
Section One: Project/Lesson Overview

Grade: Grade 9

Subject: Social studies

Lesson Title: Gathering places

Lesson Description: We will discover the importance of the places that people gathered and how that shapes a community.

Time Required: 2 classes

Specific Curriculum Outcomes:

Chapter 3 – Canadian Identity

- What factors promote settlement in a certain place?
- Why do some communities grow while others decline over time?
- How are Canada's regions unique?

Section Two: Project/Lesson Implementation

Equipment/Materials Required:

- Computer that runs DVDs
- Projector and screen
- Picture cd that contains pictures of gathering places
- Activity sheets
- Group work rubric and evaluation grid

Lesson Procedures/Teaching Strategies:

Note that this lesson plan is designed to fit within the timeframe of 2 X 60 minute classes

Class #1

- ✓ Place students in groups of 4 or 5.
- ✓ The theme of gathering places will be presented. These following guiding questions will be discussed in groups.
 - What brings people to gather in certain places?
 - Types of social settings
 - Types of business
 - Types of leisure activities
 - Can a community exist without people gathering?

Students will make sure that they choose a secretary to record the answers in point form, so that the answers can be shared. A reminder to explain the group evaluation for to the students, as they will have to evaluate not only themselves, but the other members of the group.

- ✓ In the end of the 19th century and the start of the 20th century, the main mode of transportation was the train.
- ✓
- ✓

- From the projector, show the following picture (W6315) so that the students can quickly write down an analysis of the picture in point form using these points:



- Why are they there?
 - What are they doing?
 - What seems to be the mood?
 - How are they dressed?
- Quickly recap the answers from the students.
 - Then ask the following questions after showing the same picture again.
 - Where do you think they are going?
 - Why do they really need to go?
 - How would they get there if the train wasn't available (a reminder that the car wasn't available yet)
 - What would happen to the community if what they needed to do or get was now too far?
 - In the pictures (X13717, X14013, 1989-108-471 and 1951-42-22) describe the following:



***** try to guide them to understand the importance of the train stations and the role that the building and the train service played in the community.**

- Describe the train station - the look
 - If a lot of people gather at the train station, what will eventually happen around the train station?
 - How would this impact the community?
- Before exiting class students should fill-in Annex A – Student group work evaluation sheet.

End of lesson plan 1

Homework students will cut-out of magazines or newspapers or bring photos of people gathered in specific locations to be discussed and showcased later.

Start of Class #2

- ✓ Class will review the theme gathering places.
- ✓ On the projector, show the picture (X13697) to discuss the importance of the creation of the first railway line in Canada (from St-John to Shediac).



- ✓ Notes can be made out of the following documents (notes on railway extension easterly, European & North American Railway and Intercolonial Railway 1878). Students will copy the prepared notes explaining the formation of the railway and the importance of trade (imports and exports) with other parts of the world in New-Brunswick. Communities like St-John and Shediac prospered greatly either with having CN shops located in their communities or by (in St-Johns case) creating a great shipbuilding business, huge port and the rail infrastructure to move merchandise westward on land.
- ✓ Answer the following questions as best possible in groups of 4 and 5. Note that the group evaluation form will be used to assess group performance.
 - Which countries used the port of Saint-John?
 - What products do you think these countries wanted from Canada? (a little research may be needed) You can show
 - What products do you think we wanted from them?
- ✓ How did the railway and the shipbuilding in Saint-John affect it's population?
 - Do you think that more or less people gathered in this city?
 - What would have happened to area around the docs?
 - Because of an increase of population, what other institutions were probably created to serve this population?

Guide the students to think about how a cities downtown is usually created around a main gathering spot (port, railway station, church...) Also, having a bigger diverse population many churches from varying denominations were created, the need for services, new business, schools, recreation, etc... all needed to be created and are often naturally created to fill a need when there is an increase population. Thus, a community is formed by sharing and the gathering that takes place.

- ✓ Show the following image:

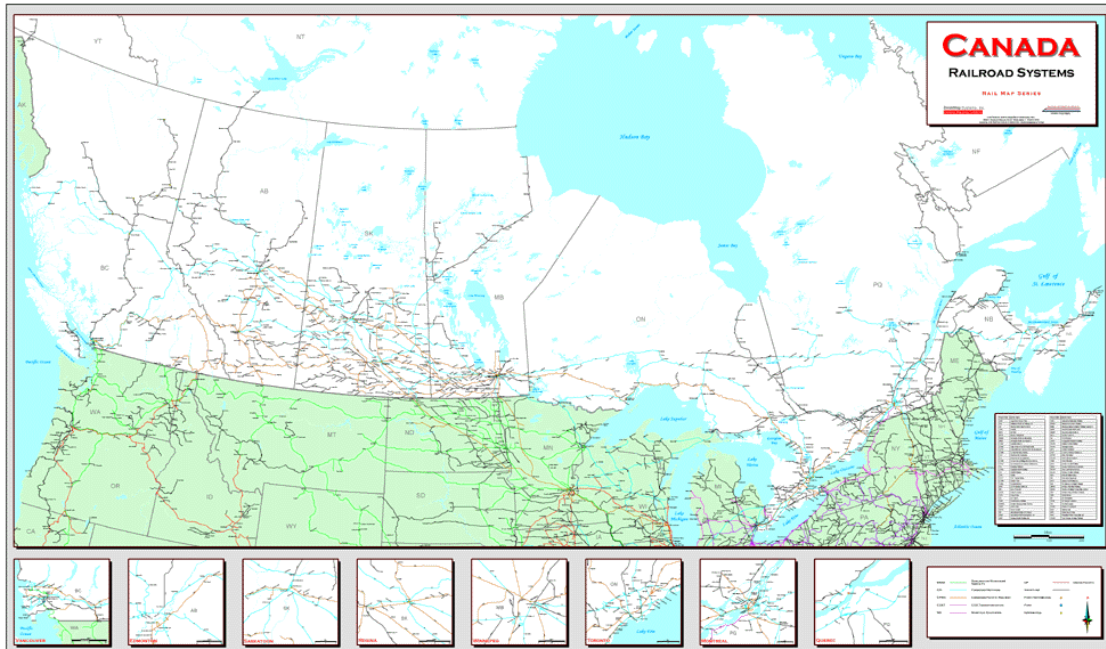
EUROPEAN AND NORTH AMERICAN RAILWAY.
TIME TABLE
TO BE USED ON WEDNESDAY, 17th NOVEMBER, 1899.

STATION	1st Class	2nd Class	3rd Class	Goods
London	10.0	10.0	10.0	10.0
Paris	11.0	11.0	11.0	11.0
Brussels	12.0	12.0	12.0	12.0
Amsterdam	13.0	13.0	13.0	13.0
Rotterdam	14.0	14.0	14.0	14.0
Antwerp	15.0	15.0	15.0	15.0
Brussels	16.0	16.0	16.0	16.0
Paris	17.0	17.0	17.0	17.0
London	18.0	18.0	18.0	18.0

- What do you find interesting about this document?
 - Date
 - Destinations
 - How does it feel to read something that old?
- ✓ Have the students take a look at pictures (1989-95-79(1) and 1989-36-2. Here you can discuss the impact on the economy. The railways provided a great deal of work for labourers, engineers and other technical workers; therefore, boosting the economy.



- ✓ Look at the map of the railway lines of Canada (see attachment). Have the students answer the following questions:



- **How did the railway affect Canada?**
- **Without the inventions like trains, would Canada have developed like it did?**
- **Where geographically did the population of Canada gather (settle) and why?**

Suggested Assessment Strategies:

- **Formative assessments such as exit passes, quiz.**
- **See attached (group work rubric). Students should be assessed on their seriousness, maturity and input in group discussions.**
- **Students could do presentations to showcase answers to certain questions and themes.**

Section Three: Project/Lesson Resources

Teacher Generated Resources: All of the teacher generated resources contributed to support this lesson are available for download by clicking on the link(s) below:

Supplementary Resources: Annexed documents

Disclaimer: The recommended web-resources included here have been scrutinized for their grade and age appropriateness; however, contents on links on the Internet change continuously. It is advisable that teachers preview all links before recommending them to students.

Section Four: Additional Information

Modifications:

Additional Comments:

Credits:

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