

# Hartney & Region

## Local History Learning Materials Project



### D. Using Standard Resources

#### **55 Things to Do with Standard Local History Resources**

Activities based on Photos, Maps, Archived Newspaper Stories, Topographical Maps, and Historic Sites.

These activities help to build a better understanding of our community's past while reinforcing a variety of skills

**The Gallery Walk – Getting the most out of Historic Photos.**

## **55 Things to do with Local Heritage Resources**

Using Photos, Maps, Old Newspaper Articles & Historic Sites in The Classroom

### **10 Things to do with Old Photos**

1. Get students to identify houses and buildings that still exist.
2. Get students to list things that have changed.
3. Get students to guess what the building is now.
4. Get students to map Main Street based on a collection of old photos.
5. Using an old photo and a recent one of the same subject, itemize (and discuss) the changes.
6. Use portraits to examine issues such as clothing styles and materials.
7. Explore the technology and process of pioneer era photography.
8. Find out if your community had a professional photographer or Photography Studio.
9. Have students research the subject of a photo.

For example;

<http://www.hartneyheritage.ca/photos/activitiesCulture/p6.html>

Using the photo of the Hartney Scout Band: What can we learn about the people involved? Who was prominent? Where did they play? What other bands and musical groups existed?

10. Use historic photos to make a diorama or scale model of a farm, street, village or rural region.

## 10 Things to do with Maps

1. Ask what names of geographical features have changed.
2. Have them place modern villages and towns on pre settlement maps

See the “Up – To – Date” or “Updates” Project in the Project List

3. Find an unusual twist and turns in a rail line – ask why.
4. Teach the section – township – range format for identifying locations. A quick activity would be to map locations when given the S-T-R. numbers, and the reverse – given a municipal map with locations marked – give the S-T-R location.
5. Place the neighbourhood on a map. (Start small to build basic skills.)
6. Have students make “Then” and “Now” map sets for the town or the region. Fire Insurance Maps exist for many communities that would be quite useful. (Wawanesa, Rivers, Virden are currently available.)
7. Have the students create a series of “Transportation” maps for you region that show the transition from Cart and Boat routes, to Rail Lines and to Roads.
8. Connect maps to photos by creating illustrated maps featuring settlers, buildings, and geographic features. This can be done with paper and glue – or using a variety of computer application.
9. Getting There in.. 1881 (1892, 1907....)

Select a trip that early settlers might have often taken, from your home town to Brandon for instance. How would you trip be different as we move through the decades?

Consider:

Route  
Method  
Time  
Stops  
Cost  
Possible Difficulties

10. Make an illustrated route map for a trip to another village or town in 1890 – what would one see and experience along the way. What things from today would be there?

## 10 Things to do with Historic Sites

A major resource is the Special Places Project for the town or region.

1. Have a class adopt a cairn, abandoned school yard, or other outdoor site. Mow it – clean it up. Erect signage. Plant shrubs, flowers or trees. Make a garden, park or picnic spot. Write an article for the paper about it. Petition local government for funding.

### 2 Walking Tour Through Time

Have student prepare signs and a map for a Heritage Walking Tour or Tours. It could include existing sites and “former” sites. The signs could be colour coded and could include a site history. Local Histories are a good resource.

3. Make connections – which buildings have connections to students in the class?

4. Classify a selection of buildings as to their “Claim to Fame”.  
Is it the architecture or appearance, the person who lived there, the business that operated there, something that happened there?

5. Find a building that was moved from its original site. Why? How? When?

6. Visit the site

7. Interview someone about the site.

8. Make a movie about the site.

9. Make a “Before and After” display, pamphlet, or poster promoting the site.

10. Collect and display photos, newspaper ads, stories about a commercial site.

## 5 Things to do with Topographical Maps

1. Which way does the river flow?
2. Using a simply version of a topographical maps examine the idea of drainage. Start at home. When rain falls – where does it go?
3. Chart the direction of local and regional streams
4. Using simple colour-coding create drainage maps (estimate the area based on the maps and other evidence.
5. Explore the idea of “Height of Land” and “Divides” using the Continental Divide and the Grand Couteau as examples. Trace local “heights of land” such as the divides in Westman between the Souris and Assiniboine Basins. Use local examples. Eg. If rain falls on (a neighbouring town or landmark) which creek or stream gets the water.
5. Chart the high points in the local municipality or region. Are they familiar? Are any of them landmarks?

## 10 Things to do with Archived Newspapers

1. Search for stories about relatives
2. Search for stories about Local pioneers (Using the Local History / Museum Info and / or Notable People Projects

Download a page with ads -

3. Find products that were promoted as “new”
4. What services are advertised that are no longer needed today?

If Copies of local papers are available:

5. Use one edition to create a summary or snapshot. Eg “ Life in Wawanesa in May of 1892”

Based on:

WHO

Was influential in the community?

WHAT

Were the key events that week

Was for sale that week

WHERE

Did things happen?

What do we learn about outlying neighbourhoods the “District”?

what provincial or national news is reported?

6. Using one edition of a paper list 10 things you learn about your community at that time.

7. If you have no available local paper from settlement era – create one.

8. Sport Report / Local Heroes

Using news reports, photos and Local Histories, compare Sporting activities from the past with activities in your town today.

- which sports were / are available and popular?

- How have the games changed?

- What elements of recreational sports have remained the same?

9. Turn individual news articles into TV News Reports or Radio News.

10. Connect photos to news stories by creating displays or posters. If possible connect to people and places today.

## 10 Classroom / School Projects

### 1. Adopt a site.

Activities:

Care for, research, promote, write about, create signage, fund raise, advocate, use as a picnic site.

A small project might involve maintaining or helping to maintain a local site. This could be as simple as mowing the grass and erecting a small sign or marker.

A larger project might be caring for an abandoned rural school site.

Complex school-based projects could include the restoration and maintenance of a rural site, graveyard, abandoned school or farm site.

### 2. Geo-Caching

### 3. Photo Identification Project

The photos of people available in any town or region will contain unidentified people.

A major project might be undertaken to identify subjects.

This could involve:

1. Sending home photos collections for parents and grandparents to examine.
2. Placing mysteries on a website and requesting input
3. Making “Wanted Posters” and placing them around town.

### 4. Occupations : Things Change

Using information from Local Histories, Notable People Projects, and available Photos and News Clips, examine occupations common to settlement era communities and those common today.

5. The Illustrated Timeline – photos, sketches, maps and newspaper clippings.  
Assign each group a decade.

### 6. Up to Date...

Take an early map such as Laurie’s 1876 map or Palliser’s Map and have students add the updates through the decades. Assign each student a date and have him/ her use the appropriate map from the available collection to fill in the changes and / or additions

### 7. How Maps help us observe Change.

Maps help illustrate how communities change.

- a. Maps of railway development illustrate any discussion of how life changed – on farms, in businesses, in villages and towns – as improved access brought more settlers, easier marketing, cheaper and more abundant goods, and easier personal and commercial travel.
- b. Maps show how communities responded to improved rail service – in many cases by moving to be along a rail line, in other cases by abandoning locations, and in most occasions by the overnight creation of new centres.
- c. A look at rail lines can also initiate a discussion about the changes in farming that improved access to markets brought.
- d. A look at maps of early roads can remind us of the tremendous changes that the automobile brought to communities.

## Gallery Walk

### Using photos to stimulate questions

A Gallery Walk is just one of many a simply-managed activities that can use historic photos to stimulate thought, questions and understanding.

It can be used as an introduction or, with some modifications, as a review.

Assemble about 10 images or artifacts related to a theme being studied. Photos available at:

[www.hartneyheritage.ca](http://www.hartneyheritage.ca)

Display with no captions or other identification - space them about the room.

Have students circulate through the Gallery and record one question that comes to mind for each item.

The questions then are posed – first to the group and to the teacher as necessary.