

1812History.com:

My Museum Exhibit

History: Grade 7 – British North America

Overview:

Students will compare twelve (12) different artefacts from the War of 1812 period and create a themed museum exhibit of their top three (3) choices. These choices are based on the students' informed and plausible conclusions as to how well their selected artefacts represent the 1812 period, and the theme they have chosen for their museum. Some of the artefacts selected are of a military nature, while others are representative of the social lives of the people at the time. Students will also explore the concept of an effective visual display, and create one using their final three (3) artefacts.

Purpose:

For students to gain a better understanding of the political and social climate during the War of 1812 in Upper Canada, specifically focussing on artefacts recovered and collected in the Niagara area that are part of the 1812history.com collection.

Strand: Grade 7 History – British North America

Online Exhibit:

1812 History: <http://www.1812history.com> – a website that is designed to make the surviving records and artefacts from the 1812 period available online.

Author:

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1812 History Lesson Plan: My Museum Exhibit

Expectations:

1. Use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of the new British colonies.
2. Explain key characteristics of life in English Canada from a variety of perspectives (e.g. family life, economic and social life, military life).
3. Formulate questions to facilitate research on specific topics.
4. Use a variety of primary and secondary source to located relevant information about how early settlers met the challenges of the new land.
5. Analyse, synthesize, and evaluate historical information.
6. Construct and use a wide variety of graphs, charts, diagrams, maps and models to organize and interpret information.
7. Communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

Description:

Students will use the 1812history.com resource to locate the twelve (12) assigned objects and examine them. Using the provided checklist, students will decide if each artefact fits the theme they have chosen for their museum exhibit. Then, using the provided graphic organizer, along with any other written notes, students will make more detailed notes about the artefacts that received a rating of “yes” or “maybe.” They will then decide how interesting and engaging the artefact is, as well as how educational and informative of the 1812 time period it is. Once a determination is made, students will create a museum exhibit of their top three (3) choices and produce an effective visual display to share their decisions, as well as how they determined their choices.

Getting Organized:

Prior Knowledge Required:

Students should be familiar with the social, political, religious and economic factors that shaped the colony of Upper Canada.

Students should be familiar with the causes of the War of 1812, major events, and key personalities involved in the War.

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Required Time:

3 – 50 minute periods

Planning Notes:

This lesson's content comes from the website 1812history.com, which contains all of the primary sources used in the activity. It is recommended that this lesson takes place in the computer lab, to give students access to this website (at least to initially let them explore with the artefacts. Afterward, the lesson can continue in the classroom using pictures with the attached descriptions). In the teacher resource package and in the student handout package there is a list of the twelve (12) artefacts that have been selected for this activity.

Materials Required for the Teacher:

- ❖ Teacher notes
- ❖ Student handouts (activity package)
- ❖ Teacher resource package (with list of artefacts)
- ❖ Dictionary
- ❖ Computers for students
- ❖ Materials for student media product (construction paper, scissors, glue, markers, etc.)

Accommodations and Modifications:

The teacher should always check if any students have an Individual Education Plan (IEP) and follow the proper accommodations/modifications instructions as needed for the student(s).

Assessment and Evaluation Description:

Students will be assessed on their ability to read, interpret, and analyze the primary source images. They will also be assessed on their ability to rank their top three artefacts in terms of how well those artefacts represent the 1812 time period, as well as the theme that the student has chosen for their museum exhibit. These rankings should include justifications for the placement of the artefacts, which are plausible, accurate, and detailed. This will be accomplished using the students' completed rating scale, chart with the justifications, and also using their visual display. The teacher should also be walking around the classroom to check on students' progress and to answer any clarifying questions. The teacher may also wish to take notes to report about student learning skills based on their work during this activity.

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Teaching and Learning Strategies:

1. Students begin as a whole group in the computer lab. The teacher should present the students with the list of artefacts in the student package to be used for this activity and the students can explore those artefacts on the www.1812history.com website.
2. Present the challenge to the students: It is their job to create a museum exhibit of three (3) artefacts from this list. They can choose the theme of their museum (Canadian War Museum – military, Canadian Museum of Civilization – daily life, Canadian Museum of Science and Technology – innovations, etc.) and exhibit name, but their artefacts must fit their chosen theme. They will be asked to justify their decisions with plausible conclusions using detailed and fully developed explanations.
3. After students have chosen a theme for their exhibit, they should rate how well each of the twelve (12) artefacts fit their theme using a scale of “Yes,” “No,” and “Maybe.” There is also room on the graphic organizer to make notes as to why the student chose to rank the artefact the way that they did. Remind students that these explanations are important components in the assignment and will be used to determine their final mark.
4. Students should search for each of the artefacts that they ranked as a “Yes” or “Maybe” using the 1812history.com website. This time, they will carefully examine each artefact to rate it using the rating scales on their graphic organizer and make notes to justify their decision regarding the rating. It is important that they take their time and make good judgements, because their rating scales will help them to determine which artefacts are the best representations of the student’s theme and will be the ones featured in their exhibit.
5. As a whole class, ask students to consider what makes an effective visual display. You may wish to provide examples of two different displays, one that is a powerful example and one that is a weak example. Have students think, pair, share about the qualities of an effective visual display (educational and informative, interesting and engaging, etc.).
6. Students will then create their own visual display of their Museum Exhibit. It should include the exhibit name, what museum it would be featured in, and why they selected each artefact to be part of the collection. This may take the format of a display board, slide-show, flip-book, museum guide book, scrapbook, or newsletter.

1812 History Lesson Plan: My Museum Exhibit

Resources Used and Consulted:

1. 1812 History: <http://www.1812history.com>
2. *Legacies of Ancient Egypt*, edited by Roland Case and Catriona Misfeldt. The Critical Thinking Consortium: Richmond, BC, 2002.
3. Wedding dress, worn by Jennett Cooper, daughter of James Cooper c.1817. Online image supplied by: Niagara Falls Historical Museum.
4. British Military Jacket, Col. Aeneas Shaw, 1810-1820. Online image supplied by: Niagara Historical Society and Museum.
5. Light fixture, c. 1815. Online image supplied by: Jordan Historical Museum.
6. The Connecticut Mirror. August 15, 1814. Online image supplied by: Niagara Falls History Museum.
7. Bible belonging to Abraham Moyer, 1801. Online image supplied by: Jordan Historical Museum.
8. Compass, 1812-1814. Online image supplied by: Niagara Historical Society and Museum.
9. Chess board, c. 1800. Online image supplied by: Grimsby Museum.
10. Military Sword of Capt. Thomas MacMicking (McMicken), c. 1812-1814. Online image supplied by: Niagara Falls Historical Museum.
11. Military Gorget, 1796-1815. Online image supplied by: Niagara Historical Society and Museum.
12. Province of Upper Canada Two Dollar Army bill, March, 1814. Online image supplied by: Niagara Historical Society and Museum.
13. Canister Grape shot, c.1800. Online image supplied by: Willoughby Historical Museum, Niagara Falls Museums.
14. Brown Bess Musket, c. 1812. Online image supplied by: Niagara Historical Society and Museum.

1812 History Lesson Plan: My Museum Exhibit

Marking Rubric:

Criteria	Level 1	Level 2	Level 3	Level 4
The student demonstrates the ability to critically analyze and evaluate the artefacts based on criteria.	A critical analysis of the artefacts is performed with limited effectiveness.	A critical analysis of the artefacts is performed with some effectiveness.	A critical analysis of the artefacts is performed with considerable effectiveness.	A critical analysis of the artefacts is performed with a high degree of effectiveness.
The student provides relevant and sufficient information to justify the ratings assigned to each artefact.	Provides limited information regarding the justifications.	Provides some information regarding the justifications.	Provides considerable information regarding the justifications.	Provides thorough information regarding the justifications.
The student communicates their historical understanding effectively for the purpose.	Expresses historical understanding with limited effectiveness.	Expresses historical understanding with some effectiveness.	Expresses historical understanding with considerable effectiveness.	Expresses historical understanding with a high degree of effectiveness.
The student uses historical evidence to make plausible conclusions.	Historical evidence is used to make plausible conclusions with limited effectiveness.	Historical evidence is used to make plausible conclusions with some effectiveness.	Historical evidence is used to make plausible conclusions with considerable effectiveness.	Historical evidence is used to make plausible conclusions with a high degree of effectiveness.
The student effectively communicates their theme through their Museum Exhibit.	The Museum Exhibit communicates the theme with limited effectiveness.	The Museum Exhibit communicates the theme with some effectiveness.	The Museum Exhibit communicates the theme with considerable effectiveness.	The Museum Exhibit communicates the theme with a high degree of effectiveness.

Comments:

Printable Masters:

My Museum Exhibit

Name: _____

Due: _____

Your challenge is to carefully examine the following twelve (12) artefacts at www.1812history.com and determine which three (3) best fit your theme of:

-
1. Wedding gown from Niagara Falls History Museum
 2. Aeneas Shaw's military jacket from Niagara Historical Society and Museum
 3. A task light from Jordan Historical Museum
 4. The Connecticut Mirror Newspaper, Aug 15th, 1815 from Niagara Falls History Museum
 5. A Bible belonging to Abraham Moyer from Jordan Historical Museum
 6. A Compass from Niagara Historical Society and Museum
 7. A Chess board from Grimsby Museum
 8. The Sword of Capt. Thomas MacMicking (McMicken) from Niagara Falls History Museum
 9. A Gorget from Niagara Historical Society and Museum
 10. A Province of Upper Canada Two Dollar Army Bill, dated March 1814, from Niagara Historical Society and Museum
 11. Canister Grape shot from Niagara Falls History Museum
 12. A Brown Bess musket from Niagara Historical Society and Museum

Steps to complete your challenge:

1812 History Lesson Plan: My Museum Exhibit

1. Using the following graphic organizer, you will rate the artefacts using “Yes,” “Maybe,” and “No.” This rating should each reflect how well the artefacts fit the theme of your museum exhibit. Make sure you make notes about why you gave it that rank in the “Justification” section.
2. Take good notes when you look at the artefacts again using the “Evaluating the Artefacts” sheet. Only examine the artefacts that you gave a “Yes” or “Maybe” ranking.
3. Now, you will take the three (3) artefacts which best fit your criteria (they should have the best justifications) and create an effective visual presentation. This could take the form of a display board, slide-show, flipbook, scrapbook, or newsletter. If you have any other ideas as to how you could present your Museum Exhibit, ask the teacher.

Artefact	Rating and Justification of Rating			
Wedding Gown	Rating:	YES	MAYBE	NO
	Justification:			
Aeneas Shaw's military jacket	Rating:	YES	MAYBE	NO
	Justification:			
Light fixture	Rating:	YES	MAYBE	NO
	Justification:			
The War Newspaper, Nov. 7, 1812	Rating:	YES	MAYBE	NO
	Justification:			
Bible belonging to Abraham	Rating:	YES	MAYBE	NO
	Justification:			

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Moyer	
Artefact	Rating and Justification of Rating
Compass	Rating: YES MAYBE NO
	Justification:
Chess Board	Rating: YES MAYBE NO
	Justification:
Sword	Rating: YES MAYBE NO
	Justification:
Gorget	Rating: YES MAYBE NO
	Justification:
Army Bill	Rating: YES MAYBE NO
	Justification:
Grape Shot	Rating: YES MAYBE NO
	Justification:
Brown Bess Musket	Rating: YES MAYBE NO
	Justification:

Evaluating the Artefacts

Assess the effectiveness of each of the artefacts that you gave a “Yes” or “Maybe” ranking. Provide reasons to support each rating. The top three artefacts will be part of your Museum Exhibit.

	How effectively does this artefact fit my theme?	How interesting and engaging is the artefact?	Total Score
Artefact:	Reason for the rating: 1 2 3 4	Reason for the rating: 1 2 3 4	
Artefact:	Reason for the rating: 1 2 3 4	Reason for the rating: 1 2 3 4	
Artefact:	Reason for the rating: 1 2 3 4	Reason for the rating: 1 2 3 4	
Artefact:	Reason for the rating: 1 2 3 4	Reason for the rating: 1 2 3 4	
Artefact:	Reason for the rating: 1 2 3 4	Reason for the rating: 1 2 3 4	
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My Museum Exhibit

Name: _____

Due: _____

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2. Aeneas Shaw's military jacket from Niagara Historical Society and Museum
3. A task light from Jordan Historical Museum
4. The Connecticut Mirror Newspaper, Aug 15th, 1815 from Niagara Falls History Museum
5. A Bible belonging to Abraham Moyer from Jordan Historical Museum
6. A Compass from Niagara Historical Society and Museum
7. A Chess board from Grimsby Museum
8. The Sword of Capt. Thomas MacMicking (McMicken) from Niagara Falls History Museum
9. A Gorget from Niagara Historical Society and Museum
10. A Province of Upper Canada Two Dollar Army Bill, dated March 1814, from Niagara Historical Society and Museum
11. Canister Grape shot from Niagara Falls History Museum
12. A Brown Bess musket from Niagara Historical Society and Museum

Steps to complete your challenge:

1. Using the following graphic organizer, you will rate the artefacts using "Yes," "Maybe," and "No." This rating should each reflect how well each of the artefacts fit the theme of your museum exhibit. Make sure you make notes about why you gave it that rank in the "Justification" section.
2. Take good notes when you look at the artefacts again using the "Evaluating the Artefacts" sheet. Only examine the artefacts that you gave a "Yes" or "Maybe" ranking.
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	Justification:		
Aeneas Shaw's military jacket	Rating: YES MAYBE NO		
	Justification:		
Light fixture	Rating: YES MAYBE NO		
	Justification:		
The War Newspaper, Nov. 7, 1812	Rating: YES MAYBE NO		
	Justification:		
Bible belonging to Abraham Moyer	Rating: YES MAYBE NO		
	Justification:		
Compass	Rating: YES MAYBE NO		
	Justification:		

Artefact	Rating and Justification of Rating		
Chess Board	Rating: YES MAYBE NO		
	Justification:		
Sword	Rating: YES MAYBE NO		
	Justification:		
Gorget	Rating: YES MAYBE NO		
	Justification:		
Army Bill	Rating: YES MAYBE NO		
	Justification:		
Grape Shot	Rating: YES MAYBE NO		
	Justification:		
Brown Bess Musket	Rating: YES MAYBE NO		
	Justification:		

My Museum Exhibit: Rating Scales

The Top Three Representations of _____

Name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
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Comments: