster@royalbcmuseum.bc.ca to become a co-creator. Now you can upload your own video, audio, images and text to your playlist. (**Note:** Video and audio must first be uploaded to YouTube or SoundCloud.)

As a class visit a senior's care facility and have students interview residents about an object they would choose, and the memories they have. Tape record or have grade 5 or 6 students scribe the interviews. Use iPads to film or audio record. Families could possibly do this as well, or parts of it using smart phones. Photograph the senior and student together.



Ministry of
Education