

North Vancouver MUSEUM & ARCHIVES

SCHOOL PROGRAMS 2015/16



Archival Research 101

Teacher's Package

ARCHIVAL RESEARCH 101- TEACHER'S PACKAGE

Program Description

Archival Research 101 is a program designed to help high school students in grades 8 to 12 further develop historical research skills. This program is structured in a way that orients students to the resources available in the North Vancouver Archives as well as providing them with a 'behind the scenes' look at where many of North Vancouver's rare historic documents are stored. Once comfortable with their introductory knowledge of archival documents, students will be assigned local North Vancouver history topics and embark on a mini research quest that allows them to work with original photographs and documents. During their visit, students will learn the difference between primary and secondary sources; they will learn how to assess the reliability of sources, and how to access information in the Archives.

Recommended Level:	Grades 8 – 12
Duration:	One or two hour program decided at the time of booking
Fee:	\$40 (Please note that we require a minimum of one week's notice for cancellations otherwise full fees may apply).
Location:	North Vancouver's Community History Centre 3203 Institute Road, North Vancouver BC
Contact Phone:	604.990.3700, ext. 8007

2 Hour Option Format (1 hour program format to be customized with Education Programmer)

Archival Research 101 is presented in a couple of different parts. The first part involves the whole class. The topic of primary and secondary sources is discussed and is followed by a game where students demonstrate what they have learned. Following this, the class is separated into two groups. One group will visit the Archives' research room and will start their mini-research quest while the other group will work with the Reference Historian and have a specialized tour of the Archival Storage Room. Here, they will view original documents from the past. After time at each station, the groups will switch so that everyone has a chance to participate in all aspects of the program.

Part 1- Everyone in Meeting Room

Students will gather downstairs in the Community History Centre to discuss the differences between Primary and Secondary sources. Students will demonstrate their understanding of Primary and Secondary sources by playing a game of "Name that Source." This game involves real examples of Primary and Secondary sources from the NVMA's archival collection.

Part 2- Students in Archives' Research Room

Students will be divided into pairs or groups of three. Each group will be assigned a local history topic. Topics include the Collapse of the Second Narrows, the Japanese on the North Shore, Women in the Shipyard, Walter Draycott and Mountaineering. Students will have the opportunity to work at each archival research station. These include working with the photo database, clippings files, reference library, residential directories and oral histories. Using the resources available at each station, students will answer questions from a 'scavenger hunt' worksheet while learning more about their local history topic.

Part 3-Students in Archival Storage Room

Students will be given a thorough and specialized tour of the Archival Storage Room. They will learn of how archival documents are stored and the proper techniques used to preserve and maintain original documents. They will learn of how humidity, temperature and light can affect archival documents and why it is important to preserve them. Students will have the opportunity to view original documents related to some of the local history topics listed above.

Prescribed Learning Outcomes

Archival Research 101 was designed to link directly to the BC Integrated Resource Plan (IRP) guidelines for Secondary Social Studies curriculum.

Social Studies	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Skills and Processes of Social Studies	<ul style="list-style-type: none">gather and organize a body of information from primary and secondary print and non-print sources, including electronic sourcesinterpret and evaluate a variety of primary and secondary sources	<ul style="list-style-type: none">identify and clarify a problem, an issue, or an inquiryselect and summarize information from primary and secondary print and non-print sources, including electronic sourcesassess the reliability, currency, and objectivity of different interpretations of primary and secondary sources	<ul style="list-style-type: none">identify and clarify a problem, an issue, or an inquiryplan and conduct library and community research using primary and secondary print and non-print sources, including electronic sourcesgenerate and critique different interpretations of primary and secondary sources	<ul style="list-style-type: none">demonstrate effective research skills, including:<ul style="list-style-type: none">✓ accessing information✓ assessing information✓ collecting data✓ evaluating data✓ organizing information✓ presenting information✓ citing sourcesdemonstrate effective written, oral, and graphic communication skills	<ul style="list-style-type: none">analyse primary and secondary sources (historical evidence) with reference to:<ul style="list-style-type: none">✓ reliability✓ bias and point of view✓ corroborating and conflicting evidence

Historical Thinking Concepts

The analysis of primary sources also teaches historical thinking skills. These include but are not limited to the following:

- Students learn to formulate inquiry based questions;
- Students encounter and assess a variety of points of view;
- Primary sources provide historical context for research topics;
- Students discover and work with documents which provide 'Evidence';
- Students identify and consider bias;
- Students question information sources, their validity and reliability;
- Students identify 'cause and effect' relationships;
- Students work with the concepts of 'continuity and change';
- Students come to realize the importance of referencing multiple sources.

Fieldtrip Preparation

Please organize your class into two groups prior to your arrival at the Museum.

Preparation Activities

Vocabulary List:

The following terms will be used throughout the program. Please familiarize the students with the following concepts and meanings:

Archives: a collection of historical documents or records providing information about a place, institution, or group of people.

Artifact: an object made by a human being, typically an item of cultural or historical interest.

Research: the systematic investigation into, and study of, materials and sources in order to establish facts and reach new conclusions.

Primary Source: Original accounts of historic incidents.

Secondary Source: Second hand accounts of historic events.

Museum: a building in which objects of historic, scientific, artistic, or cultural interest are stored and exhibited.

Interpretation: a communication process designed to reveal meanings and relationships through first hand involvement with an object, artifact or archival materials.

Document: a piece of written, printed, or electronic matter that provides information or evidence or that serves as an official record.

Contract: a written or spoken agreement, especially one concerning employment, sales, or tenancy that is intended to be enforceable by law.

Directory: a book listing individuals or organizations alphabetically or thematically with details such as names, addresses, and telephone numbers.

Database: a structured set of data held in a computer, especially one that is accessible in various ways.

Oral History: the collection and study of historical information using sound recordings of interviews with people having personal knowledge of past events.

Analyze: examine methodically and in detail the constitution or structure of (something, especially information), typically for purposes of explanation and interpretation.

Humidity: a quantity representing the amount of water vapour in the atmosphere or a gas

Conservation: The act of protecting (something, especially an environmentally or culturally important place or thing) from harm or destruction.

Photographic Negative: a photographic image made on film or specially prepared glass that shows the light and shade or color values reversed from the original, and from which positive prints can be made.

Introductory Research Activity

1. Have the students enlist the help of a family member or an adult who is close to them, to look through their personal paper souvenirs of their life. These might include a photograph, letter, diary, newspaper clipping, birth certificate, report card, or a library or social security card. Have the students' select one item to share with their classmates and teacher.
2. Have students present their document providing the following information:
 1. Identify the type of document.
 2. The date of the document.
 3. The creator of the document.
 4. The purpose of the document.
 5. The reason the document was kept.

*As a class activity, consider the following questions about each document**

6. What can we learn, from the document, about its creator?

(Note: many of these types of documents (such as the birth certificate, social insurance card) are 'probative'. Probative documents are primarily intended to confirm identification for the owner. Identification is one of the primary intents of the creator).

7. What does this document say about whoever saved it?

(Note: the person who saved the document may not be the student but a member of the family whose motivations could include record keeping, saving of mementos).

8. What does this document say about life in this era?

(Note: a photo may provide evidence of dress styles, architecture, etc; other probative items may reflect a need to have identification.)

3. Finally, have the class decide whether or not the document represents a Primary source or a Secondary source. *(Note: see Vocabulary List above for clarification).*

**These activities were inspired by teaching materials developed by the National Archives and Records Administration of America.*

Materials

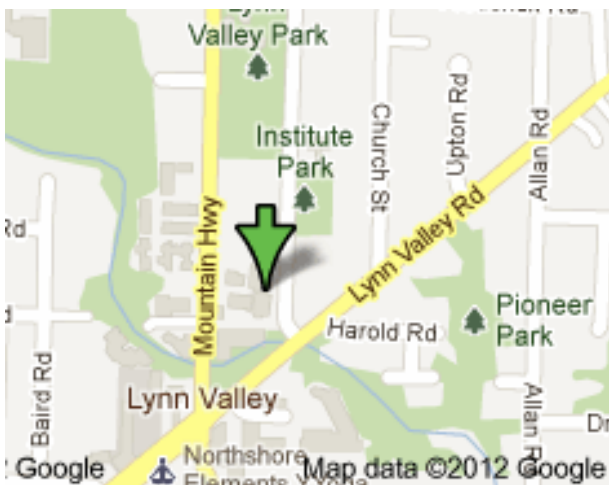
The North Vancouver Museum and Archives will provide worksheets and pencils for the students to use in the Archives.

Evaluation

We value your feedback. Information gathered following the program will provide guidance for future program development. An evaluation form has been provided for you on the last page of this Teacher's Package.

Archival Research 101 is a 2012 school program initiative of the North Vancouver Museum and Archives; your feedback and recommendations concerning preparation and follow-up activities will guide further development of this Teacher's Package.

Where to find us....



Archival Research 101 is presented at the Community History Centre (CHC) at 3203 Institute Road. There is limited parking in the CHC parking lot so you may have to park on the street.

If you have any queries, please contact us at 604.990.3700, ext 8016.

The Community History Centre is open to the public for archival research Tuesday through Saturday from 12-5pm. There is no admission charge.

School Program Evaluation
Program Name: **Archives Research 101**

To assist us in developing our school programs, we would be most appreciative if you would take a few moments to comment.

Date of Visit: _____

Time of Visit: _____

School: _____

Teacher: _____

Confirmation Letter & Information

Was the information provided accurate? Did it answer all of your questions? Please provide examples of how you prepared for this fieldtrip as well as any follow-up activities.

Group Arrival

Was the initial greeting and orientation provided by staff helpful? Please comment.

Were the facilities adequate? Please comment.

Program Content

Was the presentation at the students' level? Yes or No? Please comment.

Did this program meet your goals? Was your visit related to classroom studies? Please Comment.

Looking to the Future

How did you hear about this program?

What other programs might the North Vancouver Museum provide for your school?

What is the best way of contacting Teacher's about new school programs? (E-Mail, Website, Mail-Out, Flyers, Community Events, Facebook, Twitter, Newspaper etc)

Additional Comments

The North Vancouver Museum and Archives is building its Teachers' Resource Centre. What kind of teaching materials would be helpful to you or to your students?

- Historical picture sets
- Overhead transparencies of historical photos
- DVDs

Other (please explain) _____

Please return this form to:

Shirley Sutherland, Assistant Director and Education Curator
North Vancouver Museum and Archives
3203 Institute Road, North Vancouver, B.C. V7K 3E5
OR fax to 604.987.5688

Your evaluation is important to us. Thank you for completing this form.