

1812History.com:

## My Historical Community

History: Grade 7 – British North America

### Overview:

Students will create a drawing or illustration of an historical building in their community in the style of Mary Shaw. They can make a poster or brochure to write a brief written history outlining the significance of that building in their community (for example, the first schoolhouse, a century farm, the first Anglican Church, etc.). Students will first examine the works of Mary Shaw to determine her particular style, and then they will replicate that style to the best of their ability.

### Purpose:

For students to learn more about the history of their community by specifically focussing on one building that is historically significant to the development of their community. Students will first have to determine the meaning of ‘historical significance.’ Students will also learn about and model the artistic style of Mary Shaw.

**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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## Expectations:

1. Identify the achievements and contributions of significant people (specifically Mary Shaw).
2. Use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of a new land.
3. Construct and use charts and diagrams to organize and interpret information.
4. Communicate the results of inquiries for specific purposes and audiences, using media works and written notes.
5. Illustrate the historical development of their local community (e.g., its origins, key personalities, and the contributions of various cultural groups), using a variety of formats (e.g., a heritage display, posters, a brochure).

## Description:

Students will first determine what is meant by the term ‘historical significance.’ Then they will choose a building in their community and research its historical significance. Some suggestions are: the first schoolhouse, a century farm, the first Anglican Church, the first Catholic Church, a general store, a factory, the post office, a train station, a restaurant, a mill, a fort or military building, etc. Students will use rating scales to illustrate the historical significance of the building they have chosen. They will use a graphic organizer to gather their information, which they will then use to create a poster or brochure about their chosen building. Students will also examine the artwork of Mary Shaw, and include a drawing of their building in a similar style with their finished work.

## Getting Organized:

### Prior Knowledge Required:

Students should be familiar with the origins of English settlement in British North America after the fall of New France and the migration and settlement experiences of various groups of settlers.

Students should be familiar with the impact of the War of 1812 on the development of Canada.

### Required Time:

2 or 3 – 50 minute periods

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## Planning Notes:

This lesson's content regarding the artwork of Mary Shaw comes from the website 1812history.com. It is recommended that this lesson takes place in the computer lab, to give students access to this website. Students will also need access to resources regarding their community, which could include local newspapers, local history books, or local historians.

## Materials Required for the Teacher:

- ❖ Teacher notes
- ❖ Student handouts (activity package)
- ❖ Teacher resource package
- ❖ Resources regarding your local community
- ❖ Scrap or GOOS paper (for quick write)
- ❖ Large plain paper for student posters or brochures
- ❖ Art materials, such as pencils, pencil crayons, 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 justify the historical significance of their building, as well as their ability to generate research questions and complete research about an historically significant building in their community. They are also required to include a drawing of their selected building in the style of Mary Shaw. To this end, students will complete a rating scale for historical significance, a graphic organizer to guide their research, and prepare a poster or brochure as a finished product. The teacher should also be walking around the classroom to check on students' progress and to answer any clarifying questions while they are completing their graphic organizer and polished piece. The teacher may also wish to take notes to report about student learning skills based on their work during this activity.

## Teaching and Learning Strategies:

1. To introduce the concept of significance: Invite students to begin by writing a list of everything they have done during the day on scrap paper. Give them two (2) minutes. Tell students that you are looking for examples of daily physical activity, and have them highlight or circle the things on their list which demonstrate DPA. Finally, have students

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choose the best two (2) examples of daily physical activity from their list. Point out that many activities from their day are not on their lists (breathing, brushing their teeth, walking up the stairs). Explain to students that this is because their list reflects their sense of what was significant or worth recording. Historians do the same when they look at the people, places, and events in history.

2. To introduce the criteria of historical significance: Discuss the Richter scale as a concept to help students understand historical significance. If an earthquake registers a '1' on the scale it would hardly be noticed, but if it registers a '9' on the scale it would be devastating. Historical buildings and events can be rated in a similar way. One with little or no impact would register as a '1' on an historical Richter scale; while one with an enormous effect would register as a '9.'
3. Provide students with the following criteria for assessing historical significance (the following can also be found as a rating scale on the student handouts in the teacher resource package):
  - **Prominence at the time.** Was it noticed at the time as having importance?
  - **Consequences.** What effect did the building have subsequently?
    - *Magnitude of impact.* How deeply felt or profound was its impact?
    - *Duration of impact.* How long-lasting were its effects?
  - **Revealing of the period.** Does it inform our understanding of an historical issue or period?
4. Students begin by choosing a significant historical building in their local community. You may wish to provide some examples for them to select from, such as the first schoolhouse, a century farm, the first Anglican Church, the first Catholic Church, a general store, a factory, the post office, a train station, a restaurant, a mill, a fort or military building, etc. You could also have a local historian (from a local society or a museum) come to the class and talk about the different significant buildings in the community's history to spark their interest for this assignment.
5. Using the rating scale at the top of their handout, students will rate their historical building using the criteria you have introduced. Explain that these ratings are important, and if their building doesn't score very high, they should choose another.
6. Students will then use the graphic organizer from the resource package to generate questions to guide their research (you may wish to create questions as a class). Provide students with twenty (20) minutes to create their questions. Some examples are: What was the original purpose for this building? Who built it? When was it built? Is it still used for its original purpose? If not, what is it used for now? How did this building affect the history of our community? Would our community be the same today if this building had not been constructed?

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7. Students will then use the [1812history.com](http://1812history.com) website to examine the art of Mary Shaw. There are seven Mary Shaw drawings available, and a list of their titles is available in the teacher resource package for this lesson. Allow students time to examine the drawings and make a list of the attributes they have. Reconvene as a whole group to share the things the students notice about her art. The teacher may choose to ask questions only if they have missed a component (sample questions are included in the teacher resource package). Students should copy any additional information into their graphic organizers, as they will need this information to complete a drawing in the same style for their finished product.
8. Students will then use their graphic organizer to complete research on the historical building they selected. The time required to complete this portion of the project will vary.
9. Using the artwork of Mary Shaw as a guide, students will create a sketch of the building they chose for their research. Remind students of the attributes they discovered about Mary Shaw's work and ensure that they are following the same format. This drawing will be included in their final product.
10. Students will create a poster or brochure relating the information from their research questions and graphic organizer. They should include their sketch, done in the style of Mary Shaw.
11. You may wish to have students give a brief presentation about the building they chose, or create a bulletin board using their posters and brochures to showcase the student work and the rich history of the local community.

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### Resources Used and Consulted:

1. 1812 History: <http://www.1812history.com>
2. Bowman, Mike, Mike Clare, Tim Dingwall, Garfield Gini-Newman, Jan Haskings-Winner, Anita Kyriakou, Charles Leskun, Linda Mowatt, Rick Olma, Larry O'Malley, Ian Pettigrew, and Jennifer Watt. Exemplars in Historical Thinking: 20<sup>th</sup> Century Canada. Ed. by G. Gini-Newman and C. Misfeldt. The Critical Thinking Consortium: Vancouver, 2008.
3. Drawing: "Service House at Niagara" by Mary Shaw, c. 1860-1895. Online image supplied by: Niagara Falls Historical Museum.
4. Drawing: "Mrs. Tice's House Near Queenston" by Mary Shaw, c. 1860-1895. Online image supplied by: Niagara Falls Historical Museum.
5. Drawing: "Navy Hall at Newark – First Parliament, Sept. 17<sup>th</sup>, 1792" by Mary Shaw, c. 1860-1895. Online image supplied by: Niagara Falls Historical Museum.
6. Drawing: "Fort Niagara, Erected 1725" by Mary Shaw, c. 1860-1895. Online image supplied by: Niagara Falls Historical Museum.
7. Drawing: "Navy Hall at Niagara from the River" by Mary Shaw, c. 1860-1895. Online image supplied by: Niagara Falls Historical Museum.
8. Drawing: "Major General Aeneas Shaw House" by Mary Shaw, c. 1860-1895. Online image supplied by: Niagara Falls Historical Museum.
9. Drawing: "Fort Chippewa – On the River Welland" by Mary Shaw, c. 1860-1895. Online image supplied by: Niagara Falls Historical Museum.

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## Marking Rubric:

Criteria	Level 1	Level 2	Level 3	Level 4
The student justifies the historical significance of the building they selecting using the rating scales.	The student has not justified their selection or has chosen a building with little or no historical significance.	The student has justified their selection but has chosen a building which does not have much historical significance.	The student has justified their selection and has chosen a suitably historically significant building.	The student has clearly justified their selection and has chosen an excellent historically significant building.
The student generates questions and researches an historically significant building in their local community.	The student requires assistance to generate research questions and their research has few details and limited.	The student generates some good questions and their research has some details and but is not complete.	The student generates many good questions and their research has many details and is complete.	The student generates excellent questions and their research has several details and is extensive.
The student creates a drawing of their building in the style of Mary Shaw.	The drawing of their building is weak, and is not properly titled or signed.	The drawing of their building is complete, but is not properly titled or signed.	The drawing of their building is well done, and is properly titled and signed.	The drawing of their building is excellently done, and is properly titled and signed.
The student communicates the results of their research by creating an effective poster or brochure to present their historically significant building.	The poster or brochure the student produces is limited in its effectiveness at presenting the content of their research to the reader.	The poster or brochure the student produces is somewhat effective at presenting the content of their research to the reader.	The poster or brochure the student produces is effective at presenting the content of their research to the reader.	The poster or brochure the student produces is highly effective at presenting the content of their research to the reader.
The student's poster or brochure catches the reader's attention and is neatly completed.	The poster or brochure is not neatly done and is limited in its effectiveness at catching the attention of the reader.	The poster or brochure is fairly neat and somewhat effective at catching the attention of the reader.	The poster or brochure is neatly done and is effective at catching the attention of the reader.	The poster or brochure is very neatly done and is highly effective at catching the attention of the reader.

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Printable Masters:

## My Historical Community

### Poster or Brochure

Name: \_\_\_\_\_

Due: \_\_\_\_\_

1. Choose an historically significant building in our local community.
2. Rate the building's historical significance using the rating scales.
3. Create questions to guide your research using the graphic organizer.
4. Create a drawing of your building similar to those made by Mary Shaw.
5. Choose whether to make a poster or a brochure to present your research and drawing.

My notes on how to complete a drawing like Mary Shaw:

A large, empty rounded rectangular box with a double-line border and hatched corners, intended for drawing or notes.

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## My Historical Community

Name: \_\_\_\_\_

Prominence at the time:	1	2	3	4
Lasting nature of impact:	1	2	3	4
Magnitude of impact:	1	2	3	4
Revealing of the times:	1	2	3	4

Question:	My research notes:

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## Teacher Reference Page

### The Art of Mary Shaw:

The titles of the drawings of Mary Shaw that are part of the 1812history.com resource are listed below. You may wish to show some of all of these to your students to provide an example of the style of art they must include in their poster or brochure of an historically significant building in their local community.

1. Service House at Niagara
2. Mrs. Tice's House Near Queenston
3. Navy Hall at Newark – First Parliament, Sept. 17<sup>th</sup>, 1792
4. Fort Niagara, Erected 1725
5. Navy Hall at Niagara from the River
6. Major General Aeneas Shaw House
7. Fort Chippewa – On the River Welland

After allowing students time to examine Mary Shaw's work and determine the attributes have students share what they have discovered. If they are missing something, use the questions below to guide a discussion. Remind students to add any additional notes to the box on their handout.

- ❖ What medium does Mary Shaw use to complete her drawings?
  - Pen and ink (no colour)
- ❖ What do you notice about each of the sketches?
  - No colour
  - They include the title building and a little bit of background, which is mostly trees
- ❖ Are there any people in her drawings?
  - No, nor is there any wildlife
- ❖ Does she draw the buildings straight on from the front, or from an angle?
  - She draws the buildings from an angle, so you can see both the front and part of the side
- ❖ Where is the title of the drawing?
  - At the bottom of the page
- ❖ How do we know that this is a drawing done by Mary Shaw?
  - Mary Shaw signs each of her works in the bottom right corner

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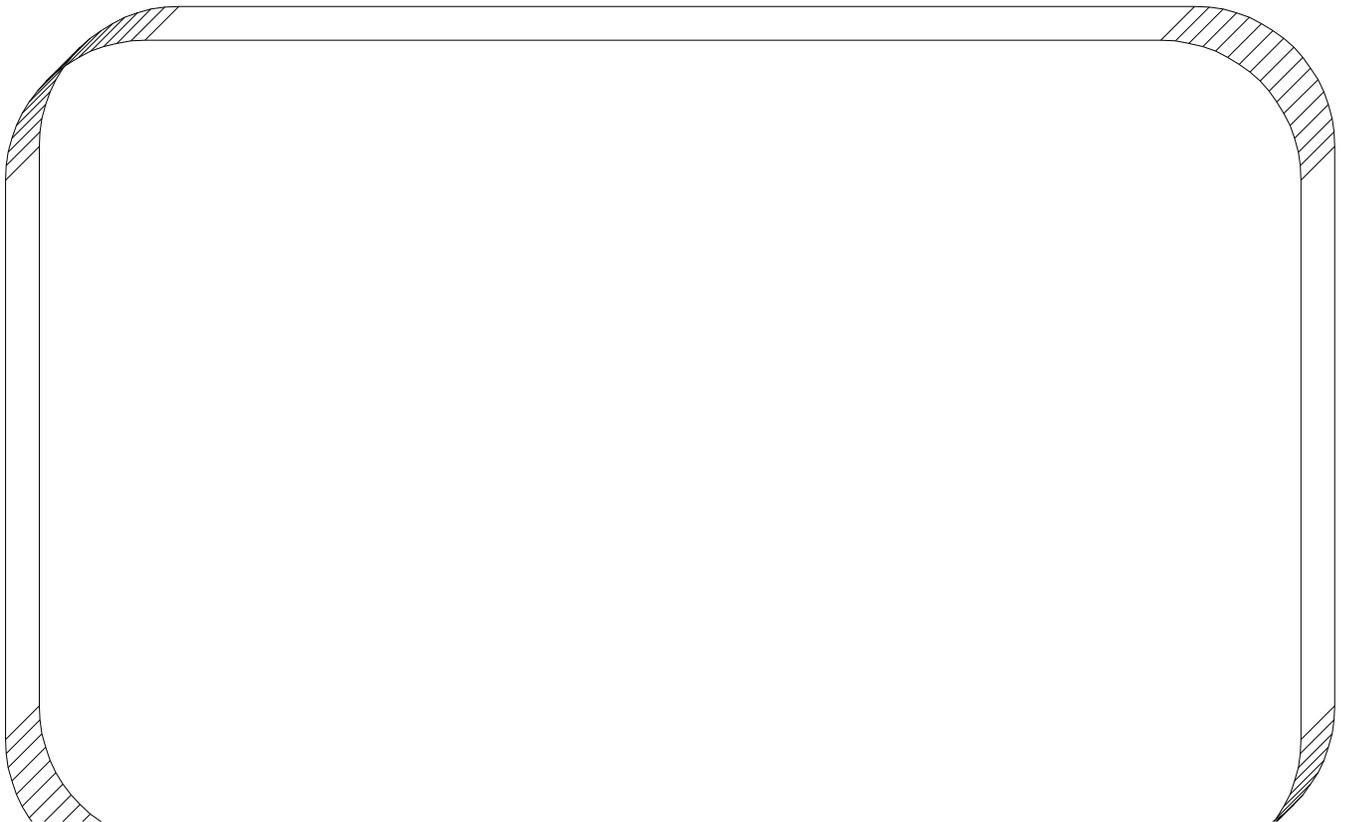
## Poster or Brochure

Name: \_\_\_\_\_

Due: \_\_\_\_\_

6. Choose an historically significant building in our local community.
7. Rate the building's historical significance using the rating scales.
8. Create questions to guide your research using the graphic organizer.
9. Create a drawing of your building similar to those made by Mary Shaw.
10. Choose whether to make a poster or a brochure to present your research and drawing.

My notes on how to complete a drawing like Mary Shaw:



# My Historical Community

Name: \_\_\_\_\_

Prominence at the time:	1	2	3	4
Lasting nature of impact:	1	2	3	4
Magnitude of impact:	1	2	3	4
Revealing of the times:	1	2	3	4
My Building: _____				
Question:	My research notes:			


# My Historical Community

## Poster or Brochure

Name: \_\_\_\_\_

Due: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
The student justifies the historical significance of the building they selecting using the rating scales.	The student has not justified their selection or has chosen a building with little or no historical significance.	The student has justified their selection but has chosen a building which does not have much historical significance.	The student has justified their selection and has chosen a suitably historically significant building.	The student has clearly justified their selection and has chosen an excellent historically significant building.
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Comments: